S P A N I S H

BASIC   COURSE

SUPPLEMENT

Module 10

Grammar Notes

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PREFACE

These grammar notes have been designed to be used by students in the Spanish Basic Course 01LA28 Defense Language Institute.

The purpose of these notes is to provide the student with explanations necessary to guide him in understanding the grammatical forms, structures, and principles of Spanish as they are presented to him through the materials in the class-room.

These grammar notes do not pretend to cover every aspect of the language or answer all questions. They do provide, however, a basic framework and statement of grammatical principles, which the instructor may clarify, illustrate, expand, supplement, and apply as needed.

The notes are closely correlated with the lessons - Frame by Frame - so that the student can find what he needs, but no more than he needs, at that particular moment, in preparation for a Frame of instruction. The purpose of this design is twofold: to introduce the grammar in a graduated sequence, and to avoid overloading the student with information that may prove to be unnecs   stracting at any given stage of instruction. Thus, as grammatical themes are progressively developed, they are tied into related, previously-treated material (by selective back-referencing), so that general principles can be formulated gradually. The motivated student can always read ahead, and for this purpose some forward-referencing has been incorporated as an optional feature.

Each grammatical point focuses - as much as possible and where most applicable - on two aspects: form and function. Form defines the way the lexical or grammatical element (word, verbal form, gender marker, word order, etc.) manifests itself in the language, i.e., what it looks like. Function describes anything that relates to how (why, when, where, etc.) it is used. The distinction is occasionally hard to draw.

Examples have been generally limited to where they are needed to illustrate a point. Enough examples exist in the text (e.g., Dialogs, Manipulation Exercises) for most purposes. An attempt has been made to use only known vocabulary in these examples, particularly that related to the lesson.

These notes are based on the assumption that the student understands most of the basic grammatical terms, such as "verb", "noun", "adjective", "subject", "indirect object", "tense", "gender", "plural", etc. - so that these terms are not explained here. Where it has been felt that a term is sufficiently

unfamiliar, or important enough in terms of understanding the grammatical principles involved, brief explanations are given (e.g., "stem", "clause", "passive", etc.).

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NOTE

In cross-referencing and page indexing, the numbers stand for lesson, Frame and grammatical note section number (#), respectively: L. 1-1-2 = Lesson 1, Frame 1, #2.

For those Frames that have reviews of specific grammatical points, a note has been included (following new grammatical notes, if any) referring the student to the section or sections in the Grammar Notes where the point is treated.

1. Estar, "to be", PRESENT TENSE.

FORM:

Singular	Plural
estoy - I am está $\left\{\begin{array}{l}\text{- you are}\\\text{- he}\\\text{- she}\\\text{- it}\end{array}\right\}$ is	estamos - we are están $\left\{\begin{array}{l}\text{- you}\\\text{- they}\end{array}\right\}$ are

FUNCTION:

    This verb is one of the equivalents of the English verb "to be." One of its uses is to express a temporary condition, e.g., state of health:

> ¿Cómo está Ud.?
> How are you?
>
> Estoy bien, gracias.
> I am fine, thank you.

2. SUBJECT PRONOUNS.

FORM:

Singular		Plural	
yo	- I	nosotros	- we (masc.)
		nosotras	- we (fem.)
usted	- you	ustedes	- you
él	- he	ellos	- they (masc.)
ella	- she	ellas	- they (fem.)

FUNCTION:

a. Since the verb in Spanish specifies the person and number of the subject to a much greater degree than in English, these pronouns are used much less than their English equivalents.

> ¿Cómo está el capitán?
> How is the captain?
>
> (Él) está bien.
> He is fine.

This is particularly true of yo, although it may be used for emphasis or contrast.

> ¿Cómo está Ud.?
> How are you?
>
> Estoy bien, gracias.
> I'm fine, thanks.
>
> ¿Cómo están Uds.?
> How are you (pl.)?
>
> Yo estoy bien; él está regular.
> I am fine; he is so-so.

b. Usted is the formal form of "you," which will be contrasted with its familiar counterpart later (L. 21-1-1). It may be seen abbreviated as Ud. or Vd., but is still pronounced as the full word.

c. Él and ella are most often used to clarify or emphasize the subject.

d. In Spanish there is no equivalent subject pronoun form for "it" (or "they," when referring to things).

e. Nosotros is used for two or more males or mixed company (male and female). Nosotras refers to an all female group.

f. Ustedes (abbreviated as Uds. or Vds.) is used to address two or more people.

g. Ellos and ellas are the plural counterparts of él and ella. Ellos is used for two or more males or mixed company.

3. GENDERS OF NOUNS/DEFINITE ARTICLES.

FORM:

el* profesor	- the teacher(male)
la profesora	- the teacher(female)
la biblioteca	- the library
el libro	- the book

*The subject pronoun él, "he" (#2, above), is written with an accent mark to distinguish it from the definite article el, "the".

a. El profesor and la profesora are examples of what we might call "logical" gender, i.e., obviously masculine or obviously feminine.

b. There is no obvious reason why "library" in Spanish should be feminine and "book" masculine, but they are. Fortunately, the general rule you can apply is that nouns ending in -o are masculine and in -a are feminine. Words that end in -dad, -tad, -tud, -ción, -sión, -ie and -umbre

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are feminine; those that end in -or are masculine. Exceptions
and ambiguities will be indicated in Lesson Vocabulary Lists
by including the definite article, e.g., día (el) "day,"
clase (la) "class." Nouns ending in other consonants or
vowels will be likewise marked. Gender of these nouns will
just have to be learned.

FUNCTION:

The definite article is used when talking about somebody
with rank or title, but not when talking to somebody.

> Buenos días, señor Pérez.
> Good day, Mr. Perez.
>
> ¿Cómo está el señor Pérez?
> How is Mr. Perez?

4. SINGULAR/PLURAL

FORM:

Singular		Plural	
el profesor	- the teacher	los profesores	- the teachers
la biblioteca	- the library	las bibliotecas	- the libraries
el libro	- the book	los libros	- the books
la clase	- the class	las clases	- the classes

a.   Generally, nouns ending in unstressed vowels add -s to form the plural, and those ending in consonants (as well as most ending in a stressed vowel other than e) add -es.

b.   The plural forms of the definite article are los (masc.) and las (fem.).

5.   QUESTION PATTERNS.*

FORM:

a.   ¿Cómo está él?
     How is he?

b.   ¿Está bien ella?
     Is she well?

c.   Capitán, ¿cómo está Ud.?
     Captain, how are you?

Note that written questions begin the question portion of the sentence with the symbol ¿.

Questions are normally formulated by reversing the order of the verb and subject, much as it is done in English. Note that in sentence b. the subject comes after the adverb bien.

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*Question patterns and other features of stress and intonation are extensively treated in Phonology Unit 1, Module 1, Workbook, pp. 10-19.

1. <u>Tener</u>, "to have", PRESENT TENSE.

FORM:

Singular		Plural	
(yo)	tengo	(nosotros)	tenemos
(Ud.) (él) (ella)	tiene	(Uds.) (ellos) (ellas)	tienen

FUNCTION:

The verb <u>tener</u> functions in the sense of "to have, to hold, to own, to possess." Note the following examples:

> a. Tengo clase.
> I have class.
>
> b. Él tiene cerveza.
> He has beer.
>
> c. Tenemos automóvil.
> We have an automobile.

Note that in sentence c. above, Spanish does not have an indefinite article corresponding to the English "an." (cf. L. 2-3-1).

2. <u>QUESTIONS</u>.

FORM:

> ¿Tiene Ud. clase?
> Do you have class?
>
> ¿Tienen pluma ellos?
> Do they have a pen?

Spanish does not have the equivalent of "do" in question patterns.

3. INTERROGATIVES quién, quiénes.

FORM:

a.   ¿Quién tiene fósforos?
     Who has matches?

     Yo tengo.
     I have.

b.   ¿Quiénes tienen diccionarios?
     Who (of you) (pl.) have dictionaries?

     Nosotros tenemos.
     We have.

FUNCTION:

Notice that this question word has a singular form and a plural form, and that the use of each anticipates a singular or plural response, respectively.

4. AFFIRMATION/NEGATION.

FORM:

a.   No tenemos clase.
     We don't have class.

b.   ¿Quién no tiene libro?
     Who doesn't have a book?

In Spanish, a negative sentence is formed by placing the word no before the verb.

In negative sentences, as in questions (#2, above), Spanish does not have the equivalent of "do."

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1. USE OF <u>estar</u> FOR LOCATION.

FORM:

¿Dónde está el profesor?
Where is the teacher?

Está en la biblioteca.
He is in the library.

FUNCTION:

In addition to being used to express a temporary condition, <u>estar</u> is used to express location.

2. "It" AND "they" IN SPANISH.

FORM:

a.   ¿Dónde está la biblioteca?   - Está allí.
     Where is the library?   - <u>It</u> is there.

b.   ¿Dónde están los diccionarios?   - Están en la
     biblioteca.
     Where are the dictionaries? - <u>They</u> are in the
     library.

FUNCTION:

Although there are no equivalent subject pronouns in Spanish for "it" and "they" (when referring to things), it is usually clear from the context what the subject of the sentence is.

3. PREPOSITION de.

FORM:

    a. Él está a la derecha de la puerta.
        He is to the right of the door.

    b. Estamos detrás de la casa.
        We are behind the house.

    c. El parque está enfrente de la casa.
        The park is opposite the house.

FUNCTION:

In sentence a., de is translated as "of," but in b. and

c. detrás de and enfrente de translate simply as "behind" and

"opposite," respectively.

4. CONTRACTIONS al AND del.

FORM:

                Está delante de la puerta.
                (It) is to the side of the hospital.

                Está delante del hospital.
                (It) is in front of the hospital.

                Está a la derecha del hospital.
                (It) is to the right of the hospital.

                Está al lado del hospital.
                  (It) is to the side of the hospital.

Note that de + el contract to del in written and in

spoken Spanish but de la does not. Likewise, a + el contract

to al where a la does not. However, the pronoun él and the

capitalized article El will not contract.

5. WORD ORDER IN YES/NO QUESTIONS.

FORM:

¿Está el profesor en la biblioteca?
Is the teacher in the library?

¿Está en la biblioteca el profesor?
Is the teacher in the library?

Note the word order of Spanish yes/no questions is more flexible than in English.

1. <u>Ser</u>, "to be", PRESENT TENSE.

FORM:

Singular	Plural
(yo) soy	(nosotros) somos
(Ud.) (él) } es (ella)	(Uds.) (ellos) } son (ellas)

FUNCTION:

<u>Ser</u> is used to identify or classify the subject; for example, to give one's name, rank, profession, etc.

Such sentences fit the formula X = Y, e.g.:

a. Ud. = el sargento Brown: ¿Es Ud. el sargento Brown?
    you = Sergeant Brown   :   Are you Sergeant Brown?

b. ellos = profesores   :   Ellos son profesores.
    they = teachers   :   They are teachers.

c. quién = él   :   ¿Quién es él?
    who   = he   :   Who is he?

d. yo   = piloto   :   Yo soy piloto.
    I   = pilot   :   I am a pilot.

Note that in sentence d. above, Spanish does not have an indefinite article corresponding to the English "a."

2. <u>POSSESSION</u>.

A. Preposition <u>de</u> to Indicate Possession.

a. Él es el capitán <u>de</u> la compañía C.
    He is the captain <u>of</u> Company C.

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b.   La secretaria del doctor Buendía está aquí.
     Doctor Buendia's secretary is here.

c.   Juan tiene el libro de Carlos.
     Juan has Carlos' book (the book that belongs to C.).

FUNCTION:

The preposition de is used to indicate possession, and corresponds to the English "of" (sentence a.), or "-'s"("-s'") (sentences b., c.); or the construction "that belongs to."

B.   Ser de to Indicate Possession.

FORM:

a.   ¿De quién es el libro?
     Whose book is it?

b.   Es del profesor.
     It's the teacher's.
     It belongs to the teacher.

c.   ¿De quiénes son las grabadoras?
     Whose tape recorders are they?

d.   Son de las señoras.
     They are the ladies'.
     They belong to the ladies.

FUNCTION:

a.   The verb ser plus the preposition de is used to express ownership, using the construction "X is of Y," whereas in English this is normally expressed by "X is Y's" or "X belongs to Y" (sentences b., d.).

b.   ¿De quién? and ¿de quiénes? are the singular and plural equivalents of "whose?" (sentences a., c.).

C. <u>Possessive Adjectives (Short Forms)</u>.

FORM:

If Object Possessed Is		
Singular	Plural	
mi	mis	my
su	sus	your, his, her, its, their
nuestro (masc.) nuestra (fem.)	nuestros (m.) nuestras (f.)	our

Possessive adjectives in Spanish agree in number with the object possessed. These forms (called "short")* always precede the noun:

> Yo tengo grabador<u>a</u>. M<u>i</u> grabador<u>a</u> está aquí.
> I have a tape recorder. My tape recorder is here.
>
> Él tiene primo<u>s</u>. Su<u>s</u> primo<u>s</u> no están aquí.
> He has cousins. His cousins aren't here.
>
> ¿Tiene Ud. hijo<u>s</u>? ¿Dónde están su<u>s</u> hijos?
> Do you have children? Where are your children?

In the case of "our," the possessive adjective also agrees in gender with the following noun.

a. Nosotros tenemos cas<u>a</u>. Nuestr<u>a</u> cas<u>a</u> está en San Francis-
    co.

    We have a house. Our house is in San Francisco.

b. Nosotras tenemos cigarrill<u>os</u>. Nuestr<u>os</u> cigarrill<u>os</u> están
    en la mesa.

    We (fem.) have cigarettes. Our cigarettes are on the
    table.

*Long forms will be introduced later (L. 13-2-1).

2-1-2

Note that the possessive adjective agrees with the possessed noun and <u>not</u> with the possessor (a. and b. above).

D. Use of the construction <u>de</u> + Subject Pronoun.

FORM:

a. ¿Dónde está <u>su</u> grabadora?
    Where is your (his, her, their) tape recorder?

b. ¿Dónde está <u>la</u> grabadora <u>de él</u>?*
    Where is <u>his</u> tape recorder?

c. ¿Dónde está la grabadora <u>de nosotros</u>?
    Where is our tape recorder?

FUNCTION:

a. <u>Su(s)</u> does not specify the owner precisely, and can be translated as "your," "his," "her," or "their." This ambiguity can be resolved by using the construction <u>de</u> + subject pronoun to indicate the owner. Note that in b. the definite article <u>la</u> replaces the possessive adjective <u>su</u>.

b. The construction <u>de nosotros</u> can be used optionally in place of <u>nuestro(a)(s)</u> (sentence c.). There is no corresponding construction in Spanish for the first person singular <u>mi(s)</u>.

_____

*Remember that <u>de</u> + <u>él</u> does not contract (L. 1-3-4).

1. <u>Ser</u> vs. <u>estar</u>.

FORM:

    a. Él <u>está</u> bien.
        He <u>is</u> fine.

    b. Él <u>está</u> triste.
        He <u>is</u> sad.

    c.(1) Él <u>está</u> en clase.   (2) La clase <u>es</u> aquí.
         He <u>is</u> in class.   The class <u>is</u> (takes place) here.

    d. Él <u>es</u> capitán.
        He <u>is</u> a captain.

    e. El libro <u>es de</u> mi amigo.
        The book <u>is my</u> friend<u>'s</u> (<u>belongs to</u> my friend).

FUNCTION:

These sentences illustrate some of the basic differences between <u>ser</u> and <u>estar</u>:

a. <u>Estar</u> is used with an adverb (sentence a.) or an adjective (sentence b.) to describe the subject's temporary state or condition: e.g., health (<u>bien</u>), state of mind (<u>triste</u>), etc.

It is also used with a location expression to give the subject's location (sentence c.(1)): e.g. <u>en clase</u>.

b. <u>Ser</u> is used in predicate noun constructions to identify or classify the subject (sentence d.): e.g., by rank (<u>capitán</u>), title, profession, etc.

It is also used with the preposition <u>de</u> to indicate ownership (sentence e.).

In the case of event nouns (class(activity), party, etc.), <u>ser</u> is used for location (sentence c.(2)).

2. NOUN/ADJECTIVE AGREEMENT

FORM:

	Column 1	Column 2
El doctor está	- ocupado	- triste
La señora está	- cansada	- alegre
Los alumnos están	- preocupados	- alegres
Las señoritas están	- contentas	- tristes

Adjectives in Spanish which agree in both gender and number with the noun they modify (Column 1) are listed (in dictionaries, vocabulary lists, etc.) under their masculine singular forms, ending in -o. All other adjectives are invariable with respect to gender, but still must agree in number (Column 2).

1. <u>INDEFINITE ARTICLES</u>.

FORM:

Singular	Plural
<u>un</u> libro - <u>a</u> book <u>una</u> pluma - <u>a</u> pen	<u>unos</u> libros - some books <u>unas</u> plumas - some pens

FUNCTION:

a. The indefinite article in Spanish is often omitted where an English speaker would expect to find it. For example, it is not generally used with an unmodified predicate noun indicating rank, profession, etc.

> Juan es doctor.
> Juan is <u>a</u> doctor.

b. It is also generally omitted before unmodified objects of <u>tener</u> (including expressions of discomfort), except to contrast one kind of object with another or to specify that there is only <u>one</u> object as opposed to two or more.

> (1) ¿Tiene Ud. auto?
>   Do you have a car?   (Any car as means of trans-
>   portation)
>
>   No tengo auto.
>   I don't have a car.   (Any car)
>
> (2) ¿Tiene Ud. un <u>auto</u>?
>   Do you have a <u>car</u>?   (As opposed to other means
>   of transportation)
>
>   ¿Qué tiene Ud.? - Tengo un <u>auto</u>.
>   What do you have? - I have <u>a</u> <u>car</u>.   (As opposed
>   to some other kind of object)

(3) ¿Tiene Ud. un auto?
Do you have one car? (As opposed to two or more)

(4) Tengo fiebre.
I have a fever.

c. The indefinite article is generally used with nouns modified by an adjective.

Él es un doctor muy bueno.
He is a very good doctor.

Ellos son unos doctores muy buenos.
They are (some) very good doctors.

Tengo un auto muy bueno.
I have a very good car.

Tengo unos autos muy buenos.
I have (some) very good cars.

Tengo una fiebre terrible.
I have a terrible fever.

2. USE OF THE PREPOSITION de WITH MODIFYING NOUNS.

FORM:

a. Tengo dolor de cabeza.
I have a headache.

b. Él es profesor de español.
He is a Spanish teacher.

c. ¿Su número de teléfono?
Your telephone number? (cf. L. 3-1-1)

FUNCTION:

In English a noun may modify another noun as in the construction "an X Y": e.g., "a headache," "a Spanish teacher," "a telephone number," etc. In Spanish, this modification is normally expressed by the inverted construction "a Y of X,"

using the preposition <u>de</u>: e.g., un dolor <u>de</u> cabeza, un profesor <u>de</u> español, un número <u>de</u> teléfono, etc. (sentences a.-c.).

Note that in sentence **a.** the whole expression <u>dolor de cabeza</u> can itself be considered as an unmodified noun, accounting for the omission of the indefinite article in Spanish.

3. <u>POSITION OF ADJECTIVES</u>.

FORM:

    a. Tengo un dolor de cabeza <u>terrible</u>.
        I have a terrible headache.

    b. Ella es una <u>buena</u> secretaria.
        She is a good secretary.

    c. Él es un doctor muy <u>bueno</u>.
        He is a very good doctor.

    d. Él es un <u>buen</u> doctor.
        He is a good doctor.

FUNCTION:

Adjectives in Spanish usually follow the noun they modify (sentence a.), particularly if the adjective is itself modified by an adverb (sentence c.). <u>Bueno</u> is one of those adjectives that can precede (sentence b.) or follow the noun (sentence c.): when it precedes, the singular masculine form <u>bueno</u> is shortened to <u>buen</u> (sentence d.).

4.   IDIOMATIC USE OF tener.

FORM:

    Tengo calor/frío.
    I am hot/cold.
    (Literally: I have heat/cold.)

FUNCTION:

Note that in the sentence above the verb tengo translates as "I am" and not "I have."

1. NUMBER <u>uno</u>.

FORM:

    a. ¿Tiene dos rifles? - No, tengo <u>uno</u>.
        Do you have two rifles? - No, I have <u>one</u>.

    b. Tengo <u>un</u> rifle, <u>una</u> granada y dos pistolas.
        I have <u>one</u> rifle, <u>one</u> grenade and two pistols.

Unlike the other numbers (<u>dos</u>, <u>tres</u>, <u>cuatro</u>, etc.) whose form doesn't change, <u>uno</u> is shortened to <u>un</u> when followed by a noun, and becomes <u>una</u> when referring to a feminine object (sentence b.).

FUNCTION:

Note that these alternate forms (<u>un</u>, <u>una</u>) coincide with those of the indefinite article, and may be translated as "a(n)" or "one," depending on what is being expressed.

      Tienen <u>un</u> tanque.
      They have <u>one</u> tank.
      They have <u>a</u> tank.

2. USE OF <u>ser</u> WITH MARITAL STATUS.

FORM:

      No soy casada. Soy soltera.
      I'm not married. I'm single.

FUNCTION:

In addition to identifying persons by rank, title, or profession, <u>ser</u> is used to identify them by marital status.

1. <u>Ser de</u> TO INDICATE ORIGIN (BIRTHPLACE).

FORM:

    a.   ¿<u>De</u> dónde es Ud.?
        Where are you <u>from</u>?

    b.   <u>Soy de</u> los Estados Unidos.
        <u>I'm from</u> the United States.

Note, as in a. above, that in Spanish, prepositions (e.g., <u>de</u>) must precede the question words, while in English they can come at the end of the sentence.

FUNCTION:

The verb <u>ser</u> with the preposition <u>de</u> is used to indicate place of birth (city, state, country, etc.).

1. <u>VERBS IN SPANISH</u>.

 a. Verbs in Spanish consist of a stem, e.g., <u>trabaj</u>-, plus an ending, e.g., -<u>ar</u>.

 b. In addition, every verb falls into one of three categories according to whether its infinitive ending is -<u>ar</u> (e.g., trabaj<u>ar</u>, "to work"), -<u>er</u> (e.g., ten<u>er</u>, "to have") or -<u>ir</u> (e.g., viv<u>ir</u>, "to live").

 c. Each category of verbs has its own set of endings for each tense, which, in addition to identifying the tense, specify the person and number. A <u>regular</u> verb is one which takes the set of endings of its category and whose stem undergoes no changes.* Verbs like the ones we have introduced so far (<u>estar</u>, <u>ser</u>, <u>tener</u>) are therefore considered to be irregular if they undergo changes in either stems or endings, or both. Thus, instead of taking the regular -<u>o</u> ending for <u>yo</u>, present tense, these verbs form: est<u>oy</u>, s<u>oy</u>, ten<u>go</u>. Compounds of irregular verbs (e.g., <u>tener</u> → de<u>tener</u>, "to detain") follow the irregularity of the primitive verb (the one from which they are derived), and will so be indicated in the vocabulary lists.

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*Strictly speaking, no changes except orthographic ones (cf. L. 8-2-3, etc.).

2. PRESENT TENSE OF -ar VERBS.

FORM:

Trabajar, "to work"

Singular	Plural
trabajo*	trabajamos
trabaja	trabajan

*In this and succeeding verb tables, only the verb forms will be given, corresponding to the subject pronouns as follows:

Singular	Plural
yo	nosotros
Ud., él, ella	Uds., ellos, ellas

FUNCTION:

¿Dónde trabajan Uds.?
Where do you work?
Where are you working (these days)?

Note that sometimes the English present progressive ("be" + "-ing") is a possible translation of the Spanish present tense.

1. INDEFINITE PRONOUNS <u>algo</u>, <u>nada</u>, AND DOUBLE NEGATIVE CON-
    STRUCTION <u>no</u> + verb + <u>nada</u>.

FORM:

    a. ¿Necesita <u>algo</u> para el dolor?
        Do you need <u>something</u> (<u>anything</u>) for the pain?

    b. <u>No</u> tengo <u>nada</u>.
        I do<u>n't</u> have <u>anything</u>.

    c. <u>No</u> es <u>nada</u>.
        It's <u>nothing</u>.

    d. <u>Nada</u> tengo.
        I do<u>n't</u> have <u>anything</u>.
        (<u>Nothing</u> do I have.)

FUNCTION:

    a. <u>Algo</u> may be translated as "something" or (optionally,
in questions) "anything."

    b. <u>Nada</u> is the negative of <u>algo</u> and can be translated
as "not ... anything" or "nothing"; it can occur in Spanish
in two types of constructions: <u>no</u> + verb + <u>nada</u> (which is
more common and is known as the "double negative" construc-
tion: sentences b. and c.) or <u>nada</u> + verb (which is rela-
tively infrequent: sentence d.).

2. ADVERBS <u>también</u>, <u>tampoco</u>.

FORM:

    Él estudia el español.- Yo <u>también</u> (estudio el español).
                            <u>También</u> yo (estudio el español).

    He studies Spanish. - I <u>also</u> (study Spanish).

> José no tiene clase. - Juan <u>tampoco</u> (tiene clase).
> <u>Tampoco</u> Juan.
> Juan <u>no</u> tiene clase <u>tampoco</u>.

> Jose doesn't have class. - <u>Neither</u> does Juan (have class).
> Juan <u>doesn't</u> (have class)
> <u>either</u>.

FUNCTION:

a. <u>También</u> may be translated as "also" or "too."

b. <u>Tampoco</u> is the negative of <u>también</u>, and may be translated as "not ... either" or "neither." As with <u>nada</u> (#1, above), <u>tampoco</u> can occur before the verb or in a "double negative" construction: both constructions are equally common.

