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Spanish for Children

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Primer B

Julia Kraut with Grant Durrell

Spanish for Children: Primer B

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Version 1.0

ISBN: 978-1-60051-052-6

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Classical Academic Press
2151 Market Street
Camp Hill, PA 17011

www.ClassicalAcademicPress.com

Illustrations by:
Jason Rayner

Book design by:
Lenora Riley

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INTRODUCTION TO STUDENTS

¡Hola!

Welcome, **estudiante**, to your second year of Spanish. We think you are going to enjoy this year even more than the first! *Spanish for Children, Primer B* is filled with new exercises, readings, translations, and fun things to do and learn. You should find this book quite familiar. Its setup is very similar to that of *Primer A*, but it is a thicker book because there are more pages per chapter.

If you have completed *Primer A*, you already know some important tips for learning Spanish well. The following are some additional tips that will help you become an even better student of the Spanish language.

- Do your exercises faithfully and well. Your assignments should not be too long, but you will have at least two every week.
- Speak Spanish as often as you can, even while you are still gaining confidence.
- Ask questions whenever you are not sure of something.
- Memorize your Spanish words. You will only have to learn about ten new words a week. Here are some tips that will help you memorize your Spanish words:
  - Chant or sing your words, just as you will learn them in this course. It is much easier to remember what you sing or chant.
  - If you have the DVD that accompanies this book, sing and chant along with the students in the video.
  - Review your Spanish words every day (or night) for five to fifteen minutes. A little bit of review every day is very, very helpful. Keep reviewing words from earlier chapters to make sure you have really mastered them.
  - Make Spanish vocabulary cards and put them on a ring. You can put the Spanish word on one side and the English word on the other. Take these cards with you wherever you go so you can review almost any time.
  - Make up silly or fun ways to remember Spanish words. For instance, the Spanish word **casa** means "house." You could make up a sentence such as this: "My **casa** is a castle!" This will help you remember that **casa** means "house."
  - Quiz your classmates or anyone else you know who is also taking Spanish. Quiz your teacher or parent, and have that person quiz you. Have contests to see who can get the most right or who can give the answers fastest. Make your own written test, and see how many you can get right.

- Visit www.HeadventureLand.com for free games, videos, and readers that will help you practice Spanish in fun and creative ways. Review your vocabulary by playing Spanish FlashDash—the game that tests your vocabulary chapter by chapter. The site also has Spanish e-books and additional worksheets, exercises, and tests that you can use to review what you're learning.

We hope that you will find your study of Spanish this year rewarding and enjoyable. Please contact us with questions about Spanish by clicking the "Ask the Magister" button on our website at www.ClassicalAcademicPress.com.

¡Adios!

Christopher A. Perrin, PhD
Publisher

Canto:
Review of Verb Endings

	Present-Tense -ar Verb Endings	Present-Tense -er Verb Endings	Present-Tense -ir Verb Endings
1st-person singular (**yo**)	**-o**	**-o**	**-o**
2nd-person singular (**tú**)	**-as**	**-es**	**-es**
3rd-person singular (**él/ella/usted**)	**-a**	**-e**	**-e**
1st-person plural (**nosotros**)	**-amos**	**-emos**	**-imos**
2nd-person plural (**vosotros**)[1]	**-áis**	**-éis**	**-ís**
3rd-person plural (**ellos/ustedes**)	**-an**	**-en**	**-en**
	Preterit-Tense -ar Verb Endings	**Preterit-Tense -er/-ir Verb Endings**	**Future-Tense Verb Endings**
1st-person singular (**yo**)	**-é**	**-í**	**-é**
2nd-person singular (**tú**)	**-aste**	**-iste**	**-ás**
3rd-person singular (**él/ella/usted**)	**-ó**	**-ió**	**-á**
1st-person plural (**nosotros**)	**-amos**	**-imos**	**-emos**
2nd-person plural (**vosotros**)	**-asteis**	**-isteis**	**-éis**
3rd-person plural (**ellos/ustedes**)	**-aron**	**-ieron**	**-án**

1. As you may remember from *Spanish for Children, Primer A* (*SFCA*), the second-person plural familiar form is only used in Spain. In Latin America, when people want to say "you all," they use the third-person plural form. From this point on, the second-person plural familiar form will appear in gray text to remind you that you will only use it if you travel to Spain.

Vocabulario:

Vocabulario nuevo

Spanish	English
desayunar: desayuno, desayuné, desayunaré	to eat breakfast: I eat breakfast, I ate breakfast, I will eat breakfast
cortar: corto, corté, cortaré	to cut: I cut, I cut, I will cut
el lápiz	pencil
el bolígrafo	pen
el papel	paper
el cuaderno	notebook
las tijeras	scissors
la mochila	backpack
la palabra	word
la página	page

Vocabulario de repaso

Spanish	English
hablar: hablo, hablé, hablaré	to speak: I speak, I spoke, I will speak
cantar: canto, canté, cantaré	to sing: I sing, I sang, I will sing
bailar: bailo, bailé, bailaré	to dance: I dance, I danced, I will dance
correr: corro, corrí, correré	to run: I run, I ran, I will run
abrir: abro, abrí, abriré	to open: I open, I opened, I will open
vivir: vivo, viví, viviré	to live: I live, I lived, I will live

Welcome back! Let's start this course by reviewing some of the main things you learned in *Spanish for Children, Primer A*. In this chapter, we're going to talk about verbs.

What Are Verbs?

A verb is a **part of speech**, the grammatical way of saying "a category of words." Verbs are words that name actions, such as "run," "swim," "read," or "think." Verbs can also name a state of being. This means they are words that tell you *what* something is. In sentences such as "I *am* happy," "We *are* silly," or "He *is* upside-down," the terms "am," "are," and "is" are forms of the verb "to be."

Quick Quiz 1: Write three verbs in *English* that you like:

_____ _____ _____

Quick Quiz 2: Write three verbs in *Spanish* that you like:

_____ _____ _____

Different Verb Forms

In English, our verbs don't always change a lot: We say things such as "I *go*," "you *go*," "I will *go*," and "I did *go*." We add other words such as "I," "you," "will," and "did" to tell us more about who is doing the action in the sentence and when that action happens. In Spanish, instead of adding extra words, you show **who** is doing the action and **when** the action happens by changing the last few letters (the ending) of a verb. Changing the ending of a verb to show who is doing the action and when the action happens is called **conjugating**.

Before we conjugate a verb, we start with something called the **infinitive**. In English, we sometimes use the word "to" to show that a word is in its infinitive form: "to talk," "to eat," "to live." Infinitives in Spanish end in **-ar**, **-er**, or **-ir**, such as this: **habl*ar*** (to talk), **com*er*** (to eat), **viv*ir*** (to live). When we want to conjugate a verb in Spanish, we take off the last two letters to find the stem of the verb. Then we add the ending that will show who is doing the action and when the action happens!

Quick Quiz 3: Look at the three Spanish verbs you wrote down a second ago. Rewrite them here, and circle the last two letters of each verb. Did you choose "**-ar**," "**-er**," "**-ir**" verbs or a combination of them?