3. DEMONSTRATIVE ADJECTIVES <u>este</u>, <u>ese</u>.

FORM:

Singular		Plural	
este esta	this	estos estas	these
ese esa	that	esos esas	those

Este libro es caro.
This book is expensive.

Estas casas son baratas.
These houses are cheap.

¿Es nueva esa silla?
Is that chair new?

Esos teléfonos no son nuevos.
Those telephones are not new.

4.   NEUTER DEMONSTRATIVE PRONOUNS esto, eso.

FORM:

    a.   ¿Que es esto?
       What is this?

       Eso es un libro.
       That's a book.

       Eso es una granada.
       That's a grenade.

    b.   Esto no está bien.
       This is not right.

FUNCTION:

Esto and eso are never used with nouns (as the demonstrative adjectives, este, ese, etc.) but only in place of nouns, which is why they are called "pronouns."

b.   Esto and eso are used when referring to anything the gender of which is either unknown or unspecified (hence the term "neuter").

5.   FORM OF ADJECTIVE FOR UNSPECIFIED GENDER.

FORM:

       Esto es bueno, y no es caro.
       This is good, and it isn't expensive.

       ¿No tiene nada bueno para el dolor de cabeza?
       Don't you have anything good for a headache?

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Tengo algo muy barato.
I have something very cheap.

FUNCTION:

When an adjective describes anything whose gender is unknown or unspecified, the masculine form is used.

6. Ser vs. estar WITH PREDICATE ADJECTIVES.

FORM:

a. Las medicinas son caras.
The medicines are expensive. (They are expensive medicines.)

b. Las medicinas están caras.
The medicines are expensive. (Normally, they are cheaper.)

c. Esa grabadora es mala.
That tape recorder is bad. (It's a bad tape recorder.)

d. Esa grabadora está mala.
That tape recorder is bad. (It's broken down: there's something wrong with it.)

FUNCTION:

a. Some adjectives may be used to describe either an inherent or characteristic quality of something, or a temporary or unusual state or condition.

b. Ser is used to indicate that the quality is inherent or characteristic (sentences a., c.).

c. Estar is used to indicate that the state or condition is temporary or unusual (sentences b., d.).

7. <u>PREPOSITIONAL PRONOUNS</u>.

FORM:

Singular	Plural
para <u>mí</u>* – for me	para nosotros ⎫ para nosotras ⎬ – for us
para Ud. – for you	para Uds. – for you
para él – for him	para ellos ⎫
para ella – for her	para ellas ⎬ – for them

*The prepositional pronoun mí, "me," is written with an accent mark to distinguish it from the possessive adjective <u>mi</u>, "my."

FUNCTION:

Prepositional pronouns are those which are used after prepositions. Note that in Spanish they are the same as the subject pronouns we have seen so far, with the exception that <u>yo</u> becomes <u>mí</u>.

1. PRESENT TENSE OF -er VERBS.

FORM:

Comprender, "to understand"

Singular	Plural
comprendo comprende	comprendemos comprenden

2. PRESENT TENSE OF -ir VERBS.

FORM:

Vivir, "to live"

Singular	Plural
vivo vive	vivimos viven

Note that for the first person singular (yo) the ending
(-o) is the same for all three categories of verbs (-ar, -er
and -ir). Note also that the endings are the same for -er
and -ir verbs, with the exception of the first person plural
(nosotros):   -emos and -imos, respectively.

1. <u>Ir</u>, "to go," PRESENT TENSE.

FORM:

Singular	Plural
voy	vamos
va	van

2. PREPOSITIONS <u>a</u>, <u>para</u>, <u>por</u>.

FORM:

a. ¿<u>A</u> dónde va Ud.?
    Where are you going (to)?

    Voy <u>a</u> la embajada.
    I'm going to the embassy.

b. ¿<u>Para</u> dónde van Uds.?
    Where are you going (to)?   (headed for)

    Vamos <u>para</u> Santa Bárbara.
    We're going to (headed for) Santa Barbara.

c. ¿<u>Por</u> dónde va ese autobús?
    Where does that bus go?   (What route does it take?)

    Va <u>por</u> la Avenida Sucre.
    It goes along (up/down) Sucre Avenue.

    ¿<u>Por</u> dónde pasa?
    Where does it go by?

    Pasa <u>por</u> la embajada.
    It goes by (past) the embassy.

    Esta mesa no pasa <u>por</u> la puerta.
    This table doesn't go through the door.

FUNCTION:

a.   With verbs of motion, both a and para indicate a destination and may be translated as "to." However, para calls attention more to the direction in which one is heading than to the (actual) arrival at the destination. Therefore, para may also be translated as "for" as in "headed for," "bound for."

b.   Por denotes motion along, by, or through something.

3.   LOCATION WORDS aquí, ahí, allí, allá.

FORM:

a.   Ellos viven aquí.
     They live here.

b.   Está ahí, detrás de Ud.
     It's there, behind you.

     Vivo a tres cuadras de ahí.
     I live three blocks from there.

c.   La radio está allí.
     The radio is (over) there.

d.   Los oficiales trabajan allá.
     The officers work (over) there.

     La señorita va para allá.
     The young lady is going (over) there.

FUNCTION:

a.   Aquí, "here," refers to a location close to the speaker.

b.   Ahí, "there," can refer to a location either close to the person spoken to or away from both speakers.

c. Allí and allá, " over there," refer to locations away from both speakers. Only allá can be used following para. Note that para must be used with verbs of motion where the English translation has no preposition (sentence d.).

1. DEMONSTRATIVE ADJECTIVE <u>aquel</u>.

FORM:

Singular		Plural	
aquel aquella	that (at a distance)	aquellos aquellas	those (at a distance)

FUNCTION:

Whereas the demonstrative adjective <u>este</u>, "this,"
usually refers to something close to the speaker, and <u>ese</u>,
"that," usually refers to something near the person spoken
to, <u>aquel</u> refers to something removed from both, and can be
translated as "that ... (over there)" or "yonder."

2. DEMONSTRATIVE PRONOUNS.

FORM:

Singular		Plural	
éste ésta esto	this (one)	éstos éstas	these
ése ésa eso	that (one)	ésos ésas	those
aquél aquélla	that (one) (over there)	aquéllos aquéllas	those (over there)

All the demonstrative adjectives have a corresponding pronoun form, which is distinguished by a written accent mark. Note that esto and eso are not written with an accent mark.

3. ADJECTIVES USED AS NOUNS.

FORM:

a. El autobús verde pasa por aquí. ¿Por dónde pasa
    el amarillo?
    The green bus goes by here. Where does the yellow
    one go by?

b. ¿Cómo está el enfermo?
    How's the sick one (masc.)/person (masc.)/man?

   c. Las televisiones grandes son caras; <u>las pequeñas</u>
       son baratas.
       The large TVs are expensive; the small sets are
       cheap.

FUNCTION:

   a. In some cases in English, adjectives can function as
nouns where used collectively, e.g., when one says "the
sick," "the wounded" (meaning "the sick people," "the wounded
persons", etc.) Referring to individuals, however, the ad-
jective in English cannot be used as a noun, so that one has
to say "the wounded man," "the sick one," "the yellow one,"
etc. (cf. sentences a.-c.).

   b. In Spanish most adjectives can be used by themselves
as nouns, in a collective or individual sense. Gender will
be determined by who or what the noun refers to (sentences
a.-c.).

4. <u>ASKING ABOUT COLORS</u>.

FORM:

   ¿<u>De</u> qué color es su auto?
   What color is your car?

   Mi auto es blanco.
   My car is white.

FUNCTION:

   In asking "what color?" Spanish uses the preposition <u>de</u>.

5. <u>Que</u>, "that," "which."

FORM:

    ¿Qué ómnibus tomo?
    What bus do I take?

    Aquél <u>que</u> está ellá.
    That one that (which) is over there.
    (That one over there.)

FUNCTION:

In the above example, <u>que</u> may be translated as "that" or "which" (often omitted in English).

1. TIME OF DAY.

FORM:

    a.   Es la una.
        It's one (o'clock).

        Son las dos.
        It's two (o'clock).

    b.   Son las diez y veinte.
        It's ten-twenty.
        It's twenty past ten.

        Son las diez menos veinte.
        It's twenty to ten.

    c.   Son las diez y quince.
        It's ten-fifteen.

        Son las diez y cuarto.
        It's a quarter past ten.

        Son las once y media.
        It's half past eleven.

    d.   Él llega mañana por la mañana.
        He arrives tomorrow morning.

        ¿A qué hora estudia por la tarde?
        (At) what time do you study in the afternoon?

        Estudio a las seis de la tarde.
        I study at six in the afternoon.

FUNCTION:

    a. In telling time, the feminine definite article is always used before the number of the hour. The singular article and verb are used with "one"; the plural article and verb with "two" or greater (sentence a.) Note use of ser.

    b. Por is used when simply speaking about a period of the day; when a specific time is given, de must be used (sentence d.).

2. Salir, "to leave," PRESENT TENSE.

FORM:

Singular	Plural
salgo	salimos
sale	salen

1.   CLASS A VERBS (o → ue).*

FORM:

Costar, "to cost," Present Tense

Singular	Plural
cuesto	costamos
cuesta	cuestan

With some -ar and -er verbs having o in the last syllable of the stem, this vowel becomes ue when stressed. Verbs undergoing these changes are called "Class A verbs."

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*For the other category of Class A verbs, cf. L. 10-1-1.

1. <u>COMPOUND NUMBERS</u>.

FORM:

   a.   Eso cuesta <u>dieciséis</u> (<u>diez y seis</u>) dólares.
        That costs <u>sixteen dollars</u>.

   b.   Tiene <u>veinticuatro</u> centavos.
        He has <u>twenty-four</u> cents.

   c.   Trabaja <u>treinta y seis</u> horas.
        He works <u>thirty-six</u> hours.

   d.   Tienen cincuenta y <u>un</u> pesos.
        They have fifty-one pesos.

   e.   Necesito sesenta y <u>una</u> grabadoras.
        I need sixty-one tape recorders.

Note that, with the exception of numbers 16 through 19
(which can be written either way: sentence a.), and 21
through 29 (which are always written as one word: sentence
b.), compound numbers are written as separate words (sen-
tences c.-e.). Compound numbers ending in <u>un(o)</u> agree in
gender but not in number with the following noun (sentences
d., e.). Remember: <u>uno</u> ➔ <u>un</u> before a noun.

2. INTERROGATIVES <u>cuánto</u>, <u>cuántos</u>.

FORM:

   a.   ¿<u>Cuánto</u> dinero tiene?
        <u>How much</u> money do you have?

   b.   ¿<u>Cuántos</u> dólares tiene?
        <u>How many</u> dollars do you have?

   c.   ¿<u>Cuánta</u> cerveza toma en el almuerzo?
        <u>How much</u> beer (liquid) do you drink for lunch?

    d.   ¿<u>Cuántas</u> cervezas toma en el almuerzo?
       <u>How many</u> beers (glasses, bottles) do you drink for
       <u>lunch?</u>

FUNCTION:

The singular forms of this interrogative (<u>cuánto</u>, <u>cuánta</u>) correspond to the English "how much" and are used with <u>mass</u> nouns (i.e., nouns which are not seen as having plural forms: "money," "water," "beer (the liquid)", etc.) (sentences a. and c.).

The plural forms (<u>cuántos</u>, <u>cuántas</u>) mean "how many" and are used with <u>count</u> nouns (those which can be pluralized: "dollar," "pencil," "beer (a glass or bottle of it)", etc.) (sentences b. and d.).

Note the agreement in gender with the noun modified.

3. USE OF THE PREPOSITION <u>por</u> TO INDICATE EXCHANGE.

FORM:

    a. Yo pago <u>dos pesos</u> <u>por</u> <u>el almuerzo</u>.
       I pay two pesos for lunch.

    b. Yo pago el almuerzo.
       I'm paying for lunch.

FUNCTION:

<u>Por</u> (in sentence a.) indicates exchange of one thing (<u>dos pesos</u>) for another (<u>el almuerzo</u>). Note that in sentence b. no exchange is indicated; therefore, the preposition is not used in Spanish.

4. ADVERB <u>nunca</u>.

FORM:

> Yo <u>nunca</u> tomo café en el desayuno.
> Yo <u>no</u> tomo <u>nunca</u> café en el desayuno.
> I never drink coffee at breakfast.

FUNCTION:

Like <u>nada</u> (L. 4-1-1), <u>nunca</u> requires the double negative construction when it follows the verb. Both constructions are equally common.

1. PERIPHRASTIC FUTURE: <u>ir a</u> + infinitive.

FORM:

   ¿Qué <u>van a comer</u>?
   What <u>are you going to eat</u>?

FUNCTION:

   The construction <u>ir a</u> + infinitive corresponds to the
English "to be going to + infinitive." It is called the
"periphrastic" future because it is an indirect, roundabout
way of expressing the future, and contrasts with the future
tense as such (which will be introduced later: L. 34-1-2);
however, it is a very high-frequency construction.

2. <u>Querer</u>, "to want," PRESENT TENSE.

FORM:*

Singular	Plural
quiero	queremos
quiere	quieren

FUNCTION:

   a. Quiero <u>pescado</u>.
       I want <u>fish</u>.

   b. Quiero <u>comer pescado</u>.
       I want <u>to eat fish</u>.

   The object of <u>querer</u>, as in English, can be a noun or
an infinitive construction.

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*See note in L. 10-1-1: Class A verbs (<u>e</u>→ <u>ie</u>).

3. <u>CLASS C VERBS.</u>*

FORM:

<u>Pedir</u>, "to ask for," Present Tense

Singular	Plural
p<u>i</u>do	pedimos
p<u>i</u>de	p<u>i</u>den

With some -<u>ir</u> verbs having <u>e</u> in the last syllable of the stem, this vowel become <u>i</u> when:

    (1) stressed, or

    (2) unstressed, but followed by a stressed <u>a</u>, <u>ie</u> or <u>ió</u> in the next syllable.

Examples of (2) are: p<u>i</u>d<u>a</u>mos, p<u>i</u>d<u>ie</u>ron, p<u>i</u>d<u>ió</u> (these forms belong to tenses that will be introduced later: cf. L. 17-2-1, L. 35-2-2).

FUNCTION:

Note that in <u>pedir</u>, "to ask for," the sense of "for" is already contained in the meaning of <u>pedir</u>, and should not be translated as a separate word.

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*For Class B verbs, cf. L. 11-1-1.

4. <u>Saber</u>, "to know," PRESENT TENSE.

FORM:

Singular	Plural
sé	sabemos
sabe	saben

FUNCTION:

    a. ¿Sabe qué va a pedir?
        Do you know what you are going to order?

    b. No sabe nada.
        He doesn't know anything.

    c. Ellas saben hablar español.
        They know <u>how</u> to speak Spanish.

<u>Saber</u> is used only in the sense of "to know (for) a fact," <u>not</u> in the sense of "to be familiar with" or "to have met (a person)". It is never used with a direct object that is a person or a geographical location. In these latter cases Spanish uses the verb <u>conocer</u> (introduced in L. 13-3-1). Note that <u>saber</u> + infinitive is translated as "to know <u>how</u> + infinitive" (sentence c.).

5. <u>Valer</u>, "to be worth, to cost," PRESENT TENSE.

FORM:

Singular	Plural
valgo vale	valemos valen

6. USE OF THE PREPOSITION <u>a</u> IN INFINITIVE CONSTRUCTIONS.

FORM:

    a.   Va <u>a</u> comer a las seis.
         He is going to eat at six.

    b.   Vienen <u>a</u> trabajar aquí.
         They are coming to work here.

    c.   Vamos <u>a</u> salir <u>a</u> almorzar.
         We are going to go out to have lunch.

    d.   Necesito saber eso.
         I need to know that.

    e.   Quiere vender su auto.
         She wants to sell her car.

FUNCTION:

In Spanish, infinitives following another verb may (sentences a.-c.) or may not (d., e.) be preceded by the preposition <u>a</u>, depending on the verb they follow.

Other prepositions (<u>de</u>, <u>en</u>, etc.) can also occur following certain verbs, but will be treated individually.

7. USE OF DEFINITE ARTICLES WITH DAYS OF THE WEEK.

FORM:

    a. ¿A donde va el sábado?
        Where are you going (on) Saturday?

    b. Come pescado los viernes.
        He eats fish on Fridays.

FUNCTION:

The definite article is normally used before the names of the days of the week. No preposition corresponding to the English "on" is used. Note that names of the days are not capitalized in Spanish.

8. QUESTION WORDS AND RELATIVE ADVERBS.

FORM:

    a. ¿Cuándo va a ir a La Paz?
        When are you going to go to La Paz?

    b. No sé cuándo voy a ir.
        I don't know when I am going to go.

    c. Cuando va al club, ¿qué toma?
        When you go to the club, what do you drink?

FUNCTION:

Cuándo (with written accent) is a question word meaning "when" in the sense of "at what time" (sentences a., b.). Cuando (without written accent) is a relative adverb meaning "when" in the sense of "at the time that" (sentence c.). All Spanish question words (e.g., dónde, quién, por qué, etc.) have relative counterparts, written without the accent (e.g., donde, quien, porque, etc.). Note that porque

(written as one word without accent), meaning "because (for that reason)," is the relative counterpart of <u>por qué</u>, "why (for <u>what</u> reason)." The case of <u>que</u> will be treated in more detail in L. 15-3-1; <u>quien(es)</u> in L. 17-3-4.

1. <u>Poder</u>, "to be able; can," PRESENT TENSE.

FORM:

Singular	Plural
puedo	podemos
puede	pueden

Although <u>poder</u> behaves like a Class A verb in the present tense (cf. L. 6-2-1), it is irregular in other tenses and is classed as such.

2. <u>Poner</u>, "to place, to put," PRESENT TENSE.

FORM:

Singular	Plural
pongo	ponemos
pone	ponen

3. ADJECTIVES/PRONOUNS <u>todo</u>, <u>todos</u>.

FORM:

    a. Estudio <u>todo</u> el día.
       I study <u>all</u> day.

    b. Estudio <u>todas</u> las tardes.
       I study <u>every</u> afternoon.

    c. <u>Toda</u> mi familia está aquí.
       <u>All</u> my family is here.

d. Todo el vino está malo.
   All (of) the wine is bad (spoiled).

e. Todas las grabadoras están malas.
   All (of) the tape recorders are bad (out of order).
   Every tape recorder is bad (out of order).

f. Todas Uds. pueden hablar español.
   All (of) you (fem.) can speak Spanish.

g. Todas están listas para el examen.
   Everyone (fem.) is (all of you (them) (fem.) are)
      ready for the exam.

h. Todo está listo para el examen.
   Everything is ready for the exam.

FUNCTION:

Todo and todos may be used as adjectives (sentences a.-
f.) or pronouns (sentences g., h.), and can be translated in
various ways as illustrated above.

Note that, as adjectives, these words agree in gender with
the noun (sentences a.-f.); as pronouns, they take the ap-
propriate gender when it can be specified (sentence g.), or
the masculine when it is unspecified (sentence h.).

1. <u>Otro</u>, <u>otros</u>.

FORM:

    a.   ¿Tiene <u>otro</u> mapa?
        Do you have another map?

    b.   ¿Tiene <u>el otro</u> mapa?
        Do you have the other map?

    c.   ¿Tiene <u>otros</u> mapas?
        Do you have <u>any (some) other</u> maps?

    d.   ¿Tiene <u>los otros</u> mapas?
        Do you have <u>the other</u> maps?

FUNCTION:

<u>Otro(s)</u> used with the definite article corresponds to "the other(s)" (sentences b., c.). Used without an article, it is translated as "another," "any (some) other" (sentences a., c.), where the sense of "an," "any" or "some" is already contained in the meaning of <u>otro(s)</u> and should not be translated as a separate word.

2. INDEFINITE ADJECTIVES AND PRONOUNS.

FORM:

Adjectives or Pronouns

algún alguno(s) alguna(s)	{ some someone somebody any anyone anybody	no, none no one nobody not any not anyone not anybody }	ningún ninguno ninguna

Pronouns

alguien	{ someone somebody anyone anybody	no one nobody not anyone not anybody }	nadie
algo	{ something anything	nothing not anything }	nada

Alguno and ninguno (masculine singular) are shortened to algún, ningún when used as adjectives (i.e., when they precede nouns).

FUNCTION:

a. Alguno and ninguno may be used as adjectives or as pronouns.

(1) Tiene algún libro aquí?
     Do you have any books here?

(2) Sí, tengo algunos.
     Yes, I have some.

(3) <u>Algunos</u> amigos de mi padre son militares.
Some friends of my father are in the military.

(4) <u>Algunos</u> de sus amigos son militares.
Some of his friends are in the military.

(5) <u>Ningún</u> amigo de mi padre es militar.
No (not one) friend of my father('s) is in the military.

(6) <u>Ninguno</u> de sus amigos es militar.
None of his friends is in the military.

Note that the singular masculine forms <u>alguno</u>, <u>ninguno</u> are shortened to <u>algún</u>, <u>ningún</u> when used as adjectives preceding nouns (sentences (1), (5)).

b. <u>Alguno</u> and <u>ninguno</u> may refer to people or things. <u>Alguien</u> and <u>nadie</u> refer only to people.

¿Viene <u>algún</u> autobús? - Sí, ahí vienen algunos.
Is there any bus coming? - Yes, there come some.

¿Viene <u>algún</u> amigo de Ud.? - Sí, vienen <u>algunos</u>.
Is any one of your friends coming? - Yes, some are coming.

¿Viene <u>alguien</u>? - No, <u>nadie</u> quiere venir.
Is anyone coming? - No, no one wants to come.

c. <u>Alguno</u> and <u>ninguno</u> are not generally used with mass nouns, where English has "any."

¿Quiere café?
Do you want (<u>any</u>) coffee?

No, no quiero.
No, I don't want <u>any</u>.

d. As with <u>nada</u> (cf. L. 4-1-1) and <u>nunca</u> (L. 6-3-4), <u>ninguno</u> and <u>nadie</u> require the double negative construction when they follow the verb.

No, no tengo ningún problema.
No, I don't have any problems.

No quiere venir nadie.
No one wants to come.

3. IMPERSONAL FORM OF haber, "to be": hay, "there is/are."

FORM:

    a.   ¿Hay algún problema?
        Is there any problem?

    b.   ¿Hay alguien en casa?
        Is (there) anybody home?

    c.   Hay dos radios aquí.
        There are two radios here.

    d.   ¿Hay diccionarios?
        Are there any dictionaries?

    e.   Esta noche va a haber dos fiestas.
        Tonight there are going to be two parties.

    f.   No puede haber ningún problema.
        There can't be any problem.

FUNCTION:

Hay is the irregular impersonal present tense form of haber and means "there is" or "there are." It is used with both singular (sentences a., b.) and plural nouns (sentences c., d.). In tenses other than the present, the third person singular form of the conjugated verb is always used (sentences e., f.).

1. <u>Decir</u>, "to say, to tell," PRESENT TENSE.

FORM:

Singular	Plural
digo	decimos
dice	dicen

2. <u>Ver</u>, "to see," PRESENT TENSE.

FORM:

Singular	Plural
veo	vemos
ve	ven

3. <u>INDIRECT OBJECT PRONOUNS</u>.

FORM:

Singular		to/for	Plural		to/for
me (a mí)		me	nos (a nosotros)		us
le {(a Ud.)		you	les {(a Uds.)		you
(a él)		him	(a ellos)		them (m.)
(a ella)		her	(a ellas)		them (f.)
...		it	...		them (things)

FUNCTION:

a. The indirect object frequently indicates the person or thing to which something is conveyed or imparted (e.g., "I gave <u>him</u> the book," "I told <u>him</u> a story," etc.) or for which some action is performed (e.g., "I bought <u>him</u> a book"). However, in many cases, especially in Spanish, the relation of the indirect object to the verb is difficult to define precisely (e.g., "It cost <u>him</u> $10.00").

b. The indirect object pronoun is generally placed immediately <u>before</u> the conjugated verb (<u>pre-position</u>). Negative particles (<u>no</u>, <u>nunca</u>, etc.) must precede any object pronouns.

Él <u>me</u> enseña español.
He teaches me Spanish.

¿<u>Les</u> va a explicar la lección?
Is he going to explain the lesson to you (them)?

<u>No nos</u> pueden decir nada.
They can't tell us anything.

c. In constructions consisting of a conjugated verb plus an infinitive, the pronoun can optionally be placed <u>after</u> the infinitive and attached to it (<u>post-position</u>), provided it is the object of that infinitive:

¿Va a explicar<u>les</u> la lección?
Is he going to explain the lesson to you (them)?

No pueden decir<u>nos</u> nada.
They can't tell us anything.

but,

<u>Me</u> enseñan a escribir.
They teach me to write.

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In this last sentence, <u>me</u> cannot be attached to the infinitive, <u>escribir</u>, because it is not the object of <u>escribir</u> but of <u>enseñan</u>.

    d. The prepositional pronoun forms (<u>a mí</u>, <u>a él</u>, etc.) can be used <u>in addition to</u> the indirect object pronouns, for:

emphasis: <u>A mí</u> no <u>me</u> dicen nada.
            <u>They</u> don't tell <u>me</u> anything.

clarity: <u>Le</u> voy a hablar <u>a ella</u> (<u>a él</u>, <u>a Ud</u>.).
          I'm going to speak <u>to her</u> (<u>to him</u>, <u>to you</u>).

contrast: <u>A nosotros</u> <u>nos</u> pagan bien, pero <u>les</u> pagan muy <u>mal a ellos</u>.
          They pay <u>us</u> well, but they pay <u>them</u> very poorly.

Note that the prepositional pronoun forms can be placed before or after the verb. These forms are only used when referring to persons, not things.

4. <u>INDIRECT OBJECT NOUNS</u>.

FORM:

<u>Le</u> enseño español <u>a un amigo</u>.
<u>A un amigo</u> <u>le</u> enseño español.
I teach <u>a friend</u> Spanish.

¿<u>Les</u> puede explicar el diálogo <u>a estos alumnos</u>?
¿Puede explicar<u>les</u> el dialogo <u>a estos alumnos</u>?
Can you explain the dialog <u>to these students</u>?

<u>Le</u> vamos a poner gasolina <u>al auto</u>.
Vamos a poner<u>le</u> gasolina <u>al auto</u>.
We're going to put gas <u>in the car</u>.

FUNCTION:

Indirect object nouns are preceded by the preposition <u>a</u> and are normally accompanied by the corresponding indirect

object pronoun (<u>le</u> or <u>les</u>)--although (especially in formal writing) you may occasionally find the pronoun omitted. As in the case of the prepositional pronoun forms (#3.d. above), indirect object nouns can precede or follow the verb.

5. PERSONAL <u>a</u> WITH DIRECT OBJECTS.

FORM:

    a. ¿Ve Ud. aquel letrero?
       Do you see that sign?

    b. ¿A quiénes ve Ud.? Veo <u>a</u> los alumnos.
       Who do you see? I see the students.

    c. Tengo dos primos.
       I have two cousins.

       Tengo <u>a</u> dos primos en casa.
       I have two cousins at home (with me).

    d. Queremos una secretaria.
       We want a secretary.

       Queremos <u>a</u> una secretaria.
       We love a secretary.

FUNCTION:

a. The direct object of the verb is the person or thing which is acted upon by the verb or which is the goal of the action (e.g., "that sign," "the students," "two cousins," "a secretary," in the sentences above).

b. When the direct object refers to a specific person or persons, it is preceded by the preposition <u>a</u> (sentences b.).

The preposition is not generally used with <u>tener</u>, except with persons in a sense of physical location (sentences c.).

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When the preposition is used with <u>querer</u> (referring to animate beings), the verb means "to love" (cf. sentences d.).

8-1-5

1. POLITE COMMANDS.

FORM:

	Singular	Plural	
caminar	camine	caminen	(you) walk!
comer	coma	coman	(you) eat!
escribir	escriba	escriban	(you) write!

a. For most verbs, the stem of the polite command forms can be determined by removing the ending -o from the first person singular of the present tense (e.g., teng(o), salg(o), veng(o), etc., for irregular verbs). The polite command is formed by attaching the endings -e, -en (for -ar verbs) or -a, -an (for -er and -ir verbs), as illustrated by the table above.

b. The following command forms of verbs introduced so far are irregular.

	Singular	Plural	
estar	esté	estén	be!
ser	sea	sean	be!

FUNCTION:

These forms are called "polite" (or "formal") since they are used when speaking to persons whom you would address with the "formal (polite)" pronouns Ud. and Uds. (cf. L. 1-1-2).

The "familiar" command forms will be introduced later (cf. L. 21-1-1 and L. 22-1-1).

> Camine hasta allí, y doble a la izquierda.
> Walk up to there and turn left (you, sing.).

> No vengan mañana.
> Don't come tomorrow (you, pl.).

2. USE OF INDIRECT OBJECT PRONOUNS WITH COMMANDS.

FORM:

a. Enséñele español.
   Teach him Spanish.

b. Pídanles los fusiles (a los sargentos).
   Ask them (the sergeants) for the rifles.

c. Vengan a hablarnos.
   Come (and) talk to us.

d. Enséñele a escribir.
   Teach him to write.

e. No le enseñe español.
   Don't teach him Spanish.

f. No les pidan los fusiles (a los sargentos).
   Don't ask them (the sergeants) for the rifles.

g. No nos vengan a hablar.
   No vengan a hablarnos.
   Don't come (and) talk to us.

FUNCTION:

a. Indirect object pronouns must be placed in post-position in affirmative commands (sentences a.-d.) and in pre-position in negative commands (sentences e., f.) but may be placed in either position in negative commands with an infinitive construction (sentence g.).

b. Note that in post-position, the indirect object pronoun must be placed after the verb of which it is the object (sentence d.) (cf. L. 8-1-3, above), and attached to it.

3. ORTHOGRAPHIC-CHANGING VERBS: -zar, -gar, -guar, -car, -guir, -quir, -ger, -gir.

FORM:

	Infinitive	Polite Command	Present
z → c g → gu gu → gü c → qu } /e*	cruzar - to cross pagar - to pay averiguar - to in- quire explicar - to ex- plain	cruce pague averigüe explique	-- -- -- --
gu → g qu → c g → j } a, o	seguir - to follow delinquir - to trans- gress {recoger - to pick up {dirigir - to direct	siga delinca recoja dirija	sigo delinco recojo dirijo

*z → c/e means: the letter z becomes c before e. The symbol "··" (diaresis) over the u (ü) means that the u is pronounced, where it would otherwise be silent (e.g., after the g).

FUNCTION:

a. Except for the z → c/e change, these spelling (orthographic) changes take place only in order to preserve the

sound of the final stem consonant or vowel of the verb.

b. These changes do not affect the verb's classification as "regular," and, although completely predictable, the changes will be indicated in the vocabulary listings as a reminder to the student.

4. <u>USE OF THE INFINITIVE AFTER PREPOSITIONS.</u>

FORM:

    a. Después <u>de doblar</u>, siga derecho.
       After turning (you turn), go straight.

    b. Caminen <u>hasta llegar</u> a la esquina.
       Walk until you get to the corner.

    c. Antes <u>de explicarnos</u> la lección, nos lee el diálogo.
       Before explaining (he explains) the lesson to us, he
         reads us the dialog.

FUNCTION:

a. In English the words "after," "before" and "until" may be followed by a present participle (e.g., "turning," "explaining") or a subject and conjugated verb (e.g., "you turn," "he explains"). In Spanish, the prepositions (e.g., <u>de</u>, <u>hasta</u>, etc.) must be followed by the infinitive form of the verb.

b. In these constructions, the indirect object pronoun of an infinitive must be placed in post-position (sentence c.).

c. Note that the subject of the infinitive (as expressed by the alternate English translation) is understood to be the same as that of the main verb: "(<u>you</u>) walk... <u>you</u> get to..." (b.)

1. <u>ORDINAL NUMBERS</u>.

FORM:

    a.   ¿En qué piso queda?
         Queda en el <u>segundo</u> (piso).

         On what floor is it?
         It's on the second (floor).

    b.   Él es el <u>primero</u> en llegar.
         He is the <u>first</u> to arrive.

    c.   Él es el <u>primer</u> sargento.
         He is the <u>first</u> sergeant.

    d.   Tenemos clase las <u>primeras</u> tres horas de la mañana.
         We have class the <u>first three</u> hours in the morning.

    e.   Es un libro de Alfonso <u>Décimo</u>.
         It's a book by Alfonso <u>the Tenth</u>.

FUNCTION:

    a.   Ordinal numbers can be used with or without nouns but agree with the noun in gender and number when used with a noun (sentences a. - e.).

    b.   <u>Primero</u> and <u>tercero</u> are shortened to <u>primer</u> and <u>tercer</u>, respectively, preceding singular masculine nouns (sentence c.).

    c.   Ordinals usually precede the noun, although they can in many cases follow it (sentence e.).

2. <u>Cada</u>.

FORM:

    a.   <u>Cada</u> uniforme cuesta cien dólares.
         <u>Each</u> uniform costs one hundred dollars.

    b.   <u>Cada</u> uno de nosotros tiene un rifle.
         <u>Each</u> one of us has (we <u>each</u> have) a rifle.

c. Tenemos una lección nueva cada tercer día.
We have a new lesson every other day.

d. ¿Cada cuántas semanas tienen examen?
How often (in weeks) do you have an exam?

(Lit.: Every how many weeks do you have an exam?)

FUNCTION:

Cada with a singular noun or uno is translated as "each" (sentences a. and b.), while with phrases consisting of a number plus plural noun it is translated as "every" (sentence c.). The interrogative ¿cada cuántos...? has no exact equivalent in English, but it's more specific than "how often?" in that it allows one to specify particular units (days, hours, blocks, etc.) (sentence d.)

3. DATES.

FORM:

a. Llega el (miércoles,) 18 de marzo.
He arrives on (Wednesday,) the 18th of March (March 18).

b. Llega el primero de octubre.
He arrives on the first of October.

FUNCTION:

Except for the first of the month (sentence b.), Spanish uses cardinal numbers for dates. The normal construction is number + de + month; the alternate English word order (e.g. "March 18") is not used in Spanish. Note that the names of the months are not capitalized in Spanish.

4. Conmigo.

FORM:

The preposition con used with the prepositional pronoun mí (cf. L.4-1-7) becomes conmigo, "with me". This form is invariable with respect to gender.

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1. <u>DIRECT OBJECT PRONOUNS.</u>

FORM:

Singular		Plural	
me (a mí)	me	nos (a nosotros)	us
lo $\begin{cases} \text{(a Ud.)} \\ \text{(a él)} \\ \ldots \end{cases}$	you him it	los $\begin{cases} \text{(a Uds.)} \\ \text{(a ellos)} \\ \ldots \end{cases}$	you them (m.) them(things)
la $\begin{cases} \text{(a Ud.)} \\ \text{(a ella)} \\ \ldots \end{cases}$	you her it	las $\begin{cases} \text{(a Uds.)} \\ \text{(a ellas)} \\ \ldots \end{cases}$	you them (f.) them(things)

FUNCTION:

    a. <u>Las</u> quiero de manga larga.
       I want <u>them</u> with long sleeves.

    b. Quiero comprar<u>la</u>.
       <u>La</u> quiero comprar.
       I want to buy <u>it</u>.

    c. Véa<u>lo</u> (<u>a él</u>) mañana.
       See <u>him</u> tomorrow.

    d. No <u>lo</u> vea <u>a él</u>; véa<u>la</u> <u>a ella</u>.
       Don't see <u>him</u>; see <u>her</u>.

    e. <u>A mí</u> pagan los sábados.
       They pay <u>me</u> on Saturdays.

    f. Mañana tengo que trabajar. — <u>Lo</u> siento.
       Tomorrow I have to work. I'm sorry.(Lit.: I regret it).

Rules for the ordering of direct object pronouns (pre- and post-position) are the same as for the indirect object pronouns (L. 8-1-3, L. 8-2-2). As in the case of indirect object pronouns, the direct object pronouns may be supplemented by <u>a</u> plus the prepositional pronouns to clarify, emphasize or contrast

9-2-2

(sentences d., e.). These constructions (<u>me... a mí</u>,

<u>las... a ellas</u>, etc.) are only used when referring to persons,

not things.

The masculine singular form <u>lo</u> is often used to refer to

a previously expressed idea. (sentences f.)

2. <u>Hacer</u>, "to do, to make; to be (weather)", PRESENT TENSE.
FORM:

Singular	Plural
hago	hacemos
hace	hacen

FUNCTION:

    a. <u>Hacer</u> generally means "to do, to make".

    b. The third person s gular can be used with certain

nouns to express weather conditions, and in that case is trans-

lated as "it is":

        Aquí <u>hace</u> mucho <u>viento</u>.
        It's very windy here.

        <u>Va a hacer</u> mucho <u>frío</u> mañana.
        It's going to be very cold tomorrow.

1. <u>Gustar</u> "to be pleasing, to please; (to like)."

FORM:

    a.   <u>Me</u> gusta esta cerveza.
        Esta cerveza <u>me</u> gusta.

        (Lit.: This beer pleases (is pleasing to) me.)
        I like this beer.

    b.   <u>A ellos</u> <u>les</u> gusta estudiar español.

        (Lit.: Studying Spanish pleases (is pleasing to)
             them.)
        They like to study Spanish.

    c.   Ella no <u>me</u> gusta (<u>a mí</u>).

        (Lit.: She doesn't please (isn't pleasing to) me.)
        I don't like her.

    d.   Yo no <u>le</u> gusto (<u>a ella</u>).

        (Lit.: I don't please (am not pleasing to) her.)
        She doesn't like me.

FUNCTION:

<u>Gustar</u> is normally used to express the idea of "to like". However, in Spanish we do not say "<u>I (he, etc.) like</u> something (or someone)", but rather "something (or someone) <u>is pleasing to me (to him, etc.)</u>". This "to me", "to him", etc., requires the use of the indirect object pronoun. <u>Gustar</u> thus agrees in person and number with the thing that pleases, since this is the subject of the sentence. Note the inverted construction (where the subject follows the verb: sentences a., b.) very common with this and other verbs of this type (cf. L. 21-1-2).

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2. <u>Dar</u>, "to give".

FORM:

Present Tense

Singular	Plural
doy	damos
da	dan

Polite Command

dé*	den

*The verb <u>dé</u>, "give", is written with an accent mark to distinguish it from the preposition <u>de</u>, "of, from".

3. <u>CONJUNCTIONS</u>.

FORM:

    a.   Inglés <u>y</u> español
        English and Spanish.

        Español <u>e</u> inglés.
        Spanish and English.

        Padres <u>e</u> hijos.
        Fathers and sons.

    b.   Nieve <u>y</u> hielo.
        Snow and ice.

    c.   Once <u>o</u> doce.
        Eleven or twelve.

        Diez <u>u</u> once.
        Ten or eleven.

        Minutos <u>u</u> horas.
        Minutes or hours.

The conjunction y becomes e when preceding a word that begins with the sound /i/, that is i- or hi- (sentences a.) However, y is not changed before hie-, /ye/ (sentence b.).

The conjunction o becomes u when preceding the sound /o/, that is o- or ho- (sentences c.).

1. <u>CLASS A VERBS</u> (<u>e</u> → <u>ie</u>).

FORM:

<u>Pensar</u>, "to think, to intend", Present Tense

Singular	Plural
p<u>ie</u>nso	pensamos
p<u>ie</u>nsa	p<u>ie</u>nsan

With some <u>-ar</u> and -er verbs having <u>e</u> in the last syllable of the stem, this vowel becomes <u>ie</u> when stressed. These verbs, together with those discussed in L. 6-2-1, are called Class **A** verbs.

Note that although <u>querer</u> undergoes a similar change in the present tense (cf. L. 7-1-2), it is classified as an irregular verb since it is irregular in other tenses.

2. <u>Creer que</u>.

FORM:

<u>Creo que</u> está en el hotel.
<u>I think</u> (that) he's at the hotel.

Where the use of "that" in these English constructions is optional, <u>que</u> cannot be omitted in Spanish.

3. <u>REFLEXIVE VERBS AND REFLEXIVE PRONOUNS.</u>

FORM:

Reflexive Pronouns

Singular		Plural	
me	myself	nos	ourselves
se*	{ yourself himself herself itself	se	{ yourselves themselves

*The verb <u>sé</u> "I know" (L. 7-1-4) is written with an accent mark to distinguish it from the pronoun <u>se</u>, "yourself".

Note that <u>me</u> and <u>nos</u> can be reflexive, direct object, or indirect object pronouns.

FUNCTION:

a. When the indirect object or the direct object refers to the same person or thing as the subject, then we say that the verb is reflexive. A reflexive pronoun is used for the object. In English there is sometimes no reflexive pronoun corresponding to the Spanish.

Ella siempre <u>se</u> prepara antes de un examen.
She always prepares herself before an exam.

Mi hermano <u>no se</u> quiere afeitar.
Mi hermano no quiere afeitarse.
My brother doesn't want to shave (himself).

¡Levántense!
Get up! (Lit.: Lift yourselves (up)!

<u>No se</u> levanten.
Don't get up.

b. Rules for the position of reflexive pronouns (pre- and post-position) are the same as for the object pronouns (L. 8-1-3, L. 8-2-2). Remember that negative particles precede object (including reflexive) pronouns.

4. USE OF THE DEFINITE ARTICLE IN PLACE OF THE POSSESSIVE ADJECTIVE.

FORM:

a. Me voy a lavar las manos.
I'm going to wash my hands.

Le voy a lavar las manos a mi hijo.
I'm going to wash my son's hands.

b. No se quiere poner el abrigo.
She doesn't want to put her coat on.

Le voy a poner el abrigo.
I'm going to put her coat on (her).

c. Su camisa es a rayas.
His shirt is striped.

FUNCTION:

The definite article generally replaces the possessive adjective when there is no doubt as to the possessor in speaking of parts of the body (sentences a.) or articles of clothing (sentences b.). Otherwise (sentence c.) the possessive adjective is used.

1. <u>NUMBERS.</u>

FORM:

    a. Cuesta <u>cien</u> pesos.
        It costs one hundred pesos.

    b. Necesitan mil <u>ciento</u> cincuenta y tres grabadoras.
        They need <u>one</u> thousand one hundred and fifty three
           tape recorders.
        They need eleven hundred fifty three tape recorders.

    c. Hay <u>doscientos</u> veintidós <u>soldados</u>.
        There are two hundred twenty two soldiers.

    d. Van a venir mil setecient<u>as</u> alumn<u>as</u>.
        <u>One</u> thousand seven hundred students (fem.) are going
           to come.
        Seventeen hundred students (fem.) are going to come.

   <u>Cien</u> is used to mean exactly 100 (sentence a.); <u>ciento</u> is
used in expressing 101-199 (sentence b.) -both are invariable
with respect to number and gender. In expressing 200-999, the
endings -<u>cientos</u>, -<u>cientas</u> are used, agreeing in gender with
the noun modified (sentences c., d.)

   Note that no word corresponding to "one" in English is
used before <u>mil</u> (sentences b., d.)

   In Spanish it is not possible to say "eleven hundred
(1,100)", "twelve hundred (1,200)", etc. It must be said
"one thousand one hundred " (<u>mil cien</u>), "one thousand two hun-
dred" (<u>mil doscientos</u>), etc.

1.   INDIRECT AND DIRECT OBJECT PRONOUNS.

FORM:

   a.   <u>Me lo</u> envían los lunes.
        They send it to me on Mondays.

   b.   <u>Me lo</u> van a enviar.
        Van a enviár<u>melo</u>.
        They are going to send it to me.

   c.   Enví<u>emelo</u>.
        Send it to me.

   d.   No <u>me lo</u> envíe.
        Don't send it to me.

   e.   No <u>me lo</u> venga a decir.
        No venga a decír<u>melo</u>.
        Don't come (and) tell it to me.

   f.   <u>Le(s)</u> envío el libro los lunes.
        I send <u>him (them)</u> the book on Mondays.

        <u>Se</u> lo envío los lunes.
        I send it <u>to him (them)</u> on Mondays.

FUNCTION:

   a.   When both direct and indirect object pronouns occur
with the verb, the indirect precedes the direct object.

   b.   Both object pronouns retain their respective positions
as a unit in the pre- and post-position, provided they are
objects of the same verb (L. 8-1-3, L. 8-2-2).(Cf. L. 12-1-1)

   Note that <u>both</u> become attached to the verb in post-posi-
tion (sentences b., c., e.).

   c.   <u>Le</u>, <u>les</u> become <u>se</u> before <u>la</u>, <u>lo</u>, <u>los</u>, <u>las</u> (sentences f.).

2. <u>Ni... ni</u>.

FORM:

    a.   <u>Ni</u> él <u>ni</u> yo tenemos tiempo de afeitarnos.
         <u>No</u> tenemos tiempo de afeitarnos <u>ni</u> él <u>ni</u> yo.
         Neither he nor I have time to shave.

    b.   <u>No</u> tengo tiempo <u>ni</u> de darme una ducha <u>ni</u> de afeitarme.
         I neither have time to take a shower nor to shave.

When <u>ni... ni</u> follows the main verb, it takes the double negative construction: <u>no... ni... ni</u>.

1. <u>CLASS B VERBS</u>.

FORM:

<u>Sentir</u>, "to feel". Present Tense

Singular	Plural
siento	sentimos
siente	sienten

<u>Dormir</u> "to sleep" Present Tense

duermo	dormimos
duerme	duermen

With some -<u>ir</u> verbs having <u>e</u> or <u>o</u> in the last syllable of the stem, these vowels become:

(1) <u>ie</u> or <u>ue</u>, respectively, when stressed (as with Class A verbs, L. 6-2-1, L. 10-1-1); and

(2) <u>i</u> or <u>u</u>, respectively, when unstressed, but followed by a stressed <u>a</u>, <u>ie</u>, or <u>ió</u> (cf. Class C verbs, L. 7-1-3).

Examples of (2) are: sintamos, durmamos; sintieron, durmieron; sintió, durmió (these forms belong to tenses that will be introduced later: cf. L. 17-3-2, L. 35-2-2).

2. <u>Oír</u>, "to hear", PRESENT TENSE.

FORM:

Singular	Plural
oigo	oímos
oye	oyen

1. <u>Por</u> AND <u>para</u> IN TIME EXPRESSIONS.

FORM:

    a. Necesito el auto <u>por</u> una semana.
       I need the car for a week.

    b. Necesito el auto <u>para</u> mañana.
       I need the car for (by) tomorrow.

FUNCTION:

    a. <u>Por</u> is used to express length of time, "for (a week, etc.)" (sentence a.)

    b. <u>Para</u> is used to give a deadline, i.e., a specific point in time, by which something must be accomplished, or must happen, "for/by (tomorrow, three o'clock, etc.)". (sentence b.).

1. <u>OBJECT PRONOUNS IN INFINITIVE CONSTRUCTIONS.</u>

FORM:

    a. <u>Le</u> va a permitir.
       Va a permitir<u>le</u>.
       He is going to let him.

    b. ¿<u>Me</u> permite ver su pasaporte?
       (Will) you let me see your passport?

    c. Permíta<u>me</u> ver su pasaporte.
       Let me see your passport.

    d. Permíta<u>me</u> ver<u>lo</u>.
       Let me see it.

    e. Enséñe<u>le</u> a escribir.
       Teach him to write.

    f. Hága<u>lo</u> escribir.
       Make him write.

FUNCTION:

    a. <u>Permitir</u> takes an indirect object pronoun (sentences a. - d.).

    b. As indicated above (L. 8-1-3, L. 8-2-2, L. 10-3-1), object pronouns can optionally be placed in post-position after an infinitive in verb + infinitive constructions <u>provided</u> they are the object of that infinitive (sentences a.). Otherwise, they can only go in pre-position (sentence b.). Where the conjugated verb is an affirmative command, post-position must occur after the verb of which the pronoun is the object (sentences c. - f.), even when different object pronouns are objects of different verbs (sentence d: <u>me</u> is the indirect object of <u>permitir</u>, <u>lo</u> the direct object of <u>ver</u>).

2. <u>Ir</u>, POLITE COMMAND.

FORM:

Singular	Plural
vaya	vayan

1. Traer, "to bring; to have on (with) you", PRESENT TENSE.

FORM:

Singular	Plural
traigo	traemos
trae	traen

1. POSSESSIVE PRONOUNS/ADJECTIVES (LONG FORMS).

FORM:

If the Object Possessed Is		
Singular	Plural	
mío mía	míos mías	(of)mine; my
suyo } (de Ud., él, suya } ella, Uds. ellos, ellas)	suyos } (de Ud., él suyas } ella, Uds., ellos, ellas)	(of)yours, his, hers, theirs; your, her, their
nuestro } nuestra } (de nosotros)	nuestros } nuestras } (de nosotros)	(of)ours; our

Possessive pronouns agree in both number and gender with the object possessed.

> El gusto es mío.
> The pleasure is mine.
>
> Las bebidas son suyas.
> The drinks are yours (his, hers, theirs).

FUNCTION:

These possessives can be seen as the long forms of the possessive adjectives mi, su, etc. (L. 2-1-2C), and they can function both as adjectives and as pronouns:

    a. Es su auto.
       It's his car.

    b. Es el auto suyo.
       It's his car (the car that belongs to him).

c. Su auto es verde. El (auto) mío es rojo.
   His car is green. Mine (my car) is red.

d. ¿Es el suyo? No, es el de ella.
   Is it his (the one that belongs to him)?
   No, it's hers (the one that belongs to her).

e. ¿Es suyo? No, es de ella.
   Is it his? No, it's hers.

f. Soy un amigo suyo (de él).
   I'm a friend of his.

a. As adjectives, possessives use the short forms before the noun (sentence a.), and the long forms after the noun witn its definite article (sentence b.) and in predicate constructions (sentence e.). The use of the long form after the noun adds a certain emphatic or contrastive quality to the ownership (sentences b. - d.). As a pronoun (sentences c., d.) it can be seen as derived from a fuller sentence (cf. sentences b., c.), where the noun is omitted. The emphatic quality of the pronoun vs. the predicate adjective is illustrated in the comparison of sentences d. and e.

b. Because of the ambiguity of the suyo (a)(s) forms, the prepositional forms (de él, de ella, de Uds., etc) may be substituted for clarity, emphasis, or contrast (sentences d. and e.). Note that the first person plural (nuestro) has an optional alternate form (de nosotros), but that there is no optional alternate form for the first person singular (mío).

c. In some cases, the long form of the possessive adjective, following a noun with an indefinite article, can be rendered in English as "a(n)/some... of mine (yours, etc.)" (sentence f.).

13-2-2

2. Cuál, "what".

FORM:

¿Cuál es el nombre completo de Vega?
What is Vega's complete name?

FUNCTION:

In asking names, cuál is used instead of qué with the
verb ser.

1. c → zc/a, o VERBS.