_____ _____ _____

Quick Quiz 4: Write down the stems of your three verbs:

_____ _____ _____

(Did you choose a verb that's "irregular," such as **ser**, **ir**, or **ver**? If you did, try a different verb. We'll look at irregulars in the next chapter.)

How Do You Choose the Right Verb Ending?

There are three different characteristics of a verb that you have to think about when you're conjugating it. Do you remember what they are? That's right: person, number, and tense. Let's start with tense.

Tense

"Tense is time." Do you remember saying that? In the previous book, you learned quite a few tenses. The **present tense** is for verbs happening right now. The **preterit (past) tense** is for actions that happened in the past. And what about the **future tense**? Well, those actions happen in the future, of course! For each tense, there is a different set of endings. Do you remember what they are? See if you can fill in this chart. Watch out for the future tense—remember, we add future-tense endings to the infinitive without chopping off any letters first!

	Present-Tense -ar Verb Endings	Present-Tense -er Verb Endings	Present-Tense -ir Verb Endings
yo (I)	**habl__**	**corr__**	**viv__**
tú (you)	**habl__**	**corr__**	**viv__**
él/ella/usted (he/she/you, formal)	**habl__**	**corr__**	**viv__**
nosotros (we)	**habl_____**	**corr_____**	**viv_____**
vosotros (you all)	**habl*áis***	**corr*éis***	**viv*ís***
ellos/ustedes (they/you all)	**habl__**	**corr__**	**viv__**

	Preterit-Tense -ar Verb Endings	Preterit-Tense -er/-ir Verb Endings	Future-Tense Verb Endings
yo (I)	**bail__**	**abr__**	**cantar__**
tú (you)	**bail____**	**abr____**	**cantar___**
él/ella/usted (he/she/you, formal)	**bail__**	**abr__**	**cantar__**
nosotros (we)	**bail_____**	**abr_____**	**cantar_____**
vosotros (you all)	**bail*asteis***	**abr*isteis***	**cantar*éis***
ellos/ustedes (they/you all)	**bail____**	**abr_____**	**cantar___**

Now, once you know *when* an action happens, you know which set of tense endings to choose. Then, it's time to figure out which specific verb ending in that set will tell exactly who is doing the action. That's where **number** and **person** come in.

Number

Number is pretty easy. It is the grammatical way of saying "how many" of something. In "real life," it makes a big difference whether you have two cookies or eight cookies. **In grammar, all we care about is whether there is just one of something or more than one.** If there's just one of something, we say that it's **singular**. Once you have more than one, that's **plural**. When you're choosing a verb ending, you have to ask yourself, "How many people are doing this action?" If it's just one person, you choose a singular ending. If it's more than one person, you choose a plural ending.

Quick Quiz 5: Circle the words that are **plural** (that mean "more than one person"), and <u>underline</u> the words that are **singular**.

yo (I)	**ustedes** (you all)	**nosotros** (we)	**ellos** (they)	**ella** (she)

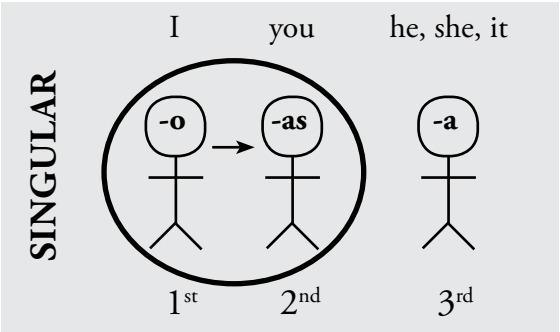
Quick Quiz 6: Here are a bunch of different conjugated verbs. Circle the ones that are **plural** (more than one person is doing the action), and <u>underline</u> the ones that are **singular** (just one person is doing the action).

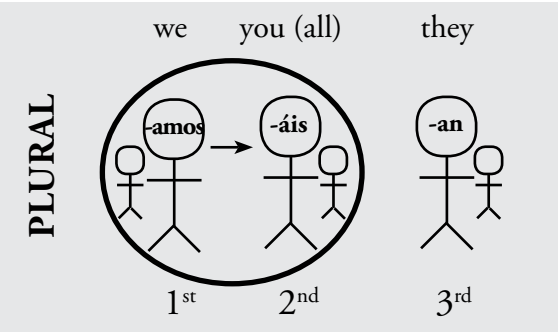
hablaré	**como**	**vivimos**	**salió**	**cantaron**
bailé	**corriste**	**necesitan**	**compraremos**	**leerás**

Person

"Person" is a fancy grammar word we use to explain the relationship between the one doing the action (the subject) and the one saying the sentence (the speaker). If a verb is in the **first person**, that means the speaker and the subject are the same guy (or girl). If a verb is in the **second person**, the speaker is talking right to the subject of the sentence. The speaker will use words such as "you" to talk directly to a second-person subject. That means the "second person" is the listener or reader. When I write a sentence in this book to you, there are two of us, right? Me and you. That makes you the second person, the one listening to or reading the words of the speaker.

What about **third person**? Third person is when the subject of the sentence is neither the speaker nor the reader/listener. It's some other person. A sentence with a third-person subject isn't said or written *to* the third person; it's said or written *about* the third person. Here's the diagram we used in the previous book to help you understand person in verbs:





Quick Quiz 7: Draw moustaches on all the people in the pictures.

Recap

So, let's do a quick recap: Verbs have a basic form, called an infinitive. When you conjugate a verb, you take off the last two letters of the infinitive form in order to add endings. The endings you add will show you the verb's person and number (who's doing the action and how many people are doing it), as well as the verb's tense (when the action is taking place). In *SFCA*, you learned the endings for three tenses: present tense, preterit tense, and future tense. Future tense is a little different because you add the endings right to the infinitive instead of taking off the **-ar**, **-er**, or **-ir** to find the stem first.

Three Extra Tenses

In *SFCA*, you learned about three tenses that use a verb conjugated in the present tense with an extra verb added on to indicate the action you wish to describe. Do you remember them?

1. Near-Future Tense

This tense is for actions that are going to happen soon. It's like saying "I'm going to eat ice cream" instead of "I will eat ice cream." You make this tense with the verb **ir** (to go) conjugated in the present tense, plus the word **a**, plus the verb the subject is going to do.

ir + a + infinitive

Voy a cantar. (I'm going to sing.)
Vas a caer. (You're going to fall.)
Vamos a llorar. (We're going to cry.)
Van a desayunar. (They're going to eat breakfast.)

Quick Quiz 8: Finish the sentence to say what you are going to do after you finish this grammar chapter. Use a verb in the infinitive form.

Voy a _____.

2. Near-Past Tense

This tense is for actions that just happened. It's like saying "I just ate ice cream" instead of "I ate ice cream." The cool thing about this tense is that even though it shows a past action, you just use a present-tense form of the verb **acabar** (to finish). You conjugate **acabar** in the present tense to match your subject, then you add the word **de** and the infinitive of your verb.

acabar + de + infinitive

Acabo de cantar. (I just sang.)
Acabas de caer. (You just fell.)
Acabamos de llorar. (We just cried.)
Acaban de desayunar. (They just ate breakfast.)

Quick Quiz 9: Finish the sentence to tell something you just did. Use a verb in the infinitive form.

Acabo de _____.

3. Present-Progressive Tense

Similar to the present tense, the present-progressive tense is for things that are happening right now. But with the present-progressive tense, you emphasize that an action is right in the middle of happening as you speak. How do you make this tense? You use the verb **estar** (to be) conjugated in the present tense. Then you add something called a **present participle**, which is your verb with the last two letters chopped off and **-ando** (for **-ar** verbs) or **-iendo** (for **-er**/**-ir** verbs) added onto the end.

estar + verb stem **+ -ando/-iendo**

Estoy com<u>iendo</u>. (I'm eating.)
Estás trabaj<u>ando</u>. (You're working.)
Él está bail<u>ando</u>. (He's dancing.)
Estamos escrib<u>iendo</u>. (We're writing.)
Están esper<u>ando</u>. (They're waiting.)

Quick Quiz 10: Turn an infinitive verb into a present participle!

1. Write your infinitive: _____
2. Chop off the last two letters to find the stem: _____
3. Add **-ando** if it's an **-ar** verb or **-iendo** if it's an **-er** or **-ir** verb:

_____

Quick Quiz 11: Put your present participle into a sentence to say what you're doing right now (even if it's not true):

Estoy _____.

Quick Quiz 12: Draw a picture of a person to illustrate the sentence you just wrote. Make a speech bubble coming out of the person's mouth in the drawing, and write your present-progressive tense sentence in the speech bubble.

A. Translation:

1. **desayunaré**	_____	9. **word**	_____
2. **to cut**	_____	10. **la página**	_____
3. **pencil**	_____	11. **hablé**	_____
4. **pen**	_____	12. **canto**	_____
5. **el papel**	_____	13. **bailar**	_____
6. **el cuaderno**	_____	14. **I will run**	_____
7. **scissors**	_____	15. **I opened**	_____
8. **la mochila**	_____	16. **I lived**	_____

B. **Canto**: List the present-, preterit-, and future-tense endings.

	Present-Tense -ar Verb Endings	Present-Tense -er Verb Endings	Present-Tense -ir Verb Endings
yo (I)	**habl__**	**corr__**	**viv__**
tú (you)	**habl__**	**corr__**	**viv__**
él/ella/usted (he/she/you, formal)	**habl__**	**corr__**	**viv__**
nosotros (we)	**habl_____**	**corr_____**	**viv_____**
vosotros (you all)	**habl*áis***	**corr*éis***	**viv*ís***
ellos/ustedes (they/you all)	**habl__**	**corr__**	**viv__**

	Preterit-Tense -ar Verb Endings	Preterit-Tense -er Verb Endings	Future-Tense Verb Endings
yo (I)	**bail__**	**abr__**	**cantar__**
tú (you)	**bail____**	**abr____**	**cantar___**
él/ella/usted (he/she/you, formal)	**bail__**	**abr__**	**cantar__**
nosotros (we)	**bail_____**	**abr_____**	**cantar_____**
vosotros (you all)	**bail*asteis***	**abr*isteis***	**cantar*éis***
ellos/ustedes (they/you all)	**bail____**	**abr_____**	**cantar___**

C. Grammar:

1. What is tense? Circle one:
   a. The feeling you get when you didn't memorize your **canto**, and the teacher asks you to sing it
   b. The number of people doing an action
   c. A part of speech, such as a noun or a verb
   d. The grammatical way of saying "the time in which an action happens"
   e. Both a and d
2. What do all verbs have? Circle one:
   a. Person and number
   b. Person, gender, and tense
   c. Person, number, and tense
   d. Mommies who love them
3. In this list of jumbled words, write a "1" over first-person words, a "2" over second-person words, and a "3" over third-person words. Some words are in Spanish, and some are in English. Spanish words are **bold**, and English words are *italicized*.

canto	*I*	**bailamos**	*you all*	**tú**	*they*	*we*	**correrán**	*she*	**viviste**

Extra Tenses:

1. Write the formulas for the three extra tenses you reviewed in this chapter.

   a. The **near-past** tense: _____ **+** _____ **+** infinitive

   b. The **near-future** tense: _____ **+** _____ **+** _____

   c. The **present-progressive** tense: **estar +** _____ _____
2. The following are sets of three sentences. Write a "1" over the sentence that already happened. Write a "2" over the sentence that is happening right now. Write a "3" over the sentence that will happen.

   a. **Voy a cantar. Acabo de bailar. Estoy corriendo.**

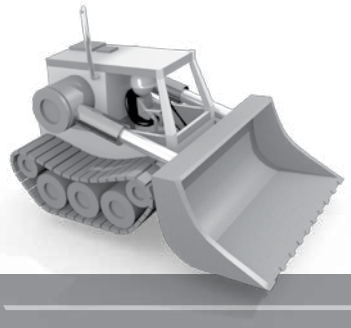
   b. **Acabas de vivir en Nueva York. Estás viviendo en California. Vas a vivir en las montañas.**

   c. **Estoy pensando. Acabo de abrir el cuaderno. Voy a escribir.**[2]

2. Do you remember these words? You learned them in *SFCA*, but most of them are in the glossary in case you've forgotten. Guess what: You can do this exercise anyway, without knowing what these words mean!

A. New and Review Vocabulary:

Spanish	English
_____	**to speak: I speak, I spoke, I will speak**
cantar: canto, canté, cantaré	_____
_____	**to dance: I dance, I danced, I will dance**
correr: corro, corrí, correré	_____
abrir: abro, abrí, abriré	_____
_____	**to live: I live, I lived, I will live**
_____	**to eat breakfast: I eat breakfast, I ate breakfast, I will eat breakfast**
cortar: corto, corté, cortaré	_____
_____	**pencil**
_____	**pen**
el papel	_____
el cuaderno	_____
_____	**scissors**
_____	**backpack**
la palabra	_____
_____	**page**



B. Canto:

List the present-, preterit-, and future-tense endings.

	Present-Tense -ar Verb Endings	Present-Tense -er Verb Endings	Present-Tense -ir Verb Endings
yo (I)	**habl__**	**corr__**	**viv__**
tú (you)	**habl__**	**corr__**	**viv__**
él/ella/usted (he/she/you, formal)	**habl__**	**corr__**	**viv__**
nosotros (we)	**habl_____**	**corr_____**	**viv_____**
vosotros (you all)	**habl*áis***	**corr*éis***	**viv*ís***
ellos/ustedes (they/you all)	**habl___**	**corr___**	**viv___**
	Preterit-Tense -ar Verb Endings	**Preterit-Tense -er/-ir Verb Endings**	**Future-Tense Verb Endings**
yo (I)	**bail__**	**abr__**	**cantar__**
tú (you)	**bail____**	**abr____**	**cantar___**
él/ella/usted (he/she/you, formal)	**bail__**	**abr__**	**cantar__**
nosotros (we)	**bail_____**	**abr_____**	**cantar_____**
vosotros (you all)	**bail*asteis***	**abr*isteis***	**cantar*éis***
ellos/ustedes (they/you all)	**bail_____**	**abr_____**	**cantar___**

C. Grammar:

1. What are the three characteristics of a verb we talked about in this chapter?

   _____

2. What is "number" when we're talking about grammar?

   _____

   _____

3. What does a verb's tense tell you?

   _____

4. If a sentence is written in third person, the one doing the action is (circle one):
   a. The speaker
   b. The listener
   c. Somebody else
   d. Batman