FORM:

Conocer, "to know, to meet"
Producir, "to produce"

Present Tense

Singular	Plural
conozco produzco	conocemos producimos
conoce produce	conocen producen

Polite Command

conozca produzca	conozcan produzcan

Verbs ending in vowel + cer/cir change c to zc before
a or o. This involves a change in pronunciation as well as
spelling, whereas the orthographic changes treated in L. 8-2-3
preserve the pronunciation.

The irregular verbs hacer and decir are exceptions to
this rule.

1. PRETERITE TENSE OF -ar VERBS.

FORM:

Parar "to stop"

Singular	Plural
paré	paramos
paró	pararon

Note that the first person plural form, paramos, is identical in the present and preterite tenses.

FUNCTION:

The preterite is used in Spanish to talk about actions or events seen as completed at some definite time in the past, and generally corresponds to the simple past in English.

> ¿Qué pasó?
> What happened?
>
> Él trató de parar, pero chocó con nosotros.
> He tried to stop, but ran into us.

1. IMPERFECT TENSE.

FORM:

-ar Verbs: parar

Singular	Plural
paraba	parábamos
paraba	paraban

-er, -ir Verbs: tener, venir

tenía venía	teníamos veníamos
tenía venía	tenían venían

Note: All verbs, except ir, ser and ver,
are regular in the imperfect (cf. L. 16-2-2).

FUNCTION:

The imperfect tense is used in Spanish to talk about
actions or events seen as in progress (process), or as happening
customarily, in the past, or to describe a state or condition
existing in the past without reference to the completion of
these actions, events or states.

It can be considered as a translation of the simple present
into the past: e.g,

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14-2-1

   a. He <u>is</u> this now. (present) → He <u>was</u> that then. (imperfect)
                                     He <u>used to be</u> that
                                        then.   (imperfect)

   b. He <u>does</u> this now. (present)→ He <u>did</u> that then.(imperfect)

                                   He <u>used to do</u>
                                        <u>that then.</u>   (imperfect)
                                   He <u>would do</u>
                                        <u>that then.</u>   (imperfect)

   c. He <u>is doing</u> this now.
                      (present) → He <u>was doing</u> that then.
                                                 (imperfect)

It is therefore equivalent to either the simple past (cf.

sentences a. and b.), or to the constructions "used to..."

(sentences a., b.), "would..." (sentence b.) or "was... -ing"

(sentences c.) in English:

     Está enfermo.   → Estaba enfermo.
     He is sick.   He <u>was</u> (<u>used to be</u>) sick.

     Tiene la luz verde. → <u>Tenía</u> la luz verde.
     He has the green light. He <u>had</u> the green light.

     Trabaja allí.   → <u>Trabajaba</u> allí.
     He works there.   He <u>used to work</u> there.

     Viene del club.   → <u>Venía</u> del club.
     He is coming from the He <u>was coming</u> from the club.
       club.

1. PRETERITE TENSE OF -er AND -ir VERBS.

FORM:

Comprender, salir

Singular	Plural
comprendí salí	comprendimos salimos
comprendió salió	comprendieron salieron

2. <u>CONTRAST OF THE PRETERITE AND IMPERFECT TENSES</u>.

FORM:

    a.   Él trabajó en Venezuela (cinco años).
        He worked in Venezuela (five years).

    b.   Él trabajaba en Venezuela (antes).
        He worked (used to work, was working) in
           Venezuela (before).

    c.   Mientras cenábamos, ellos llegaron.
        While we were having dinner, they arrived.

    d.   Mientras cenábamos, ellos escuchaban música.
        While we had (were having) dinner, they listened
           (were listening) to music.

    e.   Lo visité tres (cinco, etc.) veces.
        I visited him three (five, etc.) times.

    f.   Lo visitaba todas las semanas.
        I visited (used to visit) him every week.

14-3-2

FUNCTION:

a.   In sentence a. the preterite implies (and this can be made explicit by specifying duration) that the event is seen as complete, from the point of view of the present (he worked and it is over); whereas in b. we are focusing on the same event while it is in progress, without any reference or implication of its being complete (he used to work there and may or not still be working there).

b.   In c., the preterite and imperfect describe, respectively, a completed event that took place (they arrived and they are here) while something else was going on in the background (we were in the process of having dinner at the time).

c.   In d., both events are going on at the same time, with no reference as to when they started or were due to end (imperfect).

d.   In e., the event is repeated, but reference is made to a specific number of times, implying that the visits stopped (preterite), while in f. the event is viewed as habitual or customary without mention or implication of having been completed at any particular time(imperfect).

1. <u>Dar</u>, PRETERITE TENSE.

FORM:

Singular	Plural
di	dimos
dio	dieron

Note that the irregularity consists in the fact that <u>dar</u> takes the -<u>er</u>, -<u>ir</u> endings for the preterite.

2. <u>Ni siquiera</u>.

FORM:

<u>Ni siquiera</u> tengo un dólar.
<u>No</u> tengo <u>ni siquiera</u> un dólar.
I don't have even one dollar.

When <u>ni siquiera</u> follows the verb, it takes the double negative construction.

1. Hacer, tener, estar, PRETERITE TENSE.

FORM:

Hacer

Singular	Plural
hice	hicimos
hizo	hicieron

Tener, estar

tuve estuve	tuvimos estuvimos
tuvo estuvo	tuvieron estuvieron

1.   RELATIVE PRONOUN que.

FORM:

    a.   Tome el autobús.(El autobús) está allá.
          Take the bus. (The bus) is over there.
               ↓
          Tome el autobús que está allá.
          Take the bus that/which is over there. (cf. L. 5-2-5).

    b.   Aquí hay personas. (Estas personas) no respetan las
           leyes del tránsito.
          Here there are people. (These people) don't respect
           traffic laws.
               ↓
          Aquí hay personas que no respetan las leyes del
           tránsito.
          Here there are people who/that don't respect traffic
          laws.

    c.   La maleta cuesta 25 dólares. (La maleta) está allí.
          The suitcase costs 25 dollars. (The suitcase) is over
           there.
               ↓
          La maleta que está allí cuesta 25 dólares.
          The suitcase (that/which is) over there costs
           25 dollars.

    d.   La maleta cuesta 25 dólares. Yo tengo (la maleta).
          The suitcase costs 25 dollars. I have (the suitcase).
               ↓
          La maleta que yo tengo cuesta 25 dólares.
          The suitcase (that) I have costs 25 dollars.

    e.   El inspector revisó las maletas. (Las maletas)
           estaban en el mostrador.
          The inspector checked the suitcases. (The suitcases)
           were on the counter.
               ↓
          El inspector revisó las maletas que estaban en el mos-
           trador.
          The inspector checked the suitcases (that were) on the
           counter.

15-3-1

FUNCTION:

a. The relative pronoun que, translated as "that", "which" or "who", is so called because it relates a noun (or "antecedent", given in parenthesis in the first pairs of sentences of the examples above) to a verb clause (or "relative clause") in such a way that the noun is modified or specified by the clause.

b. Note that in English, in certain cases, the relative pronoun may optionally be omitted (sentences c. - e.), along with the verb "to be" (sentences c., e.). In Spanish, these elements cannot be omitted (cf. L. 5-2-5, L. 10-1-2).

1.   <u>Decir</u>, PRETERITE TENSE.

FORM:

Singular	Plural
dije	dijimos
dijo	dijeron

1. <u>Venir</u>, <u>poder</u>, <u>ir</u>, <u>ser</u>, PRETERITE TENSE.

FORM:

Venir

Singular	Plural
vine	vinimos
vino	vinieron

Poder

pude	pudimos
pudo	pudieron

<u>Ir</u>, <u>ser</u>*

fui	fuimos
fue	fueron

*<u>ir</u> and <u>ser</u> have the same forms
in the preterite.

2. Ir, ser, ver, IMPERFECT TENSE.

FORM:

Ir

Singular	Plural
iba	íbamos
iba	iban

Ser

era	éramos
era	eran

Ver*

veía	veíamos
veía	veían

*ver is irregular because the endings replace only the -r of the infinitive (instead of the -er).

These are the only verbs irregular in the imperfect tense. All the others are regular.

FUNCTION:

Son las cuatro. ⟶ Eran las cuatro.
It's four oclock.   It was four o'clock.

For the reasons given in L. 14-2-1 (cf. also L. 14-3-2), the imperfect of ser is used in telling time in the past.

1. __Ya(no)__, __todavía(no)__.

FORM:

     a.   ¿__Ya__ llegó el sargento?   -No, __todavía no__ llega.
         Did the sergeant arrive __already__?   No, he has__n't__ arrived
         __yet__.

     b.   ¿__Todavía__ vive Ud. en el Presidio?   -No, __ya no__ vivo ahí.
         Do you __still__ live in the Presidio?   No, I don't live
         there __anymore__.   (__no longer__ live there).

FUNCTION:

__Ya__ and __todavía no__, like __todavía__ and __ya no__, function as com-
plementary pairs, in questions and negative responses, corres-
ponding to "already" and "not yet", and "still" and "not anymore
(no more, no longer)", respectively.

2. __REVIEW__.

     a.   Imperfect: L. 14-2-1

     b.   Preterite of __tener__: L. 15-2-1

1. <u>Querer</u>, PRETERITE TENSE.

FORM:

Singular	Plural
quise	quisimos
quiso	quisieron

FUNCTION:

a. <u>Quería</u> llamarlo inmediatamente.
    I <u>wanted</u> to call you immediately.

    <u>Quise</u> llamarlo inmediatamente.
    I <u>tried</u> (<u>meant</u>) to call you immediately.

b. <u>No quería</u> ir.
    He <u>didn't want</u> to go.

    <u>No quiso</u> ir.
    He <u>refused</u> to go.

c. No <u>quería</u> molestarlo.
    No <u>quise</u> molestarlo.
    I didn't <u>want</u> to bother you.

In certain cases, the preterite of <u>querer</u> will take on a distinct meaning: as compared with the imperfect, in affirmative sentences having the sense of "to try", "to mean" or "to intend" (sentences a.); in negative sentences having the sense of "to refuse" (sentences b.).

In other cases they are translated the same way in both tenses (sentences c.), though they preserve slightly different nuances in Spanish.

1. <u>CLASS C VERBS</u>. (Cont.)

FORM:

<p align="center"><u>Pedir</u>, Preterite Tense</p>

Singular	Plural
pedí	pedimos
p<u>i</u>d<u>ió</u>	p<u>i</u>dieron

As stated in the rules for Class C verbs given in L. 7-1-3, e → i when followed by stressed <u>ió</u> or <u>ie</u>.

1. <u>DIMINUTIVES</u>.

FORM:

    a.   Juan ⟶ Juan<u>ito</u>
         "John"   "Joh<u>nn</u>y".

         Juana ⟶ Juan<u>ita</u>
         "Jane"   "Jan<u>ey</u>".

    b.   bigote ⟶ bigot<u>ito</u>
         mustache   littl<u>e</u> mustache.

    c.   reloj ⟶ reloj<u>ito</u>.
         watch   small <u>w</u>atch.

    d.   cucharas ⟶ cuchar<u>itas</u>
         spoons   small <u>(tea)</u>spoons.

    e.   hombre ⟶ hombr<u>ecito</u>
         man   (nice) <u>little</u> man

    f.   joven ⟶ jov<u>encito</u> (-<u>cita</u>)
         young   nice <u>and</u> young

    g.   Llegó tarde ⟶ Llegó tard<u>ecito</u>.
         He arrived late.   He arriv<u>ed</u> pretty late.

    h.   Viene ahora. ⟶ Viene ahor<u>ita</u>.
         He's coming now.   He's comi<u>ng</u> right away.

    (1)   The ending <u>-ito(a)</u> is generally used with poly-syllabic words and many proper names (examples a. - d., h.)

    (2)   Words ending in -<u>n</u>, -<u>r</u>, or two-syllable words ending in -<u>e</u>, take <u>-cito(a)</u> (examples e. - g.)

    (3)   The ending attaches to the end of the word (the singular in case of nouns and adjectives), and, in the case of -ito(a), replaces any final vowel (examples b., d., h.).

    (4)   The ending agrees in gender and number with the noun (examples a. - e.). With adverbs, <u>-(c)ito</u> is used

(example g.), unless the adverb ends in -a (example h.)

(5) The following orthographic changes, similar to those of verbs (cf. L. 8-2-3), take place when -ito(a) is used, for the purpose of preserving the sound of the final stem vowel or consonant (except z → c):

c → qu		poco → poquito
		little little bit
g → gu		trago → traguito
	/i	drink "a short one"
gu → gü		lengua → lengüita
		tongue little tongue
z → c		taza → tacita
		cup little cup

FUNCTION:

a. The diminutive in Spanish functions with many different kinds of words: nouns (examples a. - e.), adjectives (f.), adverbs (g., h.), etc.

b. Besides the primary meaning of smallness (expressed in examples c. - e., above), the diminutive carries a connotation of closeness or endearment (as with proper names, a.), often conveyed in English by such expressions as "pretty", "nice (and)", "sweet", etc. (e. - g.). In some cases, the diminutive may come to give the word a completely different meaning (h.).

2. <u>CLASS B VERBS</u>.   (Cont.)

FORM:

<u>Dormir</u>, Preterite Tense

Singular	Plural
dormí	dormimos
durmió	durmieron

<u>Sentir</u>,   Preterite Tense

Singular	Plural
sentí	sentimos
sintió	sintieron

As stated in the rules for Class B verbs given in

L. 11-1-1, <u>o</u> → <u>u</u> and <u>e</u> → <u>i</u> when followed by stressed <u>ió</u> or <u>ie</u>.

3.   <u>Traer</u>, <u>poner</u>, PRETERITE TENSE.

<u>Traer</u>

Singular	Plural
traje	trajimos
trajo	trajeron

Poner

Singular	Plural
puse	pusimos
puso	pusieron

4. Que vs. quien(es).

FORM:

    a. Vino una muchacha que dijo que se llamaba Pilar.
        Vino una muchacha quien dijo que se llamaba Pilar.
        A girl came who (that) said her name was Pilar.

    b. Ésa es la muchacha de quien le hablaba.
        That's the girl I was speaking to you about.
    (Lit.: That's the girl of whom I was speaking to you.)

        Éstos son los señores con quienes llegué.
        These are the gentlemen I arrived with.
    (Lit.: These are the gentlemen with whom I arrived.)

FUNCTION:

    a. Whereas the relative pronoun que can refer to people or things, quien(es) can only be used of people (sentences a.).

    b. After prepositions, when referring to people, only quien(es) can be used (sentences b.).

1. Acabar, acabar de.

FORM:

   a.   Las clases acaban a las cuatro.
        Classes end at four.

   b.   Acaban de ascenderme a mayor.
        They have just promoted me to major.

FUNCTION:

   a.   Acabar by itself corresponds to "to end, to finish".

   b.   Acabar de + infinitive, in the present means

"to have just + -ed "(sentences c.).

1. <u>Saber</u>, PRETERITE TENSE.

FORM:

Singular	Plural
supe	supimos
supo	supiste

FUNCTION:

a. ¿No <u>sabía</u> Ud. que él venía?
    Didn't you <u>know</u> that he was coming?

    ¿Cuándo <u>supo</u> Ud. que él venía?
    When did you <u>learn (find out)</u> that he was coming?

b. No <u>sabía</u> qué decir.
    No <u>supe</u> qué decir.
    I didn't <u>know</u> what to say.

   certain cases the preterite of saber assumes a meaning distinct from the imperfect, that of "to learn", "to find out", (sentences a.).

   In other cases, they are translated the same way in both tenses (sentences b.), though they preserve slightly different nuances in Spanish.

2. <u>Tanto, tantos.</u>

FORM:

    a. ¿Por qué duerme ella <u>tanto</u>?
        Why does she sleep <u>so much</u>?

    b. No tome <u>tanta</u> cerveza.
        Don't drink <u>so much</u> beer.

    c. ¿Por qué escribió <u>tantas</u> cartas?
        Why did you write <u>so many</u> letters?

FUNCTION:

  a. <u>Tanto</u> is the adverb meaning "so much" (sentence a.)

  b. <u>Tanto(a)(s)</u> are adjectives; the singular forms corresponding to the English "so much" are used with mass nouns (sentence b.), and the plural forms meaning "so many" are used with count nouns (sentences c.). Note the agreement in gender.

1. <u>Haber</u>, PRETERITE TENSE: IMPERSONAL EXPRESSIONS.

FORM:

Singular	Plural
hube	hubimos
<u>hubo</u>	hubieron

FUNCTION:

       Anoche <u>hubo</u> una reunión.
       Last night <u>there was</u> a meeting.

       Anoche <u>hubo</u> muchas personas.
       Last night <u>there were</u> many people there.

As pointed out earlier (L. 7-3-3), the third person <u>singular</u> form is used in these impersonal constructions.

2.   <u>REVIEW</u>.

    a.   Contrast of preterite and imperfect: L. 14-3-2

1. Cuál, cuáles.

FORM:

 a. ¿Cuál informe quiere?
  Which report do you want?

 b. ¿Cuál de ellos quiere?
  Which (one) of them do you want?

 c. ¿Cuál quiere?
  Which one do you want?

 d. ¿Cuáles informes quiere?
  Which reports do you want?

 e. ¿Cuáles de ellos quiere?
  Which (ones) of them do you want?

 f. ¿Cuáles quiere?
  Which ones do you want?

 g, ¿Cuál es su número de teléfono?
  What is your telephone number?

 h. ¿Cuáles son las estaciones del año?
  What (which) are the seasons of the year?

FUNCTION:

 a. Cuál, cuáles function as adjectives (sentences a., d.) or pronouns (sentences b., c., e. - h.), and are normally translated as "which" or "which one(s)" (a. - f.). They agree in number with the noun modified or referred to.

 b. With the verb ser, cuál(es) can also often be translated as "what" when used to request information (as opposed

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to a definition or description), in the sense of "which ones of several possible ones" (sentences g., h.):

> ¿<u>Cuál</u> es su nombre?
> <u>What</u> is his name? (Which name of several: Villa, Vega etc.?)

> ¿<u>Qué</u> es su nombre?
> <u>What</u> is his name? (Would mean either: Define what "his name" means;
> or: What origin or nationality is it?)

2. RELATIVE PRONOUNS <u>el(la, los, etc.)que</u>.

FORM:

Singular		Plural	

el ⎫
  ⎬ que
la ⎭
	the one that (which, who) he/she who(that)	los ⎫
		  ⎬ que
		las ⎭
			the ones that (which, who) they who (that)

lo que	that which, what		

These relative pronouns are derived from the full relative constructions as follows:

a. Necesito <u>el informe que</u> trata de las unidades navales.
I need <u>the report that</u> deals with the naval units.

↓

b. Necesito <u>el que</u> trata de las unidades navales.
I need <u>the one that</u> deals with the naval units.

FUNCTION:

In sentence b. we know that "the one" refers to "the report" in sentence a., and is used when it is clearly understood that we are talking about "reports".

Agreement in both number and gender exists between the relative pronouns (indicated by the definite article) and their antecedents:

¿Cuáles alumnas pasaron el examen? -Las que sabían más.
Which students(fem.) passed the exam? -The ones (fem.)
that knew most.

Lo que is used to refer to a concept, an idea or an entire sentence (which are considered as singular, of unspecified gender):

Él escribió algo interesante. -- Lo que él escribió
era interesante.
He wrote something interesting. What (that which) he
wrote was interesting.

Ella es muy bonita. -Lo que Ud. dice es verdad.
She is very pretty. What (that which) you say is true.

3. Deber, deber de.

FORM:

a. Le debo mucho al gobierno.
I owe a lot to the government.

b. Él debe llegar a las ocho.
He must arrive at eight. (He's supposed to.)

c. Él debe de llegar a las ocho.
He must arrive at eight. (We suppose.)

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FUNCTION:

    a.   <u>Deber</u> means "to owe" (sentence a.).

    b.   <u>Deber</u> + infinitive can be translated as "must(should, ought to) + infinitive" in the sense of obligation or duty (sentence b.).

    c.   <u>Deber de</u> + infinitive can also be translated "must (should, ought to) + infinitive", but in expressing conjecture or supposition (sentence c.).

    Constructions b. and c. will occasionally be used inter-changeably.

1. VERBS ENDING IN -<u>uir</u>.*

FORM:

<u>Incluir</u>, "to include"

Present Tense

Singular	Plural
inclu<u>y</u>o	incluimos
inclu<u>y</u>e	inclu<u>y</u>en

Preterite Tense

incluí	incluimos
inclu<u>y</u>ó	inclu<u>y</u>eron

Verbs ending -<u>uir</u> feature the following irregularities:

a. A <u>y</u> is inserted between the final vowel of the stem and any vowel of the ending except <u>i</u> (cf. present tense: inclu<u>y</u>o, etc.). This is a true sound change.

b. An <u>unstressed</u> <u>i</u> in the ending which occurs between two vowels is written as <u>y</u> (cf. preterite; inclu<u>y</u>ó, etc.). This is an orthographic rather than true sound change.

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*Verbs ending in -<u>guir</u> or -<u>quir</u> do not suffer these changes since the <u>u</u> in the stem is not a separate sound.(cf.L. 8-2-3).

2. IMPERSONAL EXPRESSIONS WITH ser.

FORM:

> Es necesario estudiar todos los días.
> It's necessary to study every day.
>
> Creyó que no era necesario.
> He thought it wasn't necessary.

FUNCTION:

The construction ser (third person singular) + adjective (+ infinitive) is used to formulate impersonal expressions (i.e. having an undefined subject) corresponding to English "it is (was, etc.) + adjective (+ infinitive)".

1. VERBS ENDING IN -eer, AND oír.

FORM:

Leer, oír, Preterite Tense

Singular	Plural
leí	leímos
oí	oímos
leyó	leyeron
oyó	oyeron

As in the case of -uir verbs, oír and verbs ending in -eer suffer the following orthographic change: an unstressed i in the ending occurring between two vowels is written as y (cf. preterite: le- + -ió → leyó, etc.).

1. <u>COMPARISONS</u>.

A. <u>Equality</u>.

FORM:

$\underline{tan}$ $\begin{Bmatrix} \text{(adjective)} \\ \text{(adverb)} \end{Bmatrix}$ $\underline{como}$	as $\begin{Bmatrix} \text{(adjective)} \\ \text{(adverb)} \end{Bmatrix}$ as
$\left.\begin{array}{l} \underline{tanto}\text{(mass noun)} \\ \underline{tantos}\text{(count noun)} \end{array}\right\}$ $\underline{como}$	$\left.\begin{array}{l} \text{as much (mass noun)} \\ \text{as many (count noun)} \end{array}\right\}$ as
(verb) $\underline{tanto\ como}$	(verb) as much as

FUNCTION:

    a.   Mi auto es <u>tan</u> nuevo <u>como</u> el suyo.
        My car is <u>as</u> new <u>as</u> yours.

        Elena cocina <u>tan</u> bien <u>como</u> Carmen.
        Elena cooks <u>as</u> well <u>as</u> Carmen.

    b.   El Chevrolet gasta <u>tanta</u> gasolina <u>como</u> el Buick.
        The Chevrolet uses <u>as much</u> gas <u>as</u> the Buick.

        Ud. no estudia <u>tantas</u> horas <u>como</u> yo.
        You don't study <u>as many</u> hours <u>as</u> I (do).

    c.   Yo trabajo <u>tanto como</u> él.
        I work <u>as much as</u> he (does).

Comparisons of equality, corresponding to the English

"as ... as", are made in Spanish with the use of the construc-

tions <u>tan ... como</u> and <u>tanto(s) ... como</u>.

Tan ... como is used when comparing adjectives or adverbs (sentences a.), whereas tanto ... como and tantos ... como are used when comparing mass and count nouns, respectively (sentences b.: note gender agreement). Tanto como compares verbs (sentence c.).

B. Inequality.

FORM:

más/menos { (noun) (adjective) (adverb) } que	more(-er)/less { (noun) (adjective) (adverb) } than
(verb) más/menos que	(verb) more/less than
mejor/peor que	better/worse than
más/menos de (number)	more/less than (number)

FUNCTION:

   a.   Yo tomo más/menos vino que Ud.
        I drink more/less wine than you.

        Ella está más/menos cansada que yo.
        She's more/less tired than I.

        Ella es más alta que yo.
        She is taller than I.

        Ud. maneja más/menos despacio que él.
        You drive more/less slowly than he (does).

        La silla costó más/menos que la mesa.
        The chair cost more/less than the table.

b. Este rifle es <u>bueno/malo</u>. -Sí, pero aquél es
   <u>mejor/peor que</u> ése.
   This rifle is <u>good/bad.</u> Yes, but that one over there
   is <u>better/worse than</u> that one.

   Él maneja <u>bien/mal</u>. -Sí, pero ella maneja <u>mejor/peor</u>
   <u>que</u> él.
   He drives <u>well/badly</u>. Yes, but she drives
   <u>better/worse than</u> he (does).

c. Ella tiene <u>más/menos de</u> diez sobrinos.
   She has <u>more/less than</u> ten nephews.

To express comparisons of inequality, as in English
"more/less ... than", (and the special adjective ending "-er",
for "more ...") Spanish uses the constructions <u>más/menos(...)</u>
<u>que</u> and <u>más/menos de</u>. When comparing nouns, adjectives, adverbs
or verbs, <u>más/menos (...)que</u> is used (sentences a.); if the ad-
jective is <u>bueno/malo</u> (or the adverb is <u>bien/mal</u>), the corres-
ponding comparative is <u>mejor/peor</u> (sentences b.). For compar-
ing numbers, the construction <u>más/menos de</u> is used (sentence c.).