5. Fill in the blanks to complete all of the tenses of the verb **cantar**. The present and present-progressive tenses have been provided for you.
   Preterit tense: **Yo _____.**
   Near-past tense: **Acabo ___ cantar.**
   Present tense: **Yo canto.**
   Present-progressive tense: **Estoy cantando.**
   Near-future tense: **Voy ___ _____.**
   Future tense: **Yo _____.**

Canto:

Review of **Ser** (to be), **Estar** (to be), and **Ir** (to go) Present-Tense Forms

	Singular	Plural
Ser (to be: characteristics and "permanent" qualities)		
1st person	**soy** (I am)	**somos** (we are)
2nd person	**eres** (you are)	**sois** (you all are)
3rd person	**es** (he/she/it/**usted** is)	**son** (they/you all are)
Estar (to be: location, condition, and "temporary" qualities)		
1st person	**estoy** (I am)	**estamos** (we are)
2nd person	**estás** (you are)	**estáis** (you all are)
3rd person	**está** (he/she/it/**usted** is)	**están** (they/you all are)
Ir (to go)		
1st person	**voy** (I go)	**vamos** (we go)
2nd person	**vas** (you go)	**vais** (you all go)
3rd person	**va** (he/she/it/**usted** goes)	**van** (they/you all go)

Vocabulario:

Vocabulario nuevo

Spanish	English
mostrar: muestro, mostré, mostraré	to show: I show, I showed, I will show
bajar: bajo, bajé, bajaré	to go down: I go down, I went down, I will go down
venir: vengo, vine, vendré	to come: I come, I came, I will come

Spanish	English	Spanish	English
el almuerzo	lunch	**la fruta**	fruit
el desayuno	breakfast	**las verduras**	vegetables
la fiesta	party	**el postre**	dessert
la bebida	drink		

Vocabulario de repaso

Spanish	English
querer: quiero, quise, querré	to want/love: I want/love, I wanted/loved, I will want/love
tener: tengo, tuve, tendré	to have: I have, I had, I will have
poder: puedo, pude, podré	to be able to: I can, I could, I will be able to
poner: pongo, puse, pondré	to put/place: I put/place, I put/placed, I will put/place
hacer: hago, hice, haré	to make/do: I make/do, I made/did, I will make/do
ver: veo, vi, veré	to see: I see, I saw, I will see

Irregular Verbs

OK, so you've gotten the hang of conjugating verbs, and you're probably pretty good at it by now. But what about those big bad dudes, the irregulars? **Irregulars** are verbs that don't follow the regular rules of conjugation. Some of them have their own rules instead, and some don't follow any rules at all. To be a real pro at conjugating verbs, you have to know what to do when an irregular crosses your path. Do you? Let's find out. In this chapter, you can test your brain against the irregulars in the present and future tenses. In the next chapter, you'll go head-to-head with the irregulars in the preterit tense.

Irregulars That Break All the Rules

There are some irregular verbs that are "way out there"—they don't seem to follow any rules at all. Do you remember them? They are verbs such as **ser**, **estar**, **ir**, and **dar** in the present tense. What can you do about these guys? Memorize them! Many of the really common irregulars were **cantos** in the previous book. Do you remember them? Let's see! Fill in the following charts. To help you, the first chart has been completed for **dar**.

Dar (to give)
Present-Tense Forms

	Singular	Plural
1st person	**doy**	**damos**
2nd person	**das**	**dais**
3rd person	**da**	**dan**

Ser
Present-Tense Forms

Singular	Plural
_____	_____
_____	**sois**
_____	_____

Estar
Present-Tense Forms

	Singular	Plural
1st person	_____	_____
2nd person	_____	**estáis**
3rd person	_____	_____

Ir
Present-Tense Forms

Singular	Plural
_____	_____
_____	**vais**
_____	_____

Yo-Form Irregulars

In *SFCA*, you studied a lot of verbs that are only a little bit irregular. For instance, some verbs are only strange in the **yo** form, the first-person singular form. These **yo**-form irregulars are either **-go** verbs or **c » zc** verbs. **Tener**, **salir**, **caer**, and **poner** are all **-go** verbs. What are

the **yo** forms of these verbs? **Tengo**, **salgo**, **caigo**, and **pongo**! As you can see, these verbs end in **-go** instead of just **-o** in their **yo** forms.

Obedecer, **traducir**, and **conducir** are **c » zc** verbs. The **yo** forms of these verbs get an extra little *z* added before the last *c*. They look like this: **obedezco**, **traduzco**, and **conduzco**.

Quick Quiz 1: Some of the forms in these conjugation charts are wrong! Cross out the incorrect verb forms. Write the correct verb forms in their places. Here's a hint: There are two mistakes in each chart.

Salir Present-Tense Forms

	Singular	Plural
1st person	**salgo**	**salimos**
2nd person	**salges**	salís
3rd person	**salge**	**salen**

Poner Present-Tense Forms

Singular	Plural
pono	**ponemos**
pones	ponéis
pone	**pongen**

Conocer Present-Tense Forms

	Singular	Plural
1st person	**conoco**	**conocemos**
2nd person	**conoces**	conocéis
3rd person	**conozce**	**conocen**

Stem-Change Verbs

Do you remember these guys? **Stem-change verbs** are those tricksters that change their stems when you try to conjugate them in the present tense (and sometimes other tenses). We also call these "boot verbs" because if you look at the following chart of a conjugated stem-change verb and fill in all the boxes where the verb changes its stem, you see the shape of a boot:

Querer

	Singular	Plural
1st person	**quiero**	**queremos**
2nd person	**quieres**	queréis
3rd person	**quiere**	**quieren**

Do you remember the four categories of stem-change verbs? In the following tables, a few verbs are listed with their present-tense conjugations. You are going to fill in the verb categories! The first one is done for you.

Verb	Conjugations		Category of Stem-Change Verbs
sentir (to feel)	**siento**	**sentimos**	e » ie
	sientes	**sentís**	
	siente	**sienten**	

Verb	Conjugations		Category of Stem-Change Verbs
pedir (to ask for)	**pido**	**pedimos**	
	pides	**pedís**	
	pide	**piden**	_____

Verb	Conjugations		Category of Stem-Change Verbs
poder (I can)	**puedo**	**podemos**	
	puedes	**podéis**	
	puede	**pueden**	_____

Verb	Conjugations		Category of Stem-Change Verbs
jugar (to play)	**juego**	**jugamos**	
	juegas	**jugáis**	
	juega	**juegan**	_____

Did you figure out the other three stem-change verb categories? They were **e » i**, **o » ue**, and **u » ue**.