C. <u>Comparative Superlative.</u>

FORM:

el la los las lo } <u>más/menos</u> { (adj.) (adv.)	the most(-est)/least { (adj.) (adv.)
el la los las lo } <u>mejor(es)/peor(es)</u>	the best/worst

FUNCTION:

    a.   Este auto es caro; ése es más/menos caro; pero aquél
        es <u>el más/menos</u> caro.

        This car is expensive; that one is more/less expensive;
        but that one over there is <u>the most/least</u> expensive.

        Este auto es nuevo; ése es más nuevo; pero aquél es
        <u>el más</u> nuevo.

        This car is new; that one is newer; but that one over
        there is <u>the newest</u>.

    b.   Estas máquinas son buenas/malas; esas son mejores/peo-
        res; pero aquéllas son <u>las mejores/peores</u>.

        These machines are good/bad; those are better/worse;
        but those over there are <u>the best/worst</u>.

    c.   Esto es bueno/malo y esto es mejor/peor, pero eso es
        <u>lo</u> mejor/peor.

        This is good/bad and this is better/worse; but that is
        <u>the</u> best/worst.

When comparing two or more given things, to express that
one of them possess a feature in the greatest or least degree
compared to the others, the comparative superlative is used.
Whereas English has separate forms for this purpose ("most",
"least", "-est", etc.). Spanish use the same forms as for
comparisons of inequality (<u>más/menos</u>, <u>mejor/peor</u>) preceded by
the appropriate definite article.

The neuter article <u>lo</u> is used when the gender is unspeci-
fied (as with neuter pronouns <u>esto</u>, <u>eso</u>, etc.) (sentence c.)

D. Absolute Superlative -<u>ísimo</u>.

FORM:

    a.   Es un auto malo. ⟶ Es un auto mal<u>ísimo</u>.
        It's a bad car.   It's an extremely bad car.

b. Las preguntas son ⟶ Las preguntas son
     difíciles.   dificilísimas.

    The questions   The questions are
    are hard.   extremely hard.

The ending -ísimo(a)(s) attaches to the end of the singular

form of the adjective (sentences b), replacing any final vowel

(sentences a), and agrees with the noun modified. As in the case

of the diminutive ending -ito (L. 17-3-1), the following ortho-

graphic changes occur:

c ⟶ qu ⎫	poco ⟶ poquísimo
	little extremely little
g ⟶ gu ⎬ /i	largo ⟶ larguísimo
	long extremely long
gu ⟶ gü ⎬	ambiguo ⟶ ambigüísimo
	ambiguous extremely ambiguous
z ⟶ c ⎭	veloz ⟶ velocísimo
	fast extremely fast

FUNCTION:

The absolute superlative is so called because it indicates

that the feature in question is considered to exist in extreme

degree, but not in comparison to anything else; that is,

absolutely. Thus, "an extremely bad car" doesn't tell us that

the car is better or worse than any other particular car, just

that it is very bad, considered independently.

1. ADVERBIAL -<u>mente</u>.

FORM:

      perfecto ——➤ perfect<u>amente</u>
      perfect   perfect<u>ly</u>

      original ——➤ original<u>mente</u>
      original   original<u>ly</u>

The adverbial ending -<u>mente</u> is attached to the femenine
singular form of the adjective.

FUNCTION:

This adverbial ending is used to derive adverbs from
adjectives, which derivation (with a few exceptions) corres-
ponds to the English form "(adjective)ly": "(original)ly"
Some exceptions are: <u>solo</u>, "alone" —— <u>solamente</u>, "only".

                    <u>último</u>, "last" —— <u>últimamente</u>, "lately"

1. <u>FAMILIAR FORMS</u>.

FORM:

A. <u>Pronouns and Adjectives</u>.

		Singular	Plural	
Pronouns	Subject	tú*	(vosotros(as))	you
	Object }			{ you
	Reflexive }	te	(os)	yourself(-selves)
Adj.	Possessive (long)	tuyo(a)(s)	(vuestro(a)(s))	your, (of) yours
	Possessive(short)	tu(s)*	(vuestro(a)(s))	your

*The subject pronoun <u>tú</u> has a written accent mark to distinguish it from the possessive adjective <u>tu</u>.

Prepositional forms will be introduced later (L. 24-2-2).

B. <u>Verbs (Regular Forms)</u>.

	Present Tense			Familiar Command (affirmative)	
	Formal	Familiar		tú	(vosotros)
	Ud.	tú	(vosotros)		
visitar	visita	visita<u>s</u>	(visit<u>á</u>is)	visita	(visita<u>d</u>)
comer	come	come<u>s</u>	(com<u>é</u>is)	come	(come<u>d</u>)
escribir	escribe	escribe<u>s</u>	(escrib<u>í</u>s)	escribe	(escribi<u>d</u>)

a. Except for the affirmative command and preterite (introduced later: L. 24-2-1), the singular familiar (tú) forms of all tenses can be derived from the formal or polite (Ud.) forms by adding -s: (Ud.) visita → (tú) visitas, etc.

b. The affirmative command of tú is the same as the present of Ud. (with a few exceptions, treated later: L. 23-1-1, L. 23-2-1): (Ud.) come → ¡Come (tú)!, etc.

c. The present of the plural familiar (vosotros) form is obtained by adding -áis to the infinitive stem of -ar verbs, -éis for -er verbs, and -ís for -ir verbs.

d. The affirmative command of vosotros is formed by replacing the -r of the infinitive by -d: visitar → ¡Visitad (vosotros)!, etc. However, the -d is dropped with reflexive verbs (where the pronoun must occur in post-position): sentarse → ¡Sentaos!

C. Verbs (Irregular Forms).

The underlined forms of the following verbs already introduced cannot be obtained by the above rules.

Present Tense

	tú	(vosotros)
ser	eres	(sois)
ir	vas	(vais)

21-1-1

FUNCTION:

a. Ud. visita la ciudad ——   Tú visitas la ciudad.
    You(formal) visit the city. You(fam.) visit the city.

b. Ud. se preocupa demasiado ——➤ Tú te preocupas demasiado.
    You(formal) worry too much.   You(fam.) worry too much.

c. Tú te preocupas demasiado ——➤ Uds. se preocupan
                                           demasiado.
    You(sg.fam.) worry too much.   You(pl.fam./formal) worry
                                    too much.

d. Escríbeme.
    (you, fam.) Write me.

e. Él te vio ayer.
    He saw you(fam.) yesterday.

f. ¿Te dieron el libro?
    Did they give you(fam.) the book?

g. ¿Dónde queda tu casa?
    Where is your(fam.) house?

The familiar forms (tú, etc.) contrast with the formal

ones (Ud., etc.) when addressing a person or persons, and

are so called because a certain degree of familiarity or in-

formality is presumed to exist between (among) the speakers.

The circumstances under which it is used vary widely and

must be learned from personal experience.

The plural familiar forms (vosotros, etc. - in parenthesis

in the tables above) are only used in colloquial speech in

parts of Spain: in Latin America, Uds., etc., are used in both

formal and familiar situations (sentences c.)

Te can function as a reflexive, direct or indirect object pronoun (sentences b., e. and f., respectively).

2. INVERTED CONSTRUCTIONS WITH gustar, parecer, faltar.

FORM:

a. Me gusta mucho el libro.
I like the book very much.

b. Me parece muy interesante el libro.
The book seems very interesting to me.

c. El libro parece muy interesante.
The book seems very interesting.

d. Me falta un libro.
I'm missing a book.

e. Falta un libro.
A book is missing.

FUNCTION:

a. Gustar, parecer and faltar all take an indirect object pronoun (sentences a.,b.,d.). The thing or person pleasing, looking (seeming) or missing (remaining, being left), respectively, is the subject (cf. L. 9-3-1, for gustar).

b. As with parecer, faltar can be used impersonally, without the pronoun, to indicate that something is missing (remains, is left) without specifying who misses it (cf. sentences c., e.).

c. Note the very common inverted construction, where the subject follows the verb (sentences a.,b.,d.,e.), and those

cases where the subject in Spanish corresponds to the English object (e.g. "book" in sentences a., d.). The standard subject-verb order, however, is also acceptable: El libro me gusta mucho, El libro me parece muy interesante, etc.

1. REFLEXIVE VS. NONREFLEXIVE   USES OF VERBS.

FUNCTION:

a. Just as there are verbs that are normally associated only with nonreflexive uses (e.g. <u>estar</u>, <u>ser</u>, <u>valer</u>, <u>protestar</u>, etc.), there are many that are only used reflexively (e.g. <u>quejarse</u>, <u>equivocarse</u>, etc.).

b. The use of the reflexive in Spanish, however, is far more widespread than in English, and most verbs - under various conditions and with greater or lesser changes in meaning - can be used reflexively or nonreflexively. We can group them according to their functions in the following general categories:

(1) Verbs which can function as true reflexives (L. 10-1-3) in both English and Spanish. Reflexivization is expressed in English by the reflexive pronouns "myself", "ourselves", etc.

Nonreflexive/Reflexive		
escuchar / escucharse	to listen(to)	
matar / matarse	to kill	someone
preguntar/ preguntarse	to ask	or / oneself
mirar / mirarse	to look(at)	something/
etc.		

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Ella escucha la cinta./Ella se escucha en la cinta.
She listens to the tape./She listens to herself on the
    tape.

Van a matar al presidente./El presidente se va a matar.
They are going to kill the president./The president is
    going to kill himself.

No la mire./No se mire tanto.
Don't look at her./Don't look at yourself so much.

(2)   Verbs wl. :h can function as true reflexives,
although in the English reflexivization is merely understood,
and not generally expressed by the reflexive pronouns, as it
must be in Spanish.   Both are translated equally.

Nonreflexive/Reflexive		
afeitar / afeitarse	to shave	
bañar / bañarse	to bathe	
lavar / lavarse	to wash	(someone or /(oneself)
mover / moverse	to move	something)
parar / pararse	to stand(up)	
poner / ponerse	to put on	
sentar / sentarse	to sit(down)	

Él me afeitó./Él se afeitó.
He shaved me./He shaved.(himself)

Le puse el abrigo./Me puse el abrigo.
I put his coat on him./I put my coat on.(myself)
(I helped him with his coat.)

(3) Verbs which appear to function as reflexives, but where a change in meaning takes place.

Nonreflexive	Reflexive
acabar - to finish	acabarse - to run out
acostar - to put to bed	acostarse - to go to bed
apagar - to turn off	apagarse - to go off
asustar - to frighten; to scare	asustarse - to be frightened; to get scared
calendar - to heat; to warm	calentarse - to get hot; to get warm
dormir - to sleep	dormirse - to fall asleep
ir - to go	irse - to leave; to go away
llamar - to call	llamarse - to be called
molestar - to bother	molestarse - to be bothered
perder - to lose	perderse - to get lost
quedar - to remain; to be left	quedarse - to stay
sorprender - to surprise	sorprenderse - to be surprised
ver - to see	verse - to look; to appear
vestir - to dress	vestirse - to get dressed

Lo acosté a las ocho./Me acosté a las ocho.
I put him to bed at 8./I went to bed at 8.
                    (Lit.: I put myself to bed at 8.)

Durmió hasta las dos./Se durmió a las dos.
He slept until 2./He fell asleep at 2.
                    (Lit.: He put himself to sleep at 2.)

(4) Verbs in which reflexivization is only in form, adding a sense of completion to certain activities such as eating, drinking, etc., which sense may or not show up in the English translation:

Nonreflexive/Reflexive			
aprender	/	aprenderse	to learn
comer	/	comerse	to eat
fumar	/	fumarse	to smoke
leer	/	leerse	to read
tomar	/	tomarse	to drink

Ya comí./Me comí un pollo entero.
I ate already./I ate (up) a whole chicken.

Él no fuma./Él se fuma 20 cigarrillos diarios.
He doesn't smoke./He smokes (goes through) 20 cigar-
rettes a day.

¿Quién tomó cerveza?/¿Quién se tomó toda la cerveza?
Who drank beer?/Who drank (up/down) all the beer?

c. The reflexive plural forms can also be used to express reciprocal action:

Ellos se ven todos los sábados.
They see each other every Saturday.

If the sense is not clear from context, this ambiguity can be avoided, specifying reciprocal action by adding an expression such as mutuamente, el uno al otro (los unos a los otros), etc.

Los barberos se afeitan todos los días.
The barbers shave (themselves/each other)
every day. (Ambiguous)

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Los barberos se afeitan <u>mutuamente</u>
todos los días.
The barbers shave <u>each other</u> every day.

2. <u>Acá</u>.

FORM:

Es de <u>aquí</u>. .
She's <u>from</u> here.

Viene enseguida para <u>acá</u>.
She'll be right here. (She's coming (over) here right
away).

FUNCTION:

As with <u>allá</u> (vs. <u>allí</u>) (cf. L. 5-1-3),

only <u>acá</u> (vs. <u>aquí</u>) can be used after <u>para</u>, meaning "(over)

here".

1.   IMPERSONAL CONSTRUCTIONS WITH <u>haber que</u> + infinitive.

FORM:

      <u>Hay que apagar</u> las luces.

a. <u>One has to put</u> the lights <u>out</u>.

b. <u>"We" have to put</u> the lights <u>out</u>.

c. The lights <u>have to be put out</u>.

FUNCTION:

Note that in English the impersonal sense of this construction can be expressed in at least three ways:

     a.   Using the impersonal "one" + "to have to" + infinitive (sentence a.).

     b.   Personalizing it with the use of the editorial "we" + "to have to" + infinitive (sentence b.).

     c.   Restructuring it (passivization):   "(something) has to be" + "-ed" (sentence c.).

1. <u>NEGATIVE FAMILIAR COMMANDS</u>.

FORM:

		Ud.	tú	(vosotros)
hablar		hable	hable<u>s</u>	(habléis)
comer	no	coma	coma<u>s</u>	(comáis)
escribir		escriba	escriba<u>s</u>	(escribáis)

As noted in L. 21-1-1, the <u>tú</u> form is derived from the <u>Ud.</u> form by adding -<u>s</u>.

2. <u>Ser</u> vs. <u>estar</u> WITH PREDICATE ADJECTIVES. (Cont.)

FORM:

   a. Rosita <u>es</u> muy <u>inteligente</u> (<u>simpática</u>, <u>amable</u>, etc.).
       Rosita <u>is</u> very <u>intelligent</u> (<u>pleasant</u>, <u>kind</u>, etc.).

   b. Rosita <u>está</u> muy <u>cansada</u> (<u>mareada</u>, <u>preocupada</u>, etc.).
       Rosita <u>is</u> very <u>tired</u> (<u>dizzy</u>, <u>worried</u>, etc.).

FUNCTION:

   a. In accordance with what was pointed out in L. 4-1-6, some adjectives ("intelligent","pleasant", "kind", etc.) describe primarily inherent, characteristic attributes of people or things and are used with the verb <u>ser</u> (sentence a.)

   b. On the other hand, some adjectives ("tired", "dizzy", "worried", etc.) describe primarily temporary or out-of-the-ordinary states or conditions, and are used with the verb <u>estar</u> (sentence b.).

c. Examples are given in Lesson 4 and in Frame 2 of this lesson of predicate adjectives that may be used with either verb, depending on whether the attribute is considered an inherent, characteristic quality, or a temporary state or condition.

1. FAMILIAR FORM OF THE IMPERFECT.

FORM:

	Ud.	tú	(vosotros)
hablar	hablaba	hablabas	(hablabais)
comer	comía	comías	(comíais)
escribir	escribía	escribías	(escribíais)

As noted in L. 21-1-1, the tú form is derived from the
Ud. form by adding -s.

2. RELATIVE PRONOUNS el(la, los, etc.) de.

FORM:

Singular		Plural	
el la } de	the one about/on/at/ from/with/of/ belonging to	los las } de	the ones about/on/etc.
lo de	that about/on/etc.		

As in the case of el(la, los, etc.) que (L. 19-1-2), these
relative pronouns are derived from the full constructions as
follows:

  a. El cuadro de la derecha me lo trajo Fernando.
      Fernando brought me the picture on the right.

  b. El de la derecha me lo trajo Fernando.
      Fernando brought me the one on the right.

FUNCTION:

Again, as in the case of el que, etc., these relative pronouns are used to refer to clearly understood (previously mentioned) nouns: "the one" in sentence b. refers to "the picture" in sentence a.

Lo de is used referring to a previously expressed concept, idea, thought, etc., considered to be of unspecified gender:

> ¿Supo lo del examen?
> Did you know (that matter) about the exam?

1.   IRREGULAR SINGULAR FAMILIAR AFFIRMATIVE COMMANDS OF
      <u>decir</u>, <u>poner</u>, <u>venir</u>, <u>salir</u> and <u>tener</u>.

FORM:

	Ud.	tú
decir	<u>di</u>ga	di
poner	<u>pon</u>ga	pon
venir	<u>ven</u>ga	ven
salir	<u>sal</u>ga	sal
tener	<u>ten</u>ga	ten

The <u>tú</u> forms of the above verbs are obtained from the

<u>Ud</u>. forms by dropping the -<u>ga</u> ending.

1. IRREGULAR SINGULAR FAMILIAR AFFIRMATIVE COMMANDS OF
   <u>ir</u> and <u>hacer</u>.

FORM:

	tú
ir hacer	ve haz

2. <u>REVIEW</u>.

Frame 2:

a. Class C verbs: L. 7-1-3.

Frame 3:

a. Reflexive verbs: L. 10-1-3, L. 21-2-1.

1. HORTATORY COMMANDS, -ar VERBS.

FORM:

a. hablar   ⟶   Hablemos en español.
    to speak   Let's speak in Spanish.

b. pagar   ⟶   No les paguemos.
    to pay   Let's not pay them.

c. llamar   ⟶   Llamémoslos mañana.
    to call   Let's call them mañana.

d. tratarse de tú ⟶ ¡Tratémonos de tú!
    to address each   Let's address each other in the
    other in the   familiar.
    familiar.

The hortatory command of -ar verbs is formed by attaching the ending -emos to the stem of the infinitive (sentence a.), and making whatever orthographic changes are required (e.g., sentence b.: cf. L. 8-2-3).

Forms of -er and -ir verbs will be treated in L. 35-2-1.

FUNCTION:

a. The hortatory command is the command form of "we"("us"): it is partly command and partly exhortation.

b. Rules for pre- and post-position of object pronouns is the same as for other command forms (sentences b.-d.: cf. L. 8-2-2 ff.).

c. The first person plural reflexive verb form (-mos) drops the -s when the reflexive pronoun nos is used in

post-position (e.g. affirmative command: sentence d.)

    d. <u>Tratarse de tú</u> is an example of a verb in which the reflexive form can only be used reciprocally (sentence d.: cf. L. 21-2-1).

2. <u>Hacer</u> + TIME EXPRESSIONS.

FORM:

        a.(1) <u>Hace</u> dos meses que <u>vivo</u> en Monterey.

          (2) <u>Vivo</u> en Monterey (<u>desde</u>) hace dos meses.
              <u>I have been</u> liv<u>ing</u> in Monterey (<u>for</u>) two months.

        b.(1) <u>Hace</u> dos años (que) <u>fui</u> coordinador de una
              operación.

          (2) <u>Fui</u> coordinador de una operación <u>hace</u> dos años.
              <u>I was</u> coordinator of an operation two years <u>ago</u>.

FUNCTION:

    a. To express duration of an activity that started in the past and has continued up to the present, <u>hace</u> + time expression + <u>que</u> + present tense is used (sentence a.(1)). In English this corresponds to "have been + -ing +(for)+ time express᷒ ".

    b. To express that an activity took (or was taking) place some time ago, <u>hace</u> + time expression +(<u>que</u>) + preterite (or imperfect) tense is used (sentence b.(1)). In English this corresponds to "verb (past) + time expression + ago".

    c. If <u>hace</u> follows the main verb, <u>que</u> is omitted. <u>Desde</u> can be used optionally in expressing duration. (Sentences a.(2) and b.(2)).

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3. **PAST PARTICIPLES AND THEIR USE AS ADJECTIVES**
    (REGULAR FORMS).

FORM:

	Past Participle
cerrar	cerr<u>ado</u> - closed
perder	perd<u>ido</u> - lost
vestir	vest<u>ido</u> - dressed

The regular past participles of verbs are formed by adding
-<u>ado</u> to the stem of -<u>ar</u> verbs, and -<u>ido</u> to the stem of -<u>er</u> and
-<u>ir</u> verbs. If the stem ends in <u>a</u>,<u>e</u>, or <u>o</u>, -<u>ido</u> requires a
written accent:

<div align="center">

traer ⟶ traído

leer ⟶ leído

oír ⟶ oído

</div>

FUNCTION:

   a. The past participle of verbs corresponds to the "-ed"
form in English (e.g. "closed", "dressed", etc.), which often
is irregular (e.g. "spoken", "lost", "bought", "been", etc.),
and it is normally used in compound verbal constructions
(introduced later: e.g. present perfect, "I have <u>eaten</u>", etc.,
L. 31-1-2).

b. In Spanish, as well as in English, past participles can also be used as adjectives. As such it must agree with the noun:

<u>Las</u> <u>ventanas</u> están <u>cerradas</u>.
<u>The</u> <u>windows</u> are <u>closed</u>.

c. In many cases, the past participle can take on a slightly different translation when used as an adjective:

	As a Past Participle	As an Adjective
apagado	turned off; put out	(turned) off; (put) out
conocido	known	(well) known
dormido	slept	asleep
parado	stood	standing
parecido	seemed; appeared	similar; alike
prendido	turned on	(turned) on
querido	wanted; loved	dear
sentado	sat	seated; sitting

1. <u>FAMILIAR FORMS OF THE PRETERITE</u>.

FORM:

   A. <u>Regular</u>.

	tú	(vosotros)
tomar	tom<u>aste</u>	(tomasteis)
vender	vend<u>iste</u>	(vendisteis)
asistir	asist<u>iste</u>	(asististeis)

   The <u>tú</u> form of regular preterite verbs is formed by adding -<u>aste</u> to the stem of -<u>ar</u> verbs or -<u>iste</u> to that of -<u>er</u> and -<u>ir</u> verbs.

B. Irregular.

	yo	tú	(vosotros)
decir	dije	dijiste	(dijisteis)
estar	estuve	estuviste	(estuvisteis)
haber	hube	hubiste	(hubisteis)
hacer	hice	hiciste	(hicisteis)
poder	pude	pudiste	(pudisteis)
poner	puse	pusiste	(pusisteis)
querer	quise	quisiste	(quisisteis)
saber	supe	supiste	(supisteis)
tener	tuve	tuviste	(tuvisteis)
traer	traje	trajiste	(trajisteis)
venir	vine	viniste	(vinisteis)
dar	di	diste	(disteis)
ir } ser	fui	fuiste	(fuisteis)

The tú form of irregular preterite verbs is formed by re-placing the final vowel of the preterite yo form by the ending -iste.

2. FAMILIAR FORMS OF THE PREPOSITIONAL PRONOUNS.

FORM:

Singular	Plural
para ti - for you	(para vosotros - for you)
contigo - with you	(con vosotros - with you)

Note that except for mí and ti (with their special forms conmigo and contigo respectively), prepositional pronouns are the same as subject pronouns (cf. L. 4-1-7 and L. 9-1-4).

3. REVIEW.

a. Preterite and imperfect: L. 14-3-2.

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1. <u>REVIEW</u>

    a.   Preterite and imperfect: L. 14-3-2.

    b.   Direct and indirect object pronouns: L.10-3-1, L.12-1-1.

1. <u>Jugar</u>, "to play", PRESENT TENSE.

FORM:

Singular	Plural
j<u>ue</u>go	jugamos
j<u>ue</u>gas*	(jugáis)*
j<u>ue</u>ga	j<u>ue</u>gan

*From this point on, verb conjuga-
tion tables will include the
familiar forms as follows:

Singular	Plural
yo	nosotros
tú	(vosotros)
Ud., él, etc.	Uds., ellos, etc.

Although <u>jugar</u> is classed as irregular, it behaves as a
Class A verb: u ➡ <u>ue</u> when stressed.

2. <u>REVIEW</u>.

Frame 2:

a. Orthographic changing verbs: L. 8-2-3.

Frame 3:

a. Class A verbs: L. 6-2-1, L. 10-1-1.

1. PRESENT PROGRESSIVE, -ar verbs.

FORM:

    a. Los militares están descargando ese barco.
        The military are unloading that ship.

    b. Las luces se están apagando.
        Las luces están apagándose.
        The lights are going out.

The present progressive is a compound tense formed by the present of estar + present participle of the main verb, and corresponds to the English construction "to be(present)+ -ing". The present participle ("-ing" form) of -ar verbs is formed by attaching the ending -ando to the stem of the infinitive: descarg(ando), apag(ando), etc.

FUNCTION:

    a. The present progressive, in Spanish as in English, is used to indicate that an action is in progress (sentences a. and b., above). In Spanish, however, the present indicative is commonly used, unless the action is actually going on at this moment.

                    Estudio el español.
                    I'm studying (taking a course in) Spanish.
                    I study Spanish.

                    Estoy estudiando (el) español.
                    I'm (actually, right now, engaged in) studying
                      Spanish.

b.   It is important to note that in Spanish, unlike English, the progressives are restricted to focusing on the <u>action</u> of certain verbs, not their result: e.g.

> Me estoy sentando.
> I am (in the act of) sitting down.

but,

> Estoy sentado.
> I am sitting (seated).(I have already sat down).

c.   In Spanish the present progressive is not used to refer to future events, as in English. Use the present or periphrastic (future):

> Tomorrow we're having a party.
> $\downarrow$
> Mañana {tenemos / vamos a tener} una fiesta.

d.   Rules for pre- and post-position of reflexive pronouns are the same as those for infinitive constructions (sentences b.) (cf. L. 12-1-1).

1. <u>USE OF THE OBJECT PRONOUNS WITH THE PROGRESSIVE</u>.

FORM:

    a.   <u>Los</u> estoy escuchando.
        Estoy escuchándo<u>los</u>.
        I'm listening to them.

    b.   El mayor <u>me</u> está esperando.
        El mayor está esperándo<u>me</u>.
        The major is waiting for me.

    c.   <u>Se la</u> están alquilando.
        Están alquilándo<u>sela</u>.
        They are renting it to (from) them (him, her, you)

FUNCTION:

Rules for pre- and post-position of object pronouns
(including reflexive pronouns) in progressive constructions
are the same as in infinitive constructions   (L. 12-1-1).

2. SUFFIXES -<u>ero</u>, -<u>ería</u>.

FORM:

Object	Person	Place
barba	barb<u>ero</u>	barber<u>ía</u>
(carne)	carnic<u>ero</u>	carnicer<u>ía</u>
cerveza	cerve<u>c</u>ero	cerve<u>c</u>ería
leche	lech<u>ero</u>	lecher<u>ía</u>
(pan)	panad<u>ero</u>	panader<u>ía</u>
(pelo)	peluqu<u>ero</u>	peluquer<u>ía</u>
reloj	reloj<u>ero</u>	relojer<u>ía</u>
zapato	zapat<u>ero</u>	zapater<u>ía</u>

FUNCTION:

a. Spanish is a language which has many resources for creating new words from previously-existing ones by the process of derivation. Derivation is achieved by affixation, that is attacning particles (affixes) to the beginning or end of a word: those attached to the beginning are called "prefixes" (e.g., cargar, "to load" —► descargar, "to unload"); those that are attached to the end, "suffixes" (cf. the diminutive suffixes, "-(c)ito", in L. 17-3-1, and the absolute superlative suffix, "-ísimo", in L. 20-1-1 D).

b. Two common suffixes in Spanish are:

(1) -ero: identifies an individual by trade or profession (e.g. panadero, "baker", etc.). Often by deriving the name directly from the name of the object that the individual makes his trade:

<div align="center">

barba —► barbero

beard   barber (shaves beards)

</div>

In other cases, the derivation is not direct, or evident:

<div align="center">

pelo —► (peluca) —► peluquero

hair   (wig)   barber

pan —► (   ) —► panadero

bread   baker

</div>

(2) -ería: designates an individual's place of business. In some cases it can be seen as derived directly from the word for the object:

leche ⟶ lechería
milk   dairy

In other cases it is easier to see it as derived from the word for the individual's profession:

panadero ⟶ panadería
baker   bakery

1. PRESENT PROGRESSIVE, -er AND -ir VERBS.

FORM:

a.	hacer		haciendo
	escribir		escribiendo
b.	leer		leyendo
	oír		oyendo
	construir	estar (present tense)	construyendo
	ir		yendo
c.	sentir		sintiendo
	morir		muriendo
	pedir		pidiendo
d.	decir		diciendo
	poder		pudiendo
	venir		viniendo

(1) The present participle of -er and -ir verbs is formed by attaching the ending -iendo to the stem of the infinitive (examples a.).

(2) Remember: unstressed i → y between vowels (examples b.) (cf. L. 19-2-1 and L. 19-3-1) and initially (e.g. ir); and for Class B and Class C verbs, e → i, o → u, when followed by stressed ie (examples c.) (L. 7-1-3 and L. 11-1-1).

(3) The present participles of decir, poder and venir are irregular (examples d.).

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2. <u>USES OF THE PRESENT PARTICIPLE</u>.

FORM:

    a. ¿Hay alguien <u>durmiendo</u> en las barracas?
        Is there anyone <u>sleeping</u> in the barracks?

    b. "<u>Pasando</u> por un pueblo".
        "<u>Passing</u> through a town".

    c. Hay muchas personas <u>muriéndose</u> de hambre.
        There are many people <u>dying</u> of hunger.

    d. Ví a un hombre <u>hablándole</u> a mi amigo.
        I saw a man <u>talking</u> to my friend.

FUNCTION:

a. The present participle is often used by itself, as in English (sentences a. - d.). In this case, object and reflexive pronouns are placed in post-position (sentences c., d.).

b. Note however, that where English uses the present participle after prepositions (cf. L. 8-2-4) and as an alternative to the infinitive (as subject or object), Spanish must use the infinitive.

    After <u>turning</u>, go straight ⟶ Después de <u>doblar</u>, siga
                                derecho.

    <u>Smoking</u> is dangerous ⟶ Es peligroso <u>fumar</u>.
    (<u>It is</u> dangerous <u>to smoke</u>).

    I like <u>eating</u> in a restaurant ⟶ Me gusta <u>comer</u> en un
    (I like <u>to eat</u> in a restaurant).   restaurante.

1. PASSIVE (IMPERSONAL) se CONSTRUCTIONS.

FORM:

   a. ¿Por qué se dice "sastre"?
       Why do you (they) say "taylor"?

   b. Se necesita sirvienta.
       Maid (is) needed.   (any maid)

   c. ¿Dónde se consiguen buenos zapatos?
       Where does one get good shoes?

FUNCTION:

In Spanish there exists a type of impersonal construction, called the "passive" se construction, which in English can be translated by the impersonal "they/you/one do(es) something" or "something (is) done". Used with inanimate objects (sentences a., c.) or animate beings in an impersonal sense (sentence b.), the construction functions like any reflexive verb.

This and other related constructions will be treated in more detail later (L. 51).

1. PRETERITE PROGRESSIVE.

FORM:

> Te estuve buscando toda la mañana.
> I was looking for you all morning.

The preterite progressive is formed by the preterite of

estar + present participle of the main verb.

FUNCTION:

The preterite progressive is used to indicate that an

action was in progress in the past, focusing on it (in the same

way as the simple preterite does) as a completed event, from

the point of view of the present, often putting it within

some time frame   (cf. L. 14-1-1 and L. 14-3-1).   In English

it is translated as "was/were + -ing".

2. REVIEW.

   a. Passive impersonal se: L. 27-2-1.

1. <u>IMPERFECT PROGRESSIVE</u>.

FORM:

> <u>Estaba coordinando</u> los preparativos.
> <u>I was coordinating</u> the preparations.

The imperfect progressive is formed by the imperfect of <u>estar</u> + present participle of the main verb.

FUNCTION:

The imperfect progressive is used to indicate that an action was in progress at a given moment in the past, focusing on it (in the same way as the simple imperfect does) as an ongoing event, without reference to or implication of its completion. In English it is translated as "was/were + -ing" (as the preterite progressive is).

2. <u>Dejar, dejar de</u>.

FORM:

    a. No quiero <u>dejar</u> nada para última hora.
       I don't want <u>to leave</u> anything for the last minute.

    b. Los <u>dejo</u> salir hasta las once.
       <u>I let</u> them go out until eleven.

    c. ¿A qué hora <u>dejaron de</u> estudiar?
       At what time <u>did they stop</u> studying?

    d. <u>No dejes de</u> cerrar las ventanas.
       <u>Don't fail</u> to close the windows.

28-2-2

FUNCTION:

    a.   <u>Dejar</u> means "to leave" (sentence a.).

    b.   <u>Dejar</u> + infinitive means "to let (to permit, to allow) + infinitive" (sentence b.).

    c.   <u>Dejar de</u> + infinitive means "to stop + -ing" (sentence c.), except in negative sentences, where it can also translate as "(not) to fail (to) + infinitive" (sentence d.).

1. IRREGULAR PAST PARTICIPLES.

FORM:

Many verbs have irregular past participles; some of which
are given below:

	Past Participle
abrir	abierto
escribir	escrito
hacer	hecho
morir	muerto
poner	puesto
resolver	resuelto

With very few exceptions, compounds of these verbs will
follow the irregularity of the primitive verb:

FUNCTION:

Functions of the past participle have been treated in
L. 24-1-3. Note that the following may have a slightly
different translation when used as adjectives:

	As a past participle	As an adjective
abierto	opened	open
muerto	died	dead
puesto	put (on)	(put) on

1. <u>REVIEW.</u>

    a. Preterite and preterite progressive: L. 14-1-1,
        L. 28-1-1.

    b. Imperfect and imperfect progressive: L. 14-2-1,
        L. 28-2-1.

    c. Present progressive: L. 26-1-1, L. 27-1-1.

1. <u>REVIEW</u>.

    a. Preterite and imperfect: L. 14-3-2.

    b. Present progressive: L. 26-1-1, L. 27-1-1.

    c. Preterite progressive and imperfect progressive:
        L. 28-1-1, L. 28-2-1.

1. <u>Haber</u>, PRESENT TENSE.

FORM:

Singular	Plural
he	hemos
has	(habéis)
ha	han

FUNCTION:

<u>Haber</u> means "to have" only when it functions as an auxiliary verb in perfect tenses. Otherwise, "to have" is usually translated as <u>tener</u>.

2. <u>PRESENT PERFECT</u>.

FORM:

    a.   Juan <u>ha pensado</u> mucho en eso.
        Juan <u>has thought</u> a lot about that.

    b.   ¿La isla? No, <u>no la</u> he visitado todavía.
        The island? No, I <u>haven't</u> visited <u>it</u> yet.

The present perfect is formed by the present of the auxiliary verb <u>haber</u> + past participle of the main verb (cf. L. 24-1-3 and L. 28-3-1 for the formation of the past participle). When used in perfect tenses, the past participle is invariable (<u>-o</u> form).

Note that <u>haber</u> and the past participle are inseparable: object (including reflexive) pronouns must be in pre-position and negative particles must precede these (sentence b.).

FUNCTION:

The present perfect corresponds to the English "have/has + -ed", and is used basically in the same way in both languages.

1. <u>Caer</u>, <u>caerse</u>, <u>dejar caer</u>.

FORM:

Singular	Plural
caigo	caemos
caes	(caéis)
cae	caen

   a.   El día de la Independencia <u>cae</u> en lunes.
       Independence Day <u>falls</u> on Monday.

       La ciudad <u>cayó</u> ayer.*
       The city <u>fell</u> yesterday.

   b.   Él siempre <u>se cae</u>.
       He always <u>falls down</u>.

   c.   ¿<u>Dejó</u> Ud. <u>caer</u> la pluma?
       Did you <u>drop</u> the pen?

FUNCTION:

   a.   <u>Caer</u> means "to fall" (sentences a.).

   b.   Used reflexively, <u>caerse</u> is translated as "to fall
(down) (off/from)" (sentence b.).

   c.   <u>Dejar caer</u> means "to drop" or, literally, "to let fall"
(sentence c.).

2.   <u>REVIEW</u>.

   a.   Inverted constructions with <u>gustar</u>, etc: L. 9-3-1,
and L. 21-1-2.

_____

*Remember: unstressed <u>i</u> ⟶ <u>y</u> between vowels (cf. L. 19-3-1).

1.   <u>IRREGULAR PAST PARTICIPLES.</u>(Cont.)

FORM:

	Past Participle
decir	dicho
romper	roto
ver	visto
volver	vuelto

2.   <u>REVIEW.</u>

   a.   Irregular past participles: L. 28-3-1.

   b.   Present perfect: L. 31-1-2.

1.　<u>REVIEW</u>.

　　a.　Preterite:　L. 14-1-1, L. 14-3-1(-2).

　　b.　Present perfect:　L. 31-1-2.

1. <u>PAST PERFECT</u>.

FORM:

> <u>Se había convertido</u> en un jugador excelente.
> He had become (turned into) an excellent player.

The past perfect in Spanish is formed by the imperfect of <u>haber</u> + past participle of the main verb.

FUNCTION:

The past perfect corresponds to the English "had + -ed", and is used basically in the same way in both languages.

2. <u>REVIEW</u>.

a. Irregular past participles: L. 28-3-1, L. 32-3-1.

1. <u>Casi</u>, <u>por poco</u>.

FORM:

> Casi <u>gano</u>.
> Por poco <u>gano</u>.
> I almost <u>won</u>.

FUNCTION:

With <u>casi</u> and <u>por poco</u>, the present tense is gene ally used in Spanish, as opposed to the past in English.

2. ORTHOGRAPHIC-CHANGING VERBS (Cont.): $\underline{c} \rightarrow \underline{z}/\underline{a},\underline{o}$

FORM:

	Present <u>yo</u>	Polite Command
<u>vencer</u> - to defeat	ven<u>z</u>o	ven<u>z</u>a
<u>zurcir</u> - to darn	zur<u>z</u>o	zur<u>z</u>a

Verbs ending in consonant + <u>cer</u>/<u>cir</u> change <u>c</u> to <u>z</u> before <u>a</u> or <u>o</u>, to preserve the final stem consonant pronunciation (cf. L. 8-2-4).

3. <u>REVIEW</u>.

a. Past participles used as adjectives: L. 24-1-3, L. 28-3-1.

1. PRESENT SUBJUNCTIVE, -a̲r̲ VERBS (REGULAR FORMS).

FORM:

Singular	Plural
reserv<u>e</u>	reserv<u>emos</u>
reserv<u>es</u>	(reserv<u>éis</u>)
reserv<u>e</u>	reserv<u>en</u>

Note: d̲a̲r̲ (although irregular in other tenses) is regular in the present subjunctive: the y̲o̲ and U̲d̲.(é̲l̲,etc.) form, d̲é̲, has a written accent mark to distinguish it from the preposition d̲e̲.

FUNCTION:

a. <u>Reserven</u> dos.
    <u>Reserve</u> two.

    <u>No reserves</u> dos.
    <u>Don't (you,fam.)</u> reserve two.

    <u>Reservemos</u> dos.
    <u>Let's reserve</u> two.

b. Quizás ⎫
    Puede que ⎬ <u>reserve</u> dos.
    Tal vez ⎭
    I may <u>reserve</u> two.

The subjunctive mood (represented by its different tenses) contrasts with the indicative mood - introduced so far - and is used by the speaker in Spanish to express two basic concepts and their variations. Since there are generally (with few

exceptions) no distinct English forms equivalent to the Spanish subjunctive, it is best understood in terms of its functions under various conditions.

It is used to indicate that the action of the verb:

(1)   could be influenced by someone or something else, as by command, wish, permission, request, suggestion, need, hope or expectation. Thus, the command forms - except affirmative familiar commands, which have their own - are really those of the present subjunctive (sentences a.)

The type of influence is usually indicated by another verb: e.g. "Tell him to go" (command), "I want her to stay" (wish), "They won't allow us to go" (permission), etc. These verbs will be called verbs of "volition".

(2)   is seen as doubtful, uncertain or indeterminate - namely, not as a given fact.

The concept of doubt or uncertainty is often introduced by words such as quizás, puede que, tal vez, which trigger the subjunctive (sentences b.)

Note that the concept of the action taking place at a future moment is contained in the subjunctive: the action "is to be done", "may be done", etc. The present subjunctive expresses this futurity with respect to the present.

2. FUTURE INDICATIVE (REGULAR FORMS).

FORM:

Pasar, comer, ir

Singular	Plural
pasaré	pasaremos
comeré	comeremos
iré	iremos
pasarás	(pasaréis)
comerás	(comeréis)
irás	(iréis)
pasará	pasarán
comerá	comerán
irá	irán

The future indicative is formed by attaching the above endings to the infinitive of the verb. This set of endings is the same for all verbs, and never changes. The irregularities that occur in a few verbs do so in the infinitive portion of the verb (cf. L. 34-2-2, L. 34-3-3, L. 37-1-2).

34-1-2

FUNCTION:

The future indicative, as well as the periphrastic future (L. 7-1-1), are both used much as they are in English, often interchangeably. The future indicative, however, has a more emphatic quality to it, and, in general, tends to be used more in written material and formal speech than in everyday spoken language, which seems to prefer the present indicative, especially when an adverb cl. rly projects the verb into the future.

Other uses will be introduced later (L. 46-3-2).

1. DIRECT VS. INDIRECT COMMANDS.

FORM:

a.   Trabaje más, Juan.
     Work more, Juan.

b.   Voy a decirle (a Juan) que trabaje más.
     I'm going to tell him (Juan) to work more.

c.   Que trabaje más. (Juan).
     Let (have) him (Juan) work more.

FUNCTION:

a.   Up to now, the present subjunctive has been used when
making direct commands: i.e. when the party spoken to is to do
something (sentence a.).

b.   The subjunctive is also used to make indirect commands:
i.e., when a third party is to do something.

If the command is relayed to the third party by someone,
this is usually expressed by a verb of volition (such as decir)
+ que + subjunctive (sentence b.).

If the command is impersonal, i.e., not relayed by anyone
in particular, it is generally expressed by que + subjunctive
(sentence c.).

2. <u>IRREGULAR FUTURE FORMS</u>: <u>e</u>, <u>i</u> ⟶ <u>d/r</u>

FORM:

<u>Tener</u>, <u>Salir</u>

Singular	Plural
ten<u>d</u>ré	ten<u>d</u>remos
sal<u>d</u>ré	sal<u>d</u>remos
ten<u>d</u>rás	(ten<u>d</u>réis)
sal<u>d</u>rás	(sal<u>d</u>réis)
ten<u>d</u>rá	ten<u>d</u>rán
sal<u>d</u>rá	sal<u>d</u>rán

The other verbs sharing this irregularity are: <u>poner</u>, <u>valer</u>, <u>venir</u>. Note that the endings are always regular for the future.

1. USE OF THE PRESENT SUBJUNCTIVE FOLLOWING <u>después (de) que</u>

    AND <u>antes (de) que</u>.

FORM:

    a. Voy a ir después (de) que termine el informe.
       I'm going to go after I finish the report.

    b. Vaya antes (de) que empiece la función.
       Go before the show starts.

FUNCTION:

In accordance with what was noted in L. 34-1-1, above,

the present subjunctive is used following <u>después (de) que</u>,

etc., when the idea of futurity with respect to the present

is being expressed (as indicated by the main verb: "I'm going

to go ..." (periphrastic future), "Go ..." (command), etc.).

2. <u>PRESENT SUBJUNCTIVE, CLASS A VERBS.</u>

FORM:

<u>Empezar</u>, <u>almorzar</u>

Singular	Plural
emp<u>ie</u>ce	empecemos
alm<u>ue</u>rce	almorcemos
emp<u>ie</u>ces	(empecéis)
alm<u>ue</u>rces	(almorcéis)
emp<u>ie</u>ce	emp<u>ie</u>cen
alm<u>ue</u>rce	alm<u>ue</u>rcen

Remember, for Class A verbs, <u>e</u> → <u>ie</u>, <u>o</u> → <u>ue</u> when stressed: L. 6-2-1, L. 10-1-1.

3. IRREGULAR FUTURE FORMS: $\underline{e} \rightarrow \emptyset/\underline{r}$; $\underline{ec} \rightarrow \emptyset/\underline{ir}$.

FORM:

<u>Saber</u> ($\underline{e} \rightarrow \emptyset/\underline{r}$)

Singular	Plural
sa<u>br</u>é	sa<u>br</u>emos
sa<u>br</u>ás	(sa<u>br</u>éis)
sa<u>br</u>á	sa<u>br</u>án

The other verbs sharing this irregularity are: <u>haber</u>, <u>poder</u>, <u>querer</u> and <u>caber</u>, "to fit" (L. 46-3-1).

<u>Decir</u> ($\underline{ec} \rightarrow \emptyset/\underline{ir}$)

<u>dir</u>é	<u>dir</u>emos
<u>dir</u>ás	(<u>dir</u>éis)
<u>dir</u>á	<u>dir</u>án

1. <u>CLAUSES AND SEQUENCE OF TENSES</u>.

FORM:

    a.   Tome el autobús <u>que está allá</u>.
          Take the bus <u>that is over there</u>.

    b.   Compre la mesa <u>después que alquile la casa</u>.
          Buy the table <u>after you rent the house</u>.

    c.   Voy a decirle <u>que trabaje</u>.
          I'm going to tell him <u>to work</u> (<u>that he work</u>).

    d.   Necesito <u>que llegue pronto</u>.
          I need <u>it to get there in a hurry</u>.

FUNCTION:

    a.   A "<u>clause</u>" is a group of words containing a subject and a predicate. A "<u>main clause</u>" carries the main assertion of a sentence. A "<u>dependent</u> (or subordinate) <u>clause</u>" is one that functions as an element within the sentence: as noun, adjective or adverb. In sentence a., for example, the main clause is <u>Tome el autobús</u>; the dependent clause is <u>que está allá</u>. The dependent clauses are underlined in the above sentences.

    b.   In L. 15-3-1, "relative clauses" were presented. Relative clauses are examples of dependent clauses that function as adjectives: in sentence a. above, the "relative clause" <u>que está allá</u> modifies the noun <u>autobús</u>, as an adjective does.

    c.   Clauses introduced by words like <u>después que</u>, <u>antes que</u>, etc., are examples of "adverbial clauses": in sentence b., the clause <u>después que alquile la casa</u> modifies the verb <u>compre</u>,

as an adverb does (in this case saying "when").

d.   Clauses which function as nouns, or "noun clauses", are illustrated in sentences c. and d.: both <u>que trabaje</u> and <u>que llegue pronto</u> function as direct objects (of <u>voy a decir</u> and <u>necesito</u>, respectively), although a noun clause can also function as subject of a sentence.

e.   The constraints on the choice of tenses for the main and dependent verbs will determine their "<u>sequence of tenses</u>": the following sequences of tenses are illustrated in the examples above: present subjunctive (command)/present indicative (sentences a. and b.); periphrastic future/present subjunctive (sentence c.); present indicative/present subjunctive (sentence d.)- for main/dependent verbs, respectively.

2.   <u>PRESENT SUBJUNCTIVE IN NOUN CLAUSES FOLLOWING VERBS OF VOLITION</u>.

FORM:

   a.   <u>Yo</u> necesito: <u>él</u> cambia el cheque.
        <u>I</u> need: <u>he</u> cashes the check.

        Necesito <u>que él cambie</u> el cheque.
        I need <u>(for) him to cash</u> the check.
        (Lit.:   I need <u>that he cash</u> the check.)

   b.   <u>Yo</u> necesito: <u>yo</u> cambio el cheque.
        <u>I</u> need: <u>I</u> cash the check.

        Necesito <u>cambiar</u> el cheque.
        I need <u>to cash</u> the check.

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    c. Ojalá: él cambia el cheque.
        Let's hope: he cashes the check.

        Ojalá (que) él cambie el cheque.
        Let's hope (that) he cashes the check.

FUNCTION:

   a. A dependent verb in noun clauses following (as objects of) verbs of volition (cf. L. 34-1-1) takes the subjunctive mood, provided the subjects of the verb are different (sentences a.).

   "Non-past" main verbs require the present subjunctive in the dependent verbs, allowing the following sequences of tenses:

Main verb (volition) SUBJECT A			Noun clause SUBJECT B	
"Non-past" tenses	present	Necesito		Present subjunctive
	present perfect	He necesitado		
	future	Necesitaré		
	periphrastic future	Voy a necesitar	que	
	present progressive	Le estoy diciendo		cambie el cheque
	present subjunctive (command)	Dígale		
	familiar command	Dile		

   The noun clause must be introduced by the relative pronoun que.

b. When the subjects of the main and dependent verbs are identical, the dependent verb takes the infinitive directly after the main verb (regardless of tense), as in English (sentences b.):

> Necesito
>
> He necesitado
>
> Necesitaré   } cambiar el cheque
>
> Voy a necesitar
>
> Necesitaba

c. Note that the word <u>ojalá</u> functions impersonally as a verb of volition ("I hope/let's hope that ..."), although its use of <u>que</u> is optional. It is not used with the infinitive (sentences c.).

1.   PRESENT SUBJUNCTIVE, -<u>er</u> AND -<u>ir</u> VERBS (REGULAR FORMS).

FORM:

<u>Comer</u>, <u>recibir</u>

Singular	Plural
com<u>a</u>	com<u>amos</u>
recib<u>a</u>	recib<u>amos</u>
com<u>as</u>	(com<u>ái</u>s)
recib<u>as</u>	(recib<u>ái</u>s)
com<u>a</u>	com<u>an</u>
recib<u>a</u>	recib<u>an</u>

2. <u>PRESENT SUBJUNCTIVE, CLASS B AND CLASS C VERBS</u>.

FORM:

<u>Sentir</u>, <u>dormir</u> (Class B)
<u>pedir</u> (Class C)

Singular	Plural
s<u>ie</u>nta	s<u>i</u>ntamos
d<u>ue</u>rma	d<u>u</u>rmamos
p<u>i</u>da	p<u>i</u>damos
s<u>ie</u>ntas	(s<u>i</u>ntáis)
d<u>ue</u>rmas	(d<u>u</u>rmáis)
p<u>i</u>das	(p<u>i</u>dáis)
s<u>ie</u>nta	s<u>ie</u>ntan
d<u>ue</u>rma	d<u>ue</u>rman
p<u>i</u>da	p<u>i</u>dan

Remember, for Class B verbs <u>e</u> → <u>ie</u> and <u>o</u> → <u>ue</u>, while for Class C verbs <u>e</u> → <u>i</u> — when stressed; for both classes, <u>e</u> → <u>i</u> when followed by stressed <u>a</u>: L. 7-1-3, L. 11-1-1.

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3. PRESENT SUBJUNCTIVE, IRREGULAR FORMS.

The endings for the present subjunctive of all verbs are regular (-<u>ar</u> verbs take the -<u>ar</u> endings; -<u>er</u>/-<u>ir</u> verbs take -<u>er</u>/-<u>ir</u> endings). Except for <u>estar</u>, the irregularities occur in the stems.

    a. <u>Estar</u>: irregular only because of shift in stress.