Stem-Change Verbs "Plus"

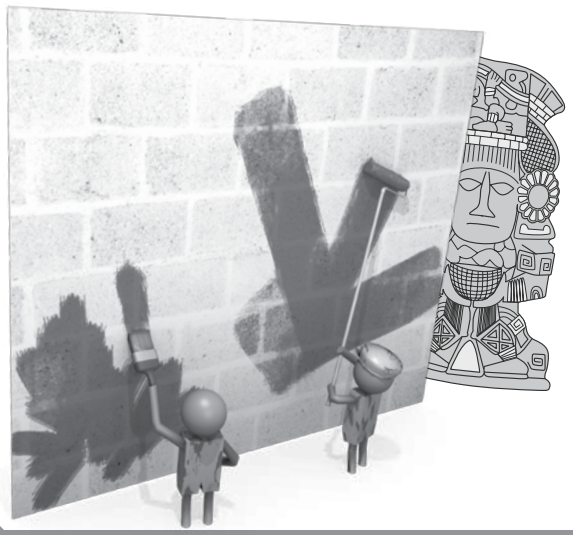
Sometimes a verb isn't just a stem-change verb or a **yo**-form irregular. Sometimes it's both! Verbs such as **tener** and **venir** are stem-change verbs *and* **-go** verbs.

Quick Quiz 2: Tener and **venir** are stem-change verbs *and* **-go** verbs.

Circle one: True False

Quick Quiz 3: "Go verbs" is a special cheer you have to yell when you are conjugating verbs.

Circle one: True False



Future Irregulars

Guess what: Not only is the future tense really easy to conjugate, it also has a very easy set of irregulars! Remember, you make the future tense by adding the ending to the infinitive instead of to the stem. This means that there's no hassling with stem-change verbs in the future tense. The only irregular business in the future tense is a handful of verbs that do something "fancy." Instead of getting their future endings stuck on to their infinitives, these verbs have fancy new stems that they use just for the future tense. These fancy "future stems" are the same no matter the person and number of the verb. They're the same in the **yo** form as they are in every other form. That means you already have them memorized! Here they are, all in one convenient place. The **yo** forms have been completed for you. Fill in the **tú** forms (the first one is filled in to get you started).

Infinitive	Fancy Future Stem	Future-Tense **yo** Form	Future-Tense **tú** Form
decir	**dir-**	**diré**	**dirás**
haber[1]	**habr-**	**habré**	_____
hacer	**har-**	**haré**	_____
poder	**podr-**	**podré**	_____
poner	**pondr-**	**pondré**	_____
querer	**querr-**	**querré**	_____
saber	**sabr-**	**sabré**	_____
salir	**saldr-**	**saldré**	_____
tener	**tendr-**	**tendré**	_____
venir	**vendr-**	**vendré**	_____

Quick Quiz 4: How do you say "you will know" in Spanish? _____

1. You haven't learned this verb yet, but don't worry—you will soon. It means "to have," as in "I *have* eaten anchovies." It doesn't mean "to have," as in "to have anchovies in your stomach." We'd use **tener** for that. You will learn more about this in chapter 16.

A. Translation:

1. **I will want/love**	_____	9. **I come**	_____
2. **tendré**	_____	10. **lunch**	_____
3. **I can**	_____	11. **breakfast**	_____
4. **puse**	_____	12. **party**	_____
5. **hacer**	_____	13. **la bebida**	_____
6. **veo**	_____	14. **fruit**	_____
7. **I show**	_____	15. **vegetables**	_____
8. **bajar**	_____	16. **el postre**	_____

B. Canto:

Ser (to be: characteristics and "permanent" qualities)

	Singular	Plural
1st person	_____	_____
2nd person	_____	**sois** (you all are)
3rd person	_____	_____

Estar (to be: location, condition, and "temporary" qualities)

	Singular	Plural
1st person	_____	_____
2nd person	_____	**estáis** (you all are)
3rd person	_____	_____

Ir (to go)

	Singular	Plural
1st person	_____	_____
2nd person	_____	**vais** (you all go)
3rd person	_____	_____

C. Grammar:

1. What are the different kinds of stem-change verbs?

   _____

2. Give an example of each kind of stem-change verb.

   _____

3. Which verbs are irregular in the future tense?

   _____

4. When a verb has a funky new stem in the future tense, is it the same in all the verb's future-tense forms (**yo**, **tú**, **él**, **nosotros**, etc.)?

   _____

D. Time Traveling!

In the following chart there are four verbs provided, and each one is in one of the three tenses we practiced in this chapter. Provide the missing forms for the other two tenses (stick with first-person singular forms). Use this as an opportunity to figure out which verbs you *don't* remember.

Infinitive	tener	poder	cortar	correr
Preterit	**yo tuve**	**yo pude**	**yo** _____	**yo** _____
Present	**yo** _____	**yo** _____	**yo corto**	**yo** _____
Future	**yo** _____	**yo** _____	**yo** _____	**yo correré**

A. New and Review Vocabulary:

Spanish	English
mostrar: muestro, mostré, mostraré	_____
bajar: bajo, bajé, bajaré	_____
venir: vengo, vine, vendré	_____
el almuerzo	_____
el desayuno	_____
la fiesta	_____
la bebida	_____
la fruta	_____
las verduras	_____
el postre	_____
querer: quiero, quise, querré	_____
tener: tengo, tuve, tendré	_____
poder: puedo, pude, podré	_____
poner: pongo, puse, pondré	_____
hacer: hago, hice, haré	_____
ver: veo, vi, veré	_____

B. Canto:

You know the drill—fill in the boxes!

Ser Present-Tense Forms

	Singular	Plural
1st person	_____	_____
2nd person	_____	**sois** (you all are)
3rd person	_____	_____

Estar Present-Tense Forms

	Singular	Plural
1st person	_____	_____
2nd person	_____	**estáis** (you all are)
3rd person	_____	_____

Ir Present-Tense Forms

	Singular	Plural
1st person	_____	_____
2nd person	_____	**vais** (you all go)
3rd person	_____	_____

C. Grammar:

See if you can fill in the blank spaces of this chart.

Infinitive	Fancy Future Stem	Future-Tense **yo** Form	Future-Tense **tú** Form
decir	**dir-**	**diré**	_____
hacer	**har-**	_____	**harás**
_____	**podr-**	**podré**	**podrás**
poner	_____	**pondré**	**pondrás**
querer	**querr-**	**querré**	_____
saber	**sabr-**	_____	**sabrás**
salir	**saldr-**	**saldré**	_____
_____	**tendr-**	**tendré**	**tendrás**
venir	**vendr-**	**vendré**	_____

Canto nuevo:

Ser Preterit-Tense Forms

	Singular	Plural
1st person	**fui** (I was)	**fuimos** (we were)
2nd person	**fuiste** (you were)	**fuisteis** (you all were)
3rd person	**fue** (he/she/it/usted was)	**fueron** (they/you all were)

Ir Preterit-Tense Forms

	Singular	Plural
1st person	**fui** (I went)	**fuimos** (we went)
2nd person	**fuiste** (you went)	**fuisteis** (you all went)
3rd person	**fue** (he/she/it/**usted** went)	**fueron** (they/you all went)

Vocabulario:

Vocabulario nuevo

Spanish	English
empezar: empiezo, empecé, empezaré	to begin: I begin, I began, I will begin
almorzar: almuerzo, almorcé, almorzaré	to eat lunch: I eat lunch, I ate lunch, I will eat lunch
conducir: conduzco, conduje, conduciré	to drive: I drive, I drove, I will drive
reducir: reduzco, reduje, reduciré	to reduce: I reduce, I reduced, I will reduce
creer: creo, creí, creeré	to believe: I believe, I believed, I will believe
el aeropuerto	airport
el avión	airplane
el autobús	bus
el barco	boat
la maleta	suitcase

Vocabulario de repaso

Spanish	English
decir: digo, dije, diré	to say/tell: I say/tell, I said/told, I will say/tell
saber: sé, supe, sabré	to know: I know, I knew, I will know
estar: estoy, estuve, estaré	to be: I am, I was, I will be
dormir: duermo, dormí, dormiré	to sleep: I sleep, I slept, I will sleep
pedir: pido, pedí, pediré	to ask for: I ask for, I asked for, I will ask for

The Preterit Puzzle: Preterit Irregulars

In the middle of all this reviewing, we're going to stop and do something new. We will take a look at the preterit tense again, and this time we're going to look at some irregulars.

You might be asking, "What is the preterit tense?" You probably finished *SFCA* thinking that the preterit tense is *the* past tense. But guess what—it's not! It's *a* past tense. In Spanish, there's more than one way to talk about actions that happened in the past, so we have more than one past tense. We'll get to that a bit later in the book. For now, you need to know why we're going to stop calling this tense "the past tense" and only call it "the preterit tense."

Preterit-tense conjugations have *tons* of irregulars—so many that we're not going to try to cover all of them in one chapter. Instead, you will be sent on a treasure hunt.

You've been doing so well learning Spanish that your **familia** decides to take you on **un viaje** to Mexico so you can get some extra practice. You're excited because you've always wanted to see the Mayan ruins. The ancient Mayans built **pirámides**, just as the Egyptians did. After spending a few **días** at the capital, Mexico City, your family rents a **carro** and drives deep into the jungle to **un pueblo** where Mayan people—the descendents of the ancient empire—still live. After going on jaguar-spotting hikes, riding a zip line through the jungle canopy, and having lots of chances to practice your Spanish with your tour guide, it's finally the day you've been waiting for: the day you visit **las ruinas**!

Paula, your tour guide, says that this is a special place to visit because **los turistas** are still allowed to climb on **las ruinas** and even go inside them. And there's another reason these **ruinas** are special: There's a mystery here.

Your visit to **las ruinas** starts in a little clearing. Just beyond the clearing there's a soaring **pirámide** with a tiny temple on top. Paula lets you climb up and see out over the jungle canopy. But the view from **el pirámide** isn't the best part. Paula presses a hidden switch, and a door in the back of the temple slowly slides open, revealing a steep stairway into the heart of **el pirámide**. After making sure everyone has a working flashlight, Paula tells everyone to follow her down the narrow stone stairway.

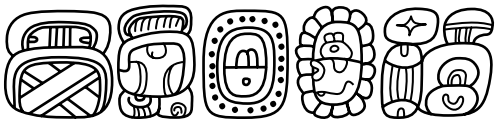
As you descend, Paula tells you that **el pirámide** was made for a great Mayan ruler, who instructed that the inside be constructed like a giant maze of crisscrossing corridors. According to ancient writings, this ruler hated his father, the previous ruler, and wished to destroy a valuable statue made of him, which featured diamonds for its eyes. The people had loved his father, however, so he dared not harm the statue but instead hid it in a secret chamber in **el pirámide**. To this day, no one has been able to find it.

At the bottom of the steps you see a maze of hallways stretching out in three directions. Paula points to a carving on the wall beside you and explains that it features a map of **el pirámide**. The ruler never revealed the location of the hidden treasure, but he did leave behind a set of puzzles that lead to it. Every time there is a fork in the path in the maze, each choice is marked by **una piedra** with a symbol on it. Each puzzle reveals the symbol of **la piedra** for the correct way to go. If someone were able to choose the correct **piedras** to follow, in order, he could follow the correct path and find the lost statue.

Paula mentions that many have tried, but so far no one has found the treasure. She looks your way and gives you a wink, asking, "Wanna give it a shot?"

Las piedras, young adventurer, are hidden in this book—and it is up to you to find them!

How are you going to find them? It's simple: Learn the preterit irregulars. Scattered throughout this book are eight "puzzle piece" sections. In each of these sections, you will be given a group of irregular verbs. Memorize their conjugations. Then, use what you know to choose a **piedra** by solving the provided exercises. Once you've discovered what all of the **piedras** are, you'll be able to find your way through the maze. Where does the treasure lie? The only way to find out is by solving the preterit puzzle.



La primera piedra:

First Preterit Puzzle Piece—Your First Clue

In this chapter, we're going to give you three **piedras** to get you started. Here's **la primera**.

How Do You Usually Form the Preterit Tense?

To earn this **piedra**, show that you know how to conjugate regular verbs in the preterit tense. You know the drill: Find the verb stems (for each verb, start with the infinitive, then chop off the last two letters) and add the preterit endings. What are your preterit endings? Let's list them again:

-ar Preterit Endings

	Singular	Plural
1st person	-___	-___ ◯ ___ ___
2nd person	-◯ ___ ___ ___	**-asteis**
3rd person	-___	-___ ___ ___ ◯

-er/-ir Preterit Endings

	Singular	Plural
1st person	-___	-___ ___ ___ ___
2nd person	-___ ___ ___ ___	**-isteis**
3rd person	-___ ___	-___ ___ ___ ___ ___

Now show that you know how to use regular preterit verbs. Finish each sentence with the verb given—make sure you conjugate for person and number.

Los estudiantes ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ (***contestar***) **a las preguntas.**

Ayer mis hermanos y yo ___ ___ ___ ___ ___ ___ ___ ___ (***ayudar***) **a nuestra vecina** (neighbor)**.**

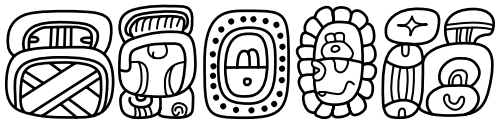
En mi cumpleaños, ___ ___ ___ ___ (***abrir***) **regalos.**

Yo ___ ___ ___ ___ ___ ___ ___ (***aprender***) **a decir mi nombre en chino** (Chinese) **.**

Tú ___ ___ ___ ___ ___ ___ ___ (***comer***) **la carne.**

Now copy the letters from the circles on the previous page and above. Keep them in order (starting with the first-person plural in the **-ar** preterit endings chart), and you'll find a description of the hieroglyphs on your first **piedra**.

The **piedra** has a picture of a ___ ___ ___ ___ and ___ ___ ___ ___ ___.



La segunda piedra:

Second Preterit Puzzle Piece

Preterit Verbs and **–IR** Stem Changes

To earn your second **piedra**, you have to learn about stem changes in the preterit tense. You don't have to worry about **-ar** and **-er** verbs, because even if they have stem changes in the present tense, they never do in the preterit tense. Did you get that? Remember, ***-ar* and *-er* verbs don't have stem changes in the preterit tense**. However, **-ir** verbs are a different story. They're a bit strange. Watch the stem change in the following table:

Pedir Preterit-Tense Forms

	Singular	Plural
1st person	**pedí**	**pedimos**
2nd person	**pediste**	**pedisteis**
3rd person	**pidió**	**pidieron**

Did you see that? That was a stem change—but only in the third-person singular and plural forms. The only verbs that change their stems in the preterit tense are ***-ir* verbs**, and they **only change their stems in the *él*, *ella*, *ellos*, *usted*, and *ustedes* forms**. Got that? Let's see it again with another stem-change verb.