Singular	Plural
est<u>é</u>	estemos
est<u>é</u>s	(est<u>é</u>is)
est<u>é</u>	est<u>é</u>n

    b. Class A-type change: these verbs (otherwise irregular) behave like Class A verbs in the present (indicative and subjunctive) and take the same stems in both tenses:

<u>querer</u> (cf. L. 7-1-2)

<u>poder</u> (cf. L. 7-2-1)

<u>jugar</u> (cf. L. 25-2-1)

Examples:

<u>querer</u>: qu<u>ie</u>ra, ..., queramos, ..., qu<u>ie</u>ran

<u>jugar</u> : j<u>ue</u>gue, ..., juguemos, ... (remember orthographic changes: <u>g</u> → <u>gu/e</u>)

c. Derived from yo form, present indicative: the following verbs take the yo stem of present indicative as the present subjunctive stem:

	Present indicative: yo stem
caer	caig-
decir	dig-
hacer	hag-
oír	oig-
poner	pong-
salir	salg-
tener	teng-
traer	traig-
valer	valg-
venir	veng-
ver	ve-

Examples:

decir: diga,..., digan

traer: traiga,..., traigan

ver: vea,..., vean

etc.

d. The present subjunctive stems of the following verbs are completely irregular:

	Present Subjunctive Stem
ir	vay-
haber	hay-
saber	sep-
ser	se-

Examples:

ir: vaya,...,vayamos*, vayan

saber: sepa,...,sepan

etc.

*When used as a hortatory affirmative command, vayamos is generally replaced by the indicative form vamos, "let's go", or the corresponding reflexive vámonos (cf. L. 24-1-1).

4. INDICATIVE VS. SUBJUNCTIVE WITH <u>decir</u>.

FORM:

a. Dice que Ud. <u>escribe</u> una carta.
He says (that) you write (are writing) a letter.

b. Dice que Ud. <u>escriba</u> una carta.
He tells you to write a letter.
(He says for you to write a letter.)

FUNCTION:

<u>Decir</u> may or may not function as a verb of volition. When it does not, and is used only to make a statement of fact, the dependent verb is in the indicative (sentence a.). When used as a verb of volition to make an indirect command, the subjunctive follows (sentence b.).

1. <u>REVIEW</u>.

Frame 1:

a. Past participles as adjectives: L. 24-1-3.

b. Present perfect indicative: L. 31-1-2.

c. Past perfect indicative: L. 33-2-1.

d. Irregular past participles: L. 28-3-1, L. 32-3-1.

e. Fractions: L. 35-3 (text)

Frame 2:

a. Class A, Class B, Class C verbs: (L. 6-2-1, L. 7-1-3, L. 10-1-1, L. 11-1-1) L. 34-3-2, L. 35-2-2.

b. Present subjunctive (regular forms): L. 34-1-1, L. 35-2-1.

c. Present subjunctive (irregular forms): L. 35-2-3.

Frame 3:

a. Present subjunctive following verbs of volition: L. 35-1-2.

b. Indirect commands: L. 34-2-1.

1. PRESENT SUBJUNCTIVE IN ADVERBIAL CLAUSES.

FORM:

   a. Lo haré $\begin{cases} \text{hasta que} \\ \text{tan pronto como} \\ \text{cuando} \\ \text{después que} \end{cases}$ establezca comunicación.

     I'll do it $\begin{cases} \text{until} \\ \text{as soon as} \\ \text{when} \\ \text{after} \end{cases}$ I establish communications.

   b. Lo hago $\begin{cases} \text{hasta que} \\ \text{tan pronto como} \\ \text{cuando} \\ \text{después que} \end{cases}$ establezco comunicación.

     I do it $\begin{cases} \text{until} \\ \text{as soon as} \\ \text{when} \\ \text{after} \end{cases}$ I establish communications.

   c. Ella está contenta aunque no tenga dinero.
      She's happy even if she has no money(should this occur).

   d. Ella está contenta aunque no tiene dinero.
      She's happy even though she has no money(this is the
        case).

   e. Yo apago la luz: ellos ven la película   (different
      I put out the light: they see the movie   subjects)

      Yo apago la luz para que ellos vean la película.
      I put out the light so that they can see the movie.

Yo apago la luz: yo veo la película.   (same
I put out the light: I see the movie   subject)

Yo apago la luz para ver la película.
I put out the light to (so that I can) see the movie.

f.   Yo apago la luz: ellos ven la película (different
    I put out the light: they see the movie   , subjects)

Yo apago la luz antes(de)que ellos vean la película.
I put out the light before they see the movie.

Yo apago la luz: yo veo la película   (same
I put out the light: I see the movie   , subject)

Yo apago la luz antes de ver la película.
I put out the light before seeing the movie.

FUNCTION:

a.   Forms such as hasta que, tan pronto como, cuando, después que, etc. (which we can call adverbial conjunctions) introduce adverbial clauses (cf. L. 35-1-1).

b.   When the verb of the main clause implies futurity with respect to the present (cf. sentences a.), the dependent verb of the adverbial clause takes the present subjunctive. When no futurity is implied, the indicative is used (sentences b.).

Other tenses of the main verb which imply futurity with respect to the present, allow the following sequences of tenses:

Main Verb		Adverbial Clause	
Futurity implied with respect to the present — future	Estudiará		present subjunctive
periphrastic future	Va a estudiar		
		hasta que salga de clase	
present subjunctive	Quizás estudie		
polite command	Estudie		

c.   Mientras and aunque can be used to express either futurity or actuality (factuality). When mientras means "as long as" and aunque, "even if", futurity (as well as uncertainty) is implied and the subjunctive follows (sentence c.). When mientras means "while" and aunque, "even though", (f) actuality is being expressed, and the indicative occurs in the dependent verb (sentence d.).

d.   Some adverbial conjunctions will always trigger the subjunctive (bearing in mind the provisions of e., below, in the case of some adverbial conjunctions), regardless of the tense of the main verb: e.g. para que (sentences e.) antes (de) que (sentences f.), a menos que/a no ser que ("unless"), cuanto antes ("the sooner..."), con tal que ("provided") — the last four are introduced later   (L. 38-2-2, L. 39-2-1, L. 39-3-1).   When the

main verb is "non-past", the present subjunctive follows.

e.   In the case of some adverbial conjunctions, if the subjects of the main and dependent verbs are the same, <u>que</u> is dropped (but not <u>de</u>) and the infinitive is used(sentences e., f.; also with <u>después de</u> and <u>hasta</u>.)

2.   FUTURE OF <u>hacer</u>:   <u>ce</u> → ∅/<u>r</u>.

FORM:

Singular	Plural
ha<u>r</u>é	ha<u>r</u>emos
ha<u>r</u>ás	(ha<u>r</u>éis)
ha<u>r</u>á	ha<u>r</u>án

3.   <u>REVIEW</u>.

a.   Present subjunctive following verbs of volition: L. 35-1-2.

1. <u>COMPOUND SEQUENCES OF TENSES</u>.

FORM:

     Les <u>voy a pedir</u> que <u>llamen</u> después que <u>arreglen</u> el motor.
     I'm going to ask them to call after they fix the motor.

FUNCTION:

A dependent clause may occur within another dependent clause. The same relationship of tenses occur between these as with the main clause: e.g. in the above example, the noun clause <u>que llamen</u>... calls for the present subjunctive <u>llamen</u> following the periphrastic future of a verb of volition <u>voy a pedir</u>; similarly, the adverbial clause <u>después que arreglen el motor</u> calls for the present subjunctive <u>arreglen</u> following the present subjunctive <u>llamen</u>.

1. <u>USES OF THE INFINITIVE</u>.

The uses of the infinitive in noun clauses which have already been encountered can be summarized as follows:

   a. <u>As an object of a preposition</u> (L. 8-2-4):

        Después de <u>levantarme</u>, me lavo la cara.
        After getting up, I wash my face.

   b. <u>As a direct object</u>

     (1) <u>of verbs of volition</u> (cf. L. 35-1-2):

        Deseo <u>tomar</u> vino.
        I wish to drink wine.

     (2) <u>of other verbs</u> (cf. L. 7-1-6):

        No sé <u>cocinar</u>
        I don't know how to cook.

    Some verbs require a preposition before the infinitive - usually <u>a</u> or <u>de</u>:

        Él me enseñó <u>a</u> manejar.
        He taught me (how) to drive.

        ¿Terminaste <u>de</u> hacer la tarea?
        Did you finish doing your homework?

   c. <u>As a subject</u>

     (1) of <u>gustar</u>, etc. (L. 9-3-1):

        Me gusta <u>tomar</u> vino.
        I like to drink wine.
        (Lit: Drinking wine pleases me)

(2) <u>of impersonal expressions</u> (L. 19-2-2):

> No es necesario <u>venir</u> a las siete.
> (or: <u>Venir</u> a las siete no es necesario.)
>
> It's not necessary to come at seven.
> (or: Coming at seven is not necessary.)

The infinitive is also to be used following the contraction <u>al</u> to express "upon/on/when + -ing":

> <u>Al terminar</u> el examen, venga a verme.
> <u>Upon finishing</u> the exam, come to see me.

1. <u>PRESENT SUBJUNCTIVE WITH IMPERSONAL EXPRESSIONS</u>.

FORM:

a. Es imposible que <u>Uds</u>. <u>operen</u> en esta selva.
    It's impossible for you to operate in this jungle.

b. Es imposible <u>operar</u> en esta selva.
    It's impossible to operate in this jungle. (for anyone
        to operate).

FUNCTION:

As with verbs of volition (cf. L. 35-1-2), the choice of
tense in noun clauses following impersonal expressions depends
on the subjects and on the tense of the main verb (in this case
<u>ser</u>).

a. When the subject of the dependent verb in the noun
clause is clearly identifiable, it takes the subjunctive
(sentence a.). (Note that in this case the subjects of the
main and dependent clauses are different: the first is im-
personal, the second is personal).

The sequences of tenses are the same as with verbs of voli-
tion: the present subjunctive follows a non-past main verb.

b. When the subject of the noun clause is impersonal, the
infinitive of the dependent verb is used (sentence b.). (Note
that this corresponds to identical subjects in main and de-
pendent clauses: both are impersonal). Again, the infinitive
is used regardless of the tense of the main verb (cf.L. 38-1-1,
above).

2. <u>A menos que</u>, <u>a no ser que</u>.

FUNCTION:

As noted in L. 37-1-1, adverbial clauses introduced by <u>a menos que</u> or <u>a no ser que</u> always take the subjunctive.

1. PRESENT SUBJUNCTIVE WITH (no)creer que AND dudar que.

FORM:

    a. ¿Cree Ud. que él vuelve? -Sí, creo que vuelve.
        You think that he's coming Yes, I think he's coming
           back?   back.

    b. ¿Cree Ud. que él vuelva?- $\left\{ \begin{array}{l} \text{No creo} \\ \text{Dudo} \end{array} \right\}$ que vuelva.

       Do you think he's coming $\left\{ \begin{array}{l} \text{I don't think} \\ \text{I doubt} \end{array} \right\}$ (that) he's
          back?   coming back.

FUNCTION:

    a. When the action or event described by a dependent noun clause is viewed with doubt, uncertainty or disbelief (as signalled, for example, by no creer que or dudar que),the subjunctive is used (cf L. 34-1-1) (sentences b.)

    The question in a. merely asks for confirmation of what is taken to be a fact ("Is it true that you think that he's coming back?"), whereas the use of the subjunctive (in b.) adds a sense of disbelief to the tone of the speaker's question ("Do you really think he's coming back? (I doubt it)").

    b. The present subjunctive is used following non-past main verbs.

2. INFINITIVE VS. SUBJUNCTIVE WITH dejar(que), etc.

FORM:

    a. Deje que yo pague las entradas.
    b. Déjeme pagar las entradas.

    Allow me to pay for the tickets.

FUNCTION:

Some verbs of volition which take indirect objects - and which normally are followed by the subjunctive in the noun clause when there is a change of subject (sentence a.) - can be followed by the infinitive provided the subject is alluded to by the corresponding indirect object pronoun (sentence b.).

Observe that in b. the infinitive acts as the direct object (the sentence literally says "Allow me the paying of the tickets").

Other verbs that allow this construction are: permitir, recomendar, hacer, mandar, autorizar, etc.

3. REVIEW.

    a. Present subjunctive following quizás, etc.: L. 34-1-1.

    b. Present subjunctive following verbs of volition: L. 35-1-2.

1. Cuanto antes.

FORM:

   a. Cuanto antes me cambie, mejor.
       The sooner I change, the better.

   b. Quiero que las consiga cuanto antes.
       I want you to get them as soon as possible.

FUNCTION:

   a. When preceding a verb, cuanto antes is translated as
"the sooner..." and is always followed by the subjunctive
(sentence a.) (cf. L. 37-1-1).

   b. When following a verb, it means the same as lo antes
posible, "as soon as possible" (sentence b.).

2. REVIEW.

   a. Present subjunctive in adverbial clauses: L. 37-1-1.

1.   <u>Con tal que.</u>

FUNCTION:

   Adverbial clauses introduced by <u>con tal que</u> are always
followed by the subjunctive (cf. L. 37-1-1).

1. <u>IMPERFECT SUBJUNCTIVE AND ITS USE IN NOUN CLAUSES</u>.

FORM:

<u>Preparar</u>, <u>vender</u>, <u>repartir</u>

Preterite: <u>Uds./ellos</u>	Imperfect subjunctive	
	Singular	Plural
preparar(<u>on</u>) vendier(<u>on</u>) repartier(<u>on</u>)	prepara<u>ra</u> vendie<u>ra</u> repartie<u>ra</u>	prepará<u>ramos</u> vendié<u>ramos</u> repartié<u>ramos</u>
	prepara<u>ras</u> vendie<u>ras</u> repartie<u>ras</u>	(prepara<u>rais</u>) (vendie<u>rais</u>) (repartie<u>rais</u>)
	prepara<u>ra</u> vendie<u>ra</u> repartie<u>ra</u>	prepara<u>ran</u> vendie<u>ran</u> repartie<u>ran</u>

The imperfect subjunctive (-<u>ra</u> form) of <u>all</u> verbs (including irregular ones) can be obtained by dropping -<u>on</u> from the <u>Uds./ellos</u> form of the preterite and adding the above endings (-<u>a</u>, -<u>as</u>, -<u>a</u>, -<u>amos</u>, (-<u>ais</u>), -<u>an</u>: the same as those of the present indicative of -<u>ar</u> verbs).

There is an alternate imperfect subjunctive form in Spanish (called the -<u>se</u> form) -which will not be taught as such in this

course, but is of high enough frequency that it should be recognized. It can also be obtained from the Uds./ellos preterite form, but by dropping -ron and attaching the following set of endings: -se, -ses, -se, -semos, (-seis,) -sen:

> e.g. prepara(ron): preparase, preparases,..., preparasen
> vendie(ron) : vendiese, vendieses,..., vendiesen

FUNCTION:

a. In the same way that the present subjunctive is used in noun clauses following "non-past" verbs of volition, the past form of the subjunctive, called imperfect subjunctive, is used in noun clauses following "past" verbs of volition (when there is a change of subject, of course). The following sequences of tenses are allowed:

	Main verb (of volition)			Noun clause	
"Past" tenses	preterite	Les dije			Imperfect subjunctive
	imperfect	Les decía			
	past perfect	Les había dicho		que prepararan algo	
	preterite progressive	Les estuve diciendo			
	imperfect progressive	Les estaba diciendo			

b.   For those verbs of volition where there is no change
of subject in the noun clause, or where the subject can be
represented by the indirect object pronoun, the infinitive is
used (optionally in the second case) (cf. L. 35-1-2 and
L. 39-1-2):

<u>Quería</u> <u>ir</u> a San Francisco.
I wanted to go to San Francisco.

No <u>me</u> <u>dejaron</u> <u>ir</u>.
They didn't let me go.

1. PERIPHRASTIC CONSTRUCTIONS WITH <u>ir</u> (FUTURE VS. NON-FUTURE).

FORM:

    a. Dice que <u>va a estudiar</u> allí. → Dice que <u>estudiará</u> allí.
       He says he is going to   He says he will study
        (plans to) study there.   there.
          (in the future)   (in the future)

    b. Dice que <u>va a estudiar</u> allí. → Dice que <u>estudia</u> allí.
      (=Dice que va allí para
         estudiar).
       He says he goes there   He says he studies there.
        (in order) to study.   (now)
          (now)

    c. Dijo que <u>iba a estudiar</u> allí. → Dijo que <u>estudiaría*</u> allí.
      He said he was going to   He said he would study
        (planned to) study there.   there.
          (in the future)   (in the future)

    d. Dijo que <u>iba a estudiar</u> allí. → Dijo que <u>estudiaba</u> allí.
      (=Dijo que iba allí para
         estudiar).
       He said he was going there   He said he was studying
        to study.   there.
           (then)   (then)

    e. Dijo que <u>fue a estudiar</u> allí. → Dijo que <u>estudió</u> allí.
      He said he went to study   He said he studied there.
        there.
         (previously)   (previously)

---

*Introduced later: cf. L. 42-2-1, L. 43-1-1

FUNCTION:

The above periphrastic constructions with _ir_ are shown
with their parallel simple tenses. There is an ambiguity
built into those constructions using the present indicative
(sentences a. and b.) and imperfect indicative of _ir_
(sentences c. and d.): the same construction can express
futurity or actuality. True periphrastic future constructions
indicate futurity either with respect to the present (present-
referenced: paralleled by the future indicative as in sen-
tences a.) or with respect to a past moment (past-referenced:
paralleled by the conditional tense*, as in sentences c.).
These correspondences can be summarized as follows:

		Periphrastic	Simple	
Future	Present-referenced	va a estudiar	estudiará	future indicative
	Past-referenced	iba a estudiar	(estudiaría)*	conditional
Non-future	Present	va a estudiar	estudia	present indicative
	Past co-occurring	iba a estudiar	estudiaba	imperfect indicative
	Past pre-occurring	fue a estudiar	estudió	preterite

*Introduced later: cf. L. 42-2-1, L. 43-1-1.

2. <u>IMPERFECT SUBJUNCTIVE IN ADVERBIAL CLAUSES</u>.

FORM:

    a. Nos ayudaron <u>para que</u> <u>termináramos</u> temprano.
        They helped us so that we would finish early.

    b. <u>Iban a trabajar</u> <u>después que</u> <u>desayunaran</u>.
        They were going to work after they had breakfast.

FUNCTION:

    a. Those adverbial conjunctions that are always followed by the subjunctive (<u>para que</u>, <u>antes(de)que</u>, etc: cf. L. 37-1-1) will trigger the imperfect subjunctive when the main verb is in a "past" tense (sentence a.)

    b. Adverbial clauses introduced by all the other adverbial conjunctions function according to whether futurity is implied in the main verb. In the same way that the <u>present</u> subjunctive is used when the main verb implies futurity with respect to the <u>present</u> (L. 37-1-1), the <u>imperfect</u> subjunctive is used when the main verb expresses futurity with respect to a <u>past</u> moment. The following sequences of tenses are allowed:

Main verb			Adverbial clause	
Futurity implied with respect to the past	Past-referenced periphrastic future	(Dijo que) iban a trabajar		Imperfect subjunctive
			después que desayunaran	
	Conditional	trabajarían*		

*Introduced later: cf. L. 42-2-1, L. 43-1-1.

3. <u>IMPERFECT SUBJUNCTIVE WITH IMPERSONAL EXPRESSIONS.</u>

FORM:

   a.   <u>Era</u> necesario que (él) <u>comiera</u> temprano.
       It was necessary for him to eat early.

   b.   Era necesario <u>comer</u> temprano.
       It was necessary to eat early.

FUNCTION:

   a.   As with noun clauses following verbs of volition
(cf. L. 40-1-1, above), noun clauses with clearly identifiable
subjects (cf. L. 38-2-1) take the imperfect subjunctive after
impersonal expressions in "past" tenses (sentence a.).

   b.   If the noun clause has an impersonal subject, the in-
finitive is used (sentence b.).

1. <u>IMPERFECT SUBJUNCTIVE (IRREGULAR FORMS)</u>.

FORM:

As explained in L. 40-1-1, the imperfect subjunctive of <u>all</u> verbs can be derived from the <u>Uds./ellos</u> preterite form:

estar → estuvier(on): estuvie<u>ra</u>, estuvie<u>ras</u>, etc.

ser   → fuer(on):   fue<u>ra</u>,   fue<u>ras</u>,   etc.

saber → supier(on):   supie<u>ra</u>,   supie<u>ras</u>,   etc.

          etc.

2. <u>Como si</u>.

FORM:

Hablan <u>como si</u> lo <u>entendieran</u> todo.
They speak as if they understood everything.

FUNCTION:

The adverbial conjunction <u>como si</u> always triggers the past (i.e., imperfect) subjunctive in the dependent verb (cf.L.50-2-1).

3. IMPERFECT SUBJUNCTIVE OF <u>querer</u> + infinitive

FUNCTION:

a. <u>Quiero</u> ver cómo cooperan.
    I want to see how they cooperate.

b. <u>Quisiera</u> ver cómo cooperan.
    I would like to see how they cooperate.

The use of the imperfect subjunctive of <u>querer</u> (sentence b.) - as opposed to the present indicative (sentence a.) - with the infinitive has the effect of toning down the request.

1.   CONDITIONAL (REGULAR FORMS).

FORM:

<u>Gustar</u>, <u>ser</u>, <u>dormir</u>

Singular	Plural
gustar**í**a	gustar**í**amos
ser**í**a	ser**í**amos
dormir**í**a	dormir**í**amos
gustar**í**as	(gustar**í**ais)
ser**í**as	(ser**í**ais)
dormir**í**as	(dormir**í**ais)
gustar**í**a	gustar**í**an
ser**í**a	ser**í**an
dormir**í**a	dormir**í**an

The conditional is formed by attaching the above endings to the infinitive of the verb. This set of endings is the same for all verbs and never changes. The irregularities that occur are the same as those that occur in the stem of the future in-dicative of some verbs (these will be re-examined in L. 44-(1-2)-1).

42-2-1

FUNCTION:

    a. The conditional tense in Spanish corresponds generally to the English construction "would + verb".

> ¿No <u>sería</u> bueno decidir la prioridad de estos asuntos?
> <u>Wouldn't</u> <u>it be</u> a good idea to decide the priority of
>   these matters?

    b. One of the uses of the conditional is in <u>conclusions</u> of conditions expressed by <u>si</u> + imperfect subjunctive. The whole construction is referred to as a condition or conditional sentence:

> <u>Si</u> <u>estuviera</u> enfermo, no <u>asistiría</u> a clase.
> If I were sick (condition), I wouldn't attend class
>   (conclusion).

This will be treated in more detail later (L. 43-2-1), and other uses explained.

1.   <u>CONDITIONAL TO EXPRESS PAST-REFERENCED FUTURITY</u>.

FORM:

    a.   Dice que <u>mandarán</u> a los ingenieros.
        He says they <u>will send</u> the engineers.

    b.   Dijo que <u>mandarían</u> a los ingenieros.
        He said they <u>would send</u> the engineers.

    c.   Dijo ⎫ que ⎧ <u>iban a mandar</u> ⎫ a los ingenieros.
       Decía ⎭   ⎩ <u>mandarían</u>   ⎭

       He ⎧ said   ⎫ they ⎧ <u>were going to send</u> ⎫ the
          ⎨ was saying   ⎬   ⎨ <u>would send</u>   ⎬ engineers.
          ⎩ (used to say) ⎭   ⎩   ⎭

    d.   Dijo que siempre <u>mandaban</u> a los ingenieros.
        He said they always <u>would send</u> the engineers. (used to
                                             send)

    e.   Esperaba que <u>mandaran</u> a los ingenieros.
        He was hoping they <u>would send</u> the engineers.

FUNCTION:

    a.   As pointed out in L. 40-3-1, L. 40-3-2, the conditional,
like the past-referenced periphrastic future, can be used to
indicate a subsequent action with respect to a past moment.
This is most clearly illustrated by its use in noun clauses
following "past" verbs (which are not of volition). Thus, just
as the future (or periphrastic equivalent) tense indicates
future action with respect to the present (sentence a.), the
conditional tense indicates future action with respect to the
past (sentence b.). In this sense, the conditional parallels

the past-referenced periphrastic future construction (sentences c.)

c.   Note that in certain cases both the imperfect and imperfect subjunctive can also be translated as "would + verb". Remember that when expressing customary action in the past the imperfect is used (sentence d.); and a verb in a noun clause following "past" verbs of volition takes the imperfect subjunctive (sentence e.):   neither of these corresponds to the conditional.

1. <u>CONDITIONS: SIMPLE VS. CONTRARY-TO-FACT</u>.

FORM: *

    a. Si tenemos las maniobras aquí, serán de gran utilidad
       para la zona.
      If we have the war games here, they'll be of great
      benefit to the area.

    b. Si <u>tuviéramos</u> las maniobras aquí, <u>serían</u> de gran utili-
      <u>dad para la</u> zona.
      If we had the war games here, they would be of great
      benefit to the area. (If we were to have...)

FUNCTION:

As indicated in L. 42-1-1, a conditional sentence consists

of a condition (usually introduced by the word <u>si</u>, "if")

followed by a conclusion (or result).

a. A <u>simple condition</u> and conclusion express a generality,

without relating it to any actual state of events: "If(or when)

A happens, B happens" (sentence a.). Since the sentence is ex-

pressing facts, the indicative tenses of verbs are used. Note

that in these conditions, the word "when" can usually be sub-

stituted for "if", without altering meaning.

b. A <u>contrary-to-fact condition</u> and its result express

something about a state of events that is either not the case,

or impossible of fulfillment: "If A were to happen (but is not

in fact happening now, or can't happen), B would happen" (sen-

tence b.). In these conditions the word "when" cannot usually

_____

*For the conditional forms of <u>tener</u>, <u>poner</u> and <u>hacer</u>
see L. 44-(1-2)-1.