Dormir Preterit-Tense Forms

	Singular	Plural
1st person	**dormí**	**dormimos**
2nd person	**dormiste**	**dormisteis**
3rd person	**durmió**	**durmieron**

Wait a minute . . . that wasn't even a real stem change! Usually when **dormir** has a stem change, the *o* changes to a *ue*. Here, the *o* just changed to a *u*. In the preterit, stem-change verbs that end in **-ir** only have a little bit of a stem change. **They only get the first vowel of their "new stem" vowels.** So, for example, an **o » ue** verb just gets a *u* in the preterit, and an **e » ie** just gets an *i*.

Are you ready to earn your next **piedra**? Then, fill in the blanks with the following:

The present-tense **yo** form of **servir**: ___ ___ ___ ___ ___

The present-tense **nosotros** form of **servir**: ___ ___ ___ ___ ___ ___ ___ ___

The preterit-tense **nosotros** form of **servir**: ___ ___ ___ ___ ___ ___ ___ ___

The preterit-tense **yo** form of **servir**: ___ ___ ___ ___ ___

The preterit-tense **ella** form of **servir**: ___ ___ ___ ___ ___ ___

The present-tense **yo** form of **preferir**: ___ ___ ___ ___ ___ ___ ___ ___ ___

The preterit-tense **yo** form of **preferir** (remember, there is no stem change in the preterit-tense **yo** form): ___ ___ ___ ___ ___ ___ ___

The preterit-tense **ustedes** form of **preferir** (remember, just use the first vowel of the stem change): ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

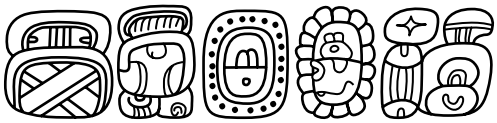
The present-tense **él** form of **morir**: ___ ___ ___ ___ ___

The preterit-tense **él** form of **morir**: ___ ___ ___ ___ ___

The preterit-tense **tú** form of **morir**: ___ ___ ___ ___ ___ ___ ___

Once you've filled in all the blanks, write out the circled letters in order.

The design on the next **piedra** is a ___ ___ ___ ___ ___ ___ ___ ___ ___.



La tercera piedra:

Third Preterit Puzzle Piece

The Irregular Preterit-Tense Verbs

We're going to give you one last chance in this chapter to earn a **piedra**, and this will be the hardest one yet. These verbs are so irregular that you'll just need to memorize them. You're ahead of the game because you've already learned the **yo** form of each of them. From the **yo** form, you can basically guess what the other forms will be. And there's another added bonus: The verbs **ser** and **ir** have exactly the same forms in the preterit tense! And there's one more thing: **These really irregular guys don't have any accents in the preterit form.**

Preterit-Tense Forms

	Ser and **Ir**		**Dar**		**Ver**	
	Singular	Plural	Singular	Plural	Singular	Plural
1st person	**fui**	**fuimos**	**di**	**dimos**	**vi**	**vimos**
2nd person	**fuiste**	**fuisteis**	**diste**	**disteis**	**viste**	**visteis**
3rd person	**fue**	**fueron**	**dio**	**dieron**	**vio**	**vieron**

Are you ready to earn your puzzle piece? Translate the following phrases into Spanish.

1. I gave: ___ ___

   I saw: ___ ___

   I went: ___ ___ ___

   I was: ___ ___ ___

2. you gave: ___ ___ ___ ___ ___

   you saw: ___ ___ ___ ___ ___

   you went: ___ ___ ___ ___ ___ ___

   you were: ___ ___ ___ ___ ___ ___

3. he gave: ___ ___ ___

   she saw: ___ ___ ___

   you **usted** went: ___ ___ ___

   it was: ___ ___ ___

4. we gave: ___ ___ ___ ___ ___

   we saw: ___ ___ ___ ___ ___

   we went: ___ ___ ___ ___ ___ ___

   we were: ___ ___ ___ ___ ___ ___

5. they gave: ___ ___ ___ ___ ___ ___

   they saw: ___ ___ ___ ___ ___ ___

   you all **ustedes** went: ___ ___ ___ ___ ___ ___

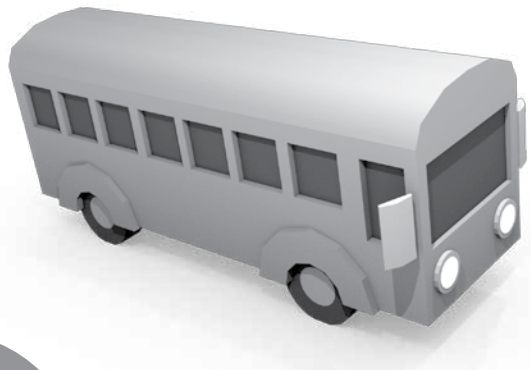
   you all **ustedes** were: ___ ___ ___ ___ ___ ___

Write out the letters from the blank spaces in circles: ___ ___ ___ ___ ___

But that word doesn't make any sense! Use this decoder to find out what symbols are on your next **piedra**. The top row of letters on the decoder corresponds to the letters from the circles you've written out. The bottom row of letters is what the corresponding letters from the top line should be. For example, if one of the letters written from the circles was *a*, then you would need to change the *a* to an *x* because *x* is underneath the *a* on the decoder.

a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w	x	y	z
x	y	z	a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q	r	s	t	u	v	w

So, the next **piedra** has a picture of an ___ ___ ___ ___ ___. (Hint: It needs an accent!)



A. Translation:

1. **I began**	_____	9. **boat**	_____
2. **to eat lunch**	_____	10. **la maleta**	_____
3. **conduzco**	_____	11. **decir**	_____
4. **reduje**	_____	12. **sé**	_____
5. **creo**	_____	13. **estuve**	_____
6. **airport**	_____	14. **I slept**	_____
7. **el avión**	_____	15. **to ask for**	_____
8. **bus**	_____		_____

B. Canto:

Ser Preterit-Tense Forms

	Singular	Plural
1st person	_____	_____
2nd person	_____	**fuisteis**
3rd person	_____	_____

Ir Preterit-Tense Forms

	Singular	Plural
1st person	_____	_____
2nd person	_____	**fuisteis**
3rd person	_____	_____

C. Grammar:

1. What kinds of verbs do *not* do a stem change in the preterit tense? Circle one:
   a. **-ar** verbs only
   b. **-ir** verbs
   c. Lazy verbs
   d. **-ar** and **-er** verbs

2. When a stem-change **-ir** verb is conjugated in the preterit, which forms have a stem change? Circle one:
   a. The **yo** form and the **nosotros** forms (first-person singular and plural forms)
   b. The **tú** and **usted** forms (first- and third-person singular forms)
   c. The **él/ella/usted** forms and the **ellos/ustedes** forms (third-person singular and plural forms)
   d. All of them
   e. None of them

Quick Quiz: When an **-ir** verb *does* change its stem in the preterit tense, what ends up missing? Circle one:
   a. The verb ending
   b. The second vowel of the new stem
   c. The first letter of the verb
   d. All the fun

A. New and Review Vocabulary:

Spanish	English
_____	**to begin: I begin, I began, I will begin**
_____	**to eat lunch: I eat lunch, I ate lunch, I will eat lunch**
_____	**to drive: I drive, I drove, I will drive**
_____	**to reduce: I reduce, I reduced, I will reduce**
_____	**to believe: I believe, I believed, I will believe**
_____	**airport**
_____	**airplane**
_____	**bus**
_____	**boat**
_____	**suitcase**
_____	**to say/tell: I say/tell, I said/told, I will say/tell**
_____	**to know: I know, I knew, I will know**
_____	**to be: I am, I was, I will be**
_____	**to sleep: I sleep, I slept, I will sleep**
_____	**to ask for: I ask for, I asked for, I will ask for**

B. **Canto**:

Ser Preterit-Tense Forms

	Singular	Plural
1st person	_____	_____
2nd person	_____	fuisteis
3rd person	_____	_____

Ir Preterit-Tense Forms

	Singular	Plural
1st person	_____	_____
2nd person	_____	fuisteis
3rd person	_____	_____

C. Bad Conjugations!

A student wrote a bunch of sentences using irregular preterit verbs. He was really sleepy and made an error in every verb. His teacher corrected his work on another sheet of paper . . . but then her pet turtle chewed it up! Help her put the paper back together by *circling* the correct sentences and *crossing out* the incorrect ones.

1. a. **Encontraste a un amigo.** b. **Encuentraste a un amigo.**
2. a. **Susana dormió mal.** b. **Susana durmió mal.**
3. a. **Nosotros imos a nuestra casa.** b. **Nosotros fuimos a nuestra casa.**
4. a. **Yo vi un avión en el aeropuerto.** b. **Yo ví un avión en el aeropuerto.**
5. a. **Tú diste un regalo a tu abuelo.** b. **Tú daste un regalo a tu abuelo.**

Canto:

Review of Articles and Adjective Endings

	Definite Articles		Indefinite Articles		Adjective Endings	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	**el**	**los**	**un**	**unos**	**-o**	**-os**
Feminine	**la**	**las**	**una**	**unas**	**-a**	**-as**

Vocabulario:

Vocabulario nuevo		Vocabulario de repaso	
Spanish	English	Spanish	English
limpio/a/os/as[1]	clean	**grande/es**	big
sucio/a/os/as	dirty	**pequeño/a/os/as**	little
feliz/felices	happy	**bueno/a/os/as**	good
triste/es	sad	**malo/a/os/as**	bad
divertido/a/os/as	fun		
aburrido/a/os/as	boring		
difícil/difíciles	difficult		
fácil/fáciles	easy		
diferente/es	different		
mismo/a/os/as	same		
yo mismo/yo misma	myself		

1. In *SFCA*, adjectives were presented in their full form for each person and number, for example, **gordo/gorda/gordos/gordas**. In this book, adjectives will be presented in a slightly different manner—the previous example would be formatted as **gordo/a/os/as**. Only the full form of the singular masculine will be given, but immediately following it will be the feminine ending, provided that the term is an adjective that changes forms in the feminine (remember, only adjectives ending in **-o** or **-dor** will change forms). For an adjective ending in **-o**, in order to change it to its feminine form, you simply drop the **-o** ending and replace it with an **-a** (e.g., **gordo** » **gorda**). The lexical form for this type of adjective would be **gordo-a**. For an adjective ending in **-dor**, you simply add an **-a** (e.g., **hablador** » **habladora**). The lexical form would then appear as **hablador-a**. No plural forms will be given. In order to make any adjective plural, you simply add an **-s** ending if it ends in a vowel (e.g., **gordo** » **gordos**) or an **-es** ending if it ends in a consonant (e.g., **leal** » **leales**).

Word Jobs: Nouns, Articles, and Adjectives

What's That Word's Job?

We just spent a lot of time (three whole chapters!) talking about verbs. Now it's time to talk about some other kinds of words, other *parts of speech*. First, let's create a sentence we can use to see all the different parts of speech. How about, "Inés sings a song"? That will work. Let's put it in Spanish: **Inés canta una canción.**

First let's look at our verb. What is it? It's **canta**, right? Singing is the action that Inés is doing.

Let's turn that last point around: Who is doing the action? Inés is. That makes her the subject of the sentence. **The *subject* of the sentence is the noun that does the action.**

What part of speech is "Inés"? Well, you might be thinking, *Inés is about four feet tall, she has dark hair and bangs, and she's wearing a purple sweater.* Those things might be true, but that doesn't matter when we study grammar. All that matters right now is that **Inés is a "person, place, or thing," which makes her a *noun*.**

More About Nouns: Number

Once we know Inés is a noun, there's a lot more we have to think about. In Spanish and English, **nouns have number**. You know what number is—the difference between *singular* (just one) and *plural* (more than one). In both languages, a plural noun usually ends in *-s*. In Spanish, when a singular noun ends in a consonant, we usually give it an **-es** ending to make it plural, as in the following examples:

cuaderno + -s = cuadernos **avión + -es = aviones**

Inés is a funny example, because her name ends in the letter *s*—but is she singular or plural? What do you think?

Quick Quiz 1: Write an *S* over all the nouns that are singular. Write a *P* over all the nouns that are plural.

canción	**lápices**	**bebida**	**papeles**	**frutas**	**maleta**	**aviones**

Quick Quiz 2: Make these singular nouns plural.

1. **canción** _____
2. **papel** _____
3. **autobús** _____
4. **aeropuerto** _____
5. **barco** _____

More About Nouns: Gender

In Spanish (but not English), nouns also have **gender**. That means they are either **masculine** ("boy" words) or **feminine** ("girl" words). We know that some nouns are things

that really do have gender, such as people and animals. We call that **natural gender**. Words such as **chico** and **chica** (boy and girl) have natural gender because the things those words are talking about have gender, too. In these cases, the grammatical gender just matches the natural gender of the noun. For example, my **abuelo** (grandfather) is a man, and in Spanish the word for grandfather is a masculine word. It has an **-o** ending because **-o** is the **masculine noun ending**. My **abuela** (grandmother) is a woman, and the word **abuela** is feminine. It has an **-a** ending, the **feminine noun ending** in Spanish.

What about a noun that doesn't have a natural gender? What about, say, a mountain? Or a car? Or a sled? When a noun doesn't have a natural gender in Spanish, it has an **assigned gender**. As the Spanish language was developing, people "assigned" words as having either one gender or the other. That's because in Spanish nouns always have to be either masculine or feminine; there are no nouns in Spanish that are **neuter** (neither masculine nor feminine). Gender has nothing to do with what the thing itself is. A pink, frilly **vestido** (dress) is still a masculine noun, and it has that masculine **-o** ending.

But let's get back to Inés. We know her gender: She's a girl, so words that match her will have to be feminine. Let's use another noun. How about **amiga** (friend)? It's going to have that **-a** on the end, since she is a friend who is a girl.

Mi amiga Inés canta una canción. (My friend Inés sings a song.)

Amiga is a noun, and it's a feminine noun. Now we're going to get fancy and describe that noun.

Words That Describe Nouns: Adjectives

When we want to describe a noun, we use an adjective. **Adjectives** are words that describe nouns. In Spanish, **adjectives usually