43-2-1

replace "if" without altering or destroying meaning.

Contrary-to-fact conditions in Spanish are expressed by
<u>si</u> + imperfect subjunctive, and their conclusions generally
by the conditional.

We can summarize the distinctions as follows:

CONDITIONAL SENTENCES				
CONDITION			CONCLUSION (RESULT)	
SIMPLE · INDICATIVE	present imperfect etc.	si <u>estoy</u> enfermo si <u>estaba</u> enfermo (<u>si</u> = if/when)	no $\{\frac{\text{asisto}}{\text{asistiré}}\}$ a clase no <u>asistía</u> a clase	present future imperfect · INDICATIVE
CONTRARY-TO-FACT · SUBJUNCTIVE	imperfect	si <u>estuviera</u> <u>enfermo</u>	no <u>asistiría</u> a clase	CONDITIONAL*

*The conditional may <u>occasionally</u> be substituted by the imper-
fect subjunctive (-<u>ra</u> form only) or even by the imperfect in-
dicative. But the conditional is the normal tense in this
construction.

1. SEQUENCE OF TENSES IN INVERTED CONSTRUCTIONS WITH <u>interesar</u>,
    <u>gustar</u>, etc.

FORM:

a. Me <u>interesaría</u> <u>conocer</u> al presidente.
    I would be interested in meeting the president.

    (<u>Sería</u> <u>interesante</u> <u>conocer</u> al presidente.)
    (It would be interesting to meet the president.)

b. Me <u>interesaría</u> que <u>Uds. conocieran</u> al presidente.
    I would be interested in your meeting the president.

    (<u>Sería</u> <u>interesante</u> que <u>Uds. conocieran</u> al presidente.)
    (It would be interesting for you to meet the president.)

FUNCTION:

a. There is a group of verbs like <u>interesar</u>, <u>gustar</u>,
<u>alegrar</u>, <u>molestar</u>, <u>parecer</u>(bien/mal), etc., which express an
emotional state in the indirect object (usually a person) and
which generally take an inverted construction: i.e. the de-
pendent clause which is the subject <u>follows</u> the verb(cf.L.9-3-1,
for treatment of <u>gustar</u>).

b. The sequences of tenses in inverted constructions with
these verbs behave like those with impersonal expressions
(cf. L. 40-3-3):

    (1) When the subject of the dependent verb is not
specified, the infinitive is used (sentences a.: in the first
of these, the subject of the verb <u>conocer</u> is <u>understood</u> to be
"I" (from the indirect object pronoun <u>me</u>), although it is <u>not</u>
<u>specified</u> by the verb).

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(2) When the subject is specified, the subjunctive is used: in this case (sentences b.), the imperfect subjunctive follows a "past" verb (conditional).

2. CONDITIONAL OF <u>deber</u>.

FUNCTION:

The conditional of <u>deber</u> corresponds to the English "should", in the sense of obligation:

> Los niños <u>deberían</u> acostarse temprano.
> Children <u>should</u> go to bed early.

1. <u>IRREGULAR CONDITIONAL FORMS</u>.

FORM:

The conditional and the future indicative undergo the same

stem irregularities:

a.   <u>Haber</u>, <u>poder</u>, <u>querer</u>, <u>saber</u>: <u>e</u> → ∅/<u>r</u> (L. 34-3-3).

<u>habría</u>,...; <u>podría</u>,...; <u>querría</u>,...; <u>sabría</u>,...

b.   <u>Poner</u>, <u>salir</u>, <u>tener</u>, <u>valer</u>, <u>venir</u>: <u>e</u>,<u>i</u> → <u>d</u>/<u>r</u>(L.34-2-2).

<u>pondría</u>,...; <u>saldría</u>,...; <u>tendría</u>,...; <u>valdría</u>,...;
   <u>vendría</u>,...

c.   <u>Decir</u>: <u>ec</u> → ∅/<u>ir</u> (L. 34-3-3).
<u>diría</u>,...

d.   <u>Hacer</u>: <u>ce</u> → ∅/<u>r</u> (L. 37-1-2).
<u>haría</u>,...

FUNCTION:

a.   The imperfect subjunctive of <u>querer</u>: <u>quisiera</u>, etc.,

is generally used in place of the conditional, although both are

acceptable. (Cf. also L. 41-1-3)

b.   The conditional of <u>poder</u>: <u>podría</u>, etc., translates as

"could" or "would be able".

1.   REVIEW.

        a.   Future (regular forms):   L. 34-1-2.

1.   <u>REVIEW</u>.

     a.   Future (irregular forms):   L. 34-2-2, L. 34-3-3,
          L. 37-1-2.

1. <u>Caber</u>.

FORM:

Present Indicative

Singular	Plural
<u>quepo</u>	cabemos
cabes	(cabéis)
cabe	caben

Preterite

cupe	cupimos
cupiste	(cupisteis)
cupo	<u>cupieron</u>

a. The <u>present subjunctive</u> is derived from the <u>yo</u> form of the present indicative (cf. L. 35-2-3): <u>quep(o)</u> → <u>quepa</u>, <u>quepas</u>,..., <u>quepan</u>.

b. The <u>imperfect subjunctive</u> is derived as usual from the <u>Uds./ellos</u> form of the preterite (cf. L. 40-1-1): <u>cupiera</u>, etc.

c. The <u>future/conditional</u> stem of <u>caber</u> is of the <u>e</u> → $\emptyset$/<u>r</u> type: <u>cabré</u>, etc.; <u>cabría</u>, etc.

2. USE OF THE FUTURE FOR CONJECTURE AND PROBABILITY.

FUNCTION:

a. Ramón estará cansado.
    Ramon must be (is probably) tired.
    I suppose Ramón is tired.

b. ¿Qué edad tendrá aquella señora?   -Tendrá unos cincuenta
                                              años.

    I wonder how old that lady is?   -I imagine she's about
                                          fifty.

The future tense in Spanish can in certain cases be used to express conjecture or probability about a present state of events. In English, this can be expressed in many ways, as illustrated by the above translations.

1. <u>SUBJUNCTIVE FOLLOWING INDEFINITE OR NEGATIVE ANTECEDENT</u>.

FORM:

    a. El personal <u>que necesita</u> estará a su disposición.
        The personnel that you need (we know who) will be at
          your disposal.

    b. El personal <u>que necesite</u> estará a su disposición.
        The personnel that you (may) need (whoever it may be)
          will be at your disposal.

    c. ¿Hay alguien <u>que necesite</u> personal?
        Is there anyone (whoever it may be) that needs
          personnel?

    d. No, no hay <u>nadie</u> <u>que necesite</u> personal.
        No, there's <u>no one</u> that needs personnel.

FUNCTION:

    a. When a relative clause modifies or refers to a pre-
viously defined or specified antecedent, the dependent verb
is in the indicative (sentence a.)

    b. When the relative clause refers to an indefinite, un-
specified antecedent (sentences b., c.) or one that is negative
(sentence d.), the dependent verb is in the subjunctive.

    c. Adjective (relative) clauses, like noun clauses, take
the present subjunctive with non-past main verbs (L. 35-1-2).

2. <u>REVIEW</u>.

    a. Future: L. 34-1-2, L. 34-2-2, L. 34-3-3, L. 37-1-2.

    b. Future/present subju. .tive sequence (adverbial clauses):
        L. 37-1-1.

1.   SEQUENCES OF TENSES.

A.   Adverbial Clauses*

		MAIN VERB		DEPENDENT VERB		
FUTURITY IMPLIED With respect to Past/Present	Present	Future	Lo haré		cuando tenga dinero	Present SUBJUNCTIVE
		Periphrastic Future	Lo voy a hacer	cuando	tenga dinero	
		Command	Hágalo			
		Conditional	Lo haría	cuando	tuviera dinero	Im-per-fect SUBJUNCTIVE
NO FUTURITY IMPLIED		Present	Lo hago		tengo dinero	Present
		Present Perfect	Lo he hecho	cuando	he tenido dinero	Present Perfect
		Preterite	Lo hice		{ tuve dinero { tenía dinero	Preterite Imperfect
		Imperfect	Lo hacía		tenía dinero	Imperfect

Remember:

a.   Some adverbial conjunctions always trigger the subjunctive: para que, antes(de)que, a menos que/a no ser que, cuanto antes, con tal que.

b.   Some conjunctions (antes de, después de, hasta) can optionally be followed by the infinitive when there's no change in subject, while some must (para). In doing so, que is dropped (but not de in antes de and después de).

*Cf. L. 37-1-1 and L. 40-3-2

B. <u>Noun Clauses with Main Verbs of Volition,</u>* etc.

	MAIN VERB (Subject 1)		DEPENDENT VERB (Subject 2)	
NON-PAST	Present Indicative	El sargento ... ordena	el cabo ...	PRESENT SUBJUNCTIVE
	Future Indicative	ordenará		
	Periphrastic Future	va a ordenar	que estudie	
	Present Perfect	ha ordenado		
	Command Forms	¡Sargento, ordene ¡Carlos, ordena		
PAST	Imperfect Indicative	ordenaba		IMPERFECT SUBJUNCTIVE
	Preterite Indicative	ordenó	que estudiara	
	Conditional	ordenaría		
	Past Perfect	había ordenado hubiera ordenado		
	(Subject 1)		**(Same Subject)**	
	e.g. desear		e.g. aprender	
ANY TENSE	Present Indicative	El sargento ... desea	aprender	
	Imperfect Indicative	deseaba	aprender	
	Etc.	etc.	etc.	

*Cf. L. 35-1-2 and L. 40-1-1; for noun clauses in impersonal constructions, cf. L. 38-2-1, L. 40-3-3; for noun clauses in inverted constructions with <u>gustar</u>, etc., cf. L. 43-3-1; for noun clauses with verbs of doubt, cf. L. 39-1-1.

1. <u>REVIEW</u>.

Frame 1:

a. Conditional (regular forms): L. 42-2-1.

Frame 2:

a. Conditional (irregular forms): L. 44-(1-2)-1.

b. Future (regular forms): L. 34-1-2.

Frame 3:

a. Future (irregular forms): L. 34-2-2, L. 34-3-3,
    L. 37-1-2, L. 46-3-1.

b. Sequences of tenses: L. 47-3-1.

1. <u>PRESENT PERFECT SUBJUNCTIVE</u>.

FORM:

> ¿Han llegado nuevos alumnos?
> Have (any) new students arrived?
>
> No sé, quizás <u>hayan llegado</u> algunos.
> I don't know, <u>perhaps some have arrived</u>.

The present perfect subjunctive is formed by the present subjunctive of <u>haber</u> (L. 35-3-4) + the past participle of the verb.

FUNCTION:

The present perfect subjunctive translates in English as "have + -ed," but must be used in all Spanish constructions calling for the present subjunctive mood: e.g.,

a. following words such as <u>quizás</u>, <u>ojalá</u>, <u>tal vez</u>, etc. (L. 34-1-1): example above.

b. in adverbial clauses, under various conditions (L. 37-1-1):

> Hablaré español hasta que <u>haya terminado</u> el curso.
> I'll speak Spanish until the course has ended (until I have finished the course).

c. in noun clauses following non-past verbs of volition (L. 35-1-2) and doubt (L. 39-1-1):

Espero

No creo

⎱ que <u>hayan designado</u> uno.

I hope

I don't think

⎱ that they have appointed one.

d. in noun clauses following impersonal expressions (L. 38-2-1):

Es mejor que no <u>hayan venido</u>.
It's better that they haven't come.

2. <u>REVIEW</u>.

a. Irregular past participles: L. 28-3-1, L. 32-3-1

1. <u>REVIEW</u>.

    a.   Imperfect: L. 14-2-1

    b.   Preterite: L. 14-1-1, L. 14-3-1

    c.   Imperfect vs. preterite: L. 14-3-2

    d.   Irregular imperfect: L. 16-2-2

    e.   Irregular preterite: L. 15-1-1, L. 15-2-1, L. 16-1-1, L. 16-2-1, L. 17-1-1, L. 17-3-3, L. 18-2-1, L.18-3-1, L. 46-3-1.

1. <u>PAST PERFECT SUBJUNCTIVE</u>.

FORM:

> No creía que ellos se <u>hubieran puesto</u> de acuerdo.
> I didn't believe they <u>had come to an</u> agreement.

The past perfect subjunctive is formed by the imperfect subjunctive of <u>haber</u> (L. 40-1-1) + the past participle of the verb.

FUNCTION:

The past perfect subjunctive translates in English as "had + -ed", but must be used in all Spanish constructions calling for the past (i.e. imperfect) subjunctive mood: e.g.,

     a.   in noun clauses following past verbs of volition and .doubt (L. 40-1-1):   example above.

     b.   in adverbial clauses introduced by <u>como si</u> (cf. L. 41-1-2):

> Ud. habla como si <u>hubiera trabajado</u> ahí.
> You speak as if you <u>had worked there</u>.

1. <u>REVIEW</u>.

    a. Sequences of tenses: L. 47-3-1.

    b. Conditional sentences: L. 43-2-1.

1. <u>PASSIVE AND IMPERSONAL CONSTRUCTIONS</u>.

A. An active sentence can be transformed into a true passive construction by making its object the subject of the new sentence:

ACTIVE: The office sent <u>the report</u> yesterday.

$\downarrow$

PASSIVE: <u>The report</u> was sent by the office yesterday.

The subject in the active sentence becomes the <u>agent</u> in the passive.

The agent (or doer of the action) of these sentences ("the office"), is often omitted in passive constructions, resulting in a kind of "agentless" construction we will call a "tacit" agent construction:

The report was sent yesterday. (by the office)

B. In Spanish these "true" passive constructions (<u>FRAME 1</u>) behave much as they do in English, where "to be" is translated by <u>ser</u>:

La oficina envió el informe ayer.

$\downarrow$

El informe <u>fue</u> enviado ayer por la oficina.

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*Although the standard Frame-by-Frame breakdown is not used in the notes to this lesson, reference is made to treatment of specific points in the corresponding Frame of the text: <u>FRAME 1</u>, <u>FRAME 2</u>, <u>FRAME 3</u>.

One important difference however, is that the past participle of tne passive construction (which functions practically as an adjective: cf. L. 24-1-3), agrees with the subject in gender and number:

> Las maniobras serán dirigidas por el estado mayor.
> The maneuvers will be directed by the general staff.

"Tacit" agent constructions (<u>FRAME 3</u>) are also parallel to those in English.

> El informe fue enviado ayer. (por la oficina)

C. Perfect tenses work the same way in both languages in forming passive constructions:

> El Servicio Secreto <u>había enviado</u> los informes.
> The Secret Service <u>had sent</u> the reports.
>
> ↓
>
> Los informes <u>habían sido enviados</u> por el Servicio Secreto.
> The reports <u>had been sent</u> by the Secret Service.

D. "True" agentless, or impersonal, constructions are those in which the speaker has no particular agent in mind (although one could theoretically be provided) -as in "How does one say "taylor" in Spanish?"-, or where none can readily be conceived -as in "A year is composed of 365 days".

For impersonal constructions Spanish tends to avoid the true passive voice, where in English it is very common: "We <u>were told</u> to be here at nine", "The office <u>was closed</u> early", "Spanish <u>is spoken</u>", "Maid <u>is needed</u>", etc.- become:

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<u>Se nos dijo (Nos dijeron) que estuviéramos aquí a las nueve</u>, <u>Cerraron la oficina temprano</u>, <u>Se habla español</u>, <u>Se necesita sirvienta</u>, etc., respectively.

Thus we observe that to express the impersonal, Spanish prefers "active" constructions, and relies mainly on three recourses, two of which it shares with English:

(1) The use of the third person plural verb, corresponding to the English impersonal "they" (although the subject pronoun <u>ellos</u> is never used in impersonal constructions) (<u>FRAME 2</u>, <u>FRAME 3</u>):

> ¿Tomaron las medidas necesarias?
> Did <u>they</u> take the necessary measures?

(2) The use of the impersonal <u>uno</u>, corresponding to the English "one" (<u>FRAME 3</u>):

> Sí, <u>uno</u> paga impuestos estatales.
> Yes, <u>one</u> pays state taxes.

English can alternately use the impersonal "you" in certain cases to translate the above Spanish impersonal constructions:

> ¿Dónde pagan los impuestos?
>
> ¿Dónde paga uno los impuestos?
>
> Where do <u>you</u> pay the taxes?

(3) Unlike English, Spanish has another recourse for expressing impersonal constructions. This is the "activated passive" construction using the reflexive pronoun se (cf. L. 27-2-1). The label "passive" has stuck for several reasons, although these constructions are not strictly-speaking passive, as defined in A.-B., above.

(i) With inanimate things, or animate beings used in an impersonal sense, the subject-object distinction disappears, and the construction behaves like a regular reflexive sentence, where the verb and subject/object agree (FRAME 2):

Ya se tomaron las medidas necesarias.
The necessary measures were already taken.

Se terminó la investigación.
The investigation was ended (terminated).

Se necesita sirvienta. (cf. L. 27-2-1)
Maid (is) needed. (Any maid)

(ii) With animate objects used in a personal sense, se functions as an impersonal singular subject of the sentence, the verb is correspondingly third person singular, and the personal being is clearly the direct object, preceded by the preposition a (FRAME 2):

Se está vigilando a los sospechosos.
The suspicious persons (suspects) are being watched.

In this way, Spanish avoids confusing impersonal constructions with reflexive (or reciprocal) ones:

Se están vigilando los sospechosos.
The suspects are watching themselves (each other).

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(iii) Certain "tacit" agent passive constructions parallel those using <u>estar</u> with a predicate adjective (cf. L. 4-1-6):

a. La ventana <u>fue</u> cerrada. (por un alumno)
   The window <u>was</u> closed. (by a student)

b. La ventana <u>estaba</u> cerrada.
   The window <u>was</u> closed.

Although both English translations are identical, the passive construction with <u>ser</u> focuses on the action of the verb (the closing of the window), while the predicate adjective construction focuses on the end state, or result of the action (the "closedness" of the window). This ambiguity disappears in those cases where participle and adjective are different in English (though the same in Spanish)(cf. L. 24-1-2):

La ventana fue abierta. (por un alumno)
The window was <u>opened</u>. (by a student)

La ventana estaba abierta.
The window was <u>open</u>.

Spanish, as has been pointed out, favors the "activated" passive construction, particularly in these cases(FRAME 2):

¿Ya <u>fueron abiertas</u> las puertas? (Action)
Were the doors opened already?

↓

¿Ya <u>se abrieron</u> las puertas?
Were the doors opened already?

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> Sí, las puertas ya <u>están</u> abiertas.(State)
> Yes, the doors are already open.

(iv) Where there is no object (or subject), we have a "true" impersonal construction, which can be expressed in Spanish by the constructions in (1) and (2), above, or by the activated passive <u>se</u>, in the singular:

> Durante las fiestas <u>se canta</u> por las calles.
> During celebrations there's singing (people sing) in the streets.

1.   REVIEW:

Frame 1:

a.   Preposition <u>a</u> in infinitive constructions: L. 7-1-6

Frame 2:

a.   <u>Acabar/acabar de</u>: L. 18-1-1

b.   <u>Deber/deber de</u>: L. 19-1-3

c.   <u>Dejar/dejar de</u>: L. 28-2-2

1. RELATIVE PRONOUNS <u>el cual</u>, etc.

FORM:

Singular	Plural	
el cual la cual	los cuales las cuales	which, who
lo cual		which

FUNCTION:

a. Recibí un folleto <u>que</u> describe la operación.
    I received a brochure that describes the operation.

b. Recibí un folleto, <u>el cual</u> describe la operación.
    I received a brochure, which (brochure) describes the operation.

(Recibí un folleto: <u>el que</u> describe la operación.
  I received a brochure: the one that describes the operation.)

c. Los miembros <u>que</u> fueron a la reunión aprobaron el plan.
    The members who went to the meeting approved the plan.

d. Los miembros, <u>quienes</u> fueron a la reunión, aprobaron el plan.
    The members, who went to the meeting, approved the plan.

    Los miembros, <u>los cuales</u> fueron a la reunión, aprobaron el plan.
    The members, who went to the meeting, approved the plan.

e. ¿Qué ⎫ folleto recibió? - El que describe la operación.
    ¿Cuál ⎭
    Which brochure did you   The one that describes the
      get?   operation.

f. Leí un artículo en la revista, el cual describe la
      operación.
    I read an article in the magazine, which (article)
    describes the operation.

g. Leí un artículo en la revista, lo cual me ayudó para
      el curso.
    I read an article in the magazine, which (my having
    read the article in the magazine) helped me with the
    course.

(1) The relative pronouns el cual, etc. are somewhat

equivalent to the relative pronouns, el que, etc.(sentences b.),

although el que, etc., are more generally translated as "the

one that (who, etc.)", whereas el cual, etc., correspond more

closely to "which" or "who". Only el que, etc. can be used to

begin a sentence (sentences e.).

(2) Both el que, etc., and el cual, etc., as well as

quien(es)(for persons), can be used to substitute the relative

pronoun que when the clause is intended to be nonrestrictive

This can be illustrated by comparing sentence a. with sentences

b., and, particularly, sentence c. with sentences d.: In c.

it is implied that the members who approved the plan were

restricted to those that went to the meeting; in d., no such

restriction is implied, but rather the clause simply gives

additional information: the members not only approved the plan

but they also went to the meeting.

(3) One use of _el cual_, etc. (as well as _el que_, etc.) is for clarity, as in the case of two or more possible antecedents (sentence f.).

(4) _Lo cual_, like _lo que_, refers to a previously expressed idea, concept or entire sentence (sentence g.).

1.   RELATIVE PRONOUNS <u>cuyo</u>, etc.

FORM:

Singular	Plural	
cuyo	cuyos	whose
cuya	cuyas	

FUNCTION:

    a.   Éste es el señor. El hijo del señor fue mi compañero
                                         de cuarto.

       This is the man.   The man's son was my roommate.

       Éste es el señor <u>cuyo</u> hijo fue mi compañero de cuarto.

       This is the man <u>whose</u> son was my roommate.

    b.   <u>¿De quién</u> es el sombrero?

       <u>Whose</u> hat is it?

    c.   Éste es el señor <u>de quien</u> te hablaba.

       This is the man <u>of whom</u> I was speaking to you.

       (This is the man I was speaking to you <u>about</u>.)

       (1) <u>Cuyo</u>, etc., is the relative pronoun meaning "whose"
in the sense of possession (cf. sentences a.).

       (2) <u>De quién</u> is the interrogative used in asking "whose?"
(sentence b.)(L. 2-1-2B)

       (3) <u>De quien</u>* is a relative pronoun meaning "of whom"
in the sense of "about(whom)" (sentence c.)

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*Note the absence of the accent mark.

2. <u>Reír(se)</u>, <u>sonreír(se)</u>.

FORM:

Preterite Tense

Singular	Plural
(son)reí	(son)reímos
(son)reíste	((son)reísteis)
(son)r<u>ió</u>	(son)<u>rieron</u>

Present Participle

(son)<u>riendo</u>

<u>Reír(se)</u> and <u>sonreir(se)</u> are Class C verbs (L. 7-1-3) that drop the letter <u>i</u> from an ending beginning with stressed -<u>ió</u> or -_ : e.g., preterite, <u>ri</u> + <u>ió</u> → <u>rió</u>; <u>ri</u> + <u>ieron</u> → <u>rieron</u>.

This irregularity also occurs in the imperfect subjunctive (derived from the <u>Uds./ellos</u> form of the preterite).

1. <u>Andar</u>.

FORM:

Preterite Tense

Singular	Plural
anduve	anduvimos
anduviste	(anduvisteis)
anduvo	anduvieron*

<u>*The imperfect subjunctive forms are
derived from the 3rd person plural:
<u>anduviera</u>, etc. Other tenses are
regular.</u>

2. PROGRESSIVE CONSTRUCTIONS WITH <u>andar</u>, etc.

FORM:

    a.   <u>Está vendiendo</u> periódicos en la esquina.
        He's selling papers at the corner.

        <u>Anda vendiendo</u> periódicos por todo el edificio.
        He's going around selling papers all over the building.

    b.   <u>Iba vendiendo</u> periódicos.
        He was going (along) selling papers.

    c.   <u>Han venido haciendo</u> la planificación hace meses.
        They have been doing the planning for months.

    d.   <u>Pasó corriendo</u> como loco.
        He went by running like crazy.

    e.   <u>Sigue estudiando</u>.
        He continues to study.
        He goes on studying.

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FUNCTION:

a.   Verbs of motion like <u>andar</u>, <u>ir</u>, <u>venir</u>, <u>pasar</u>, <u>entrar</u>, <u>salir</u>, etc. can be used as auxiliary verbs with the present participle of a verb instead of the regular progressive constructions with <u>estar</u>, when the activity is pictured, literally or figuratively, as a movement: random: <u>andar</u>; in a certain direction: <u>ir</u>, <u>venir</u>, <u>entrar</u>, etc.   (sentences a. - d.).

b.   Verbs of continuity like <u>seguir</u>, <u>continuar</u>, etc., can also be used as auxiliaries with the present participle to emphasize the continuing aspect of the activity. (sentence e.)

1.   REVIEW.

Frame 2:

a.   Por, para: L. 5-1-2, L. 6-3-3, L. 11-3-1

Frame 3:

a.   Passive voice: L. 51-(1-3)-1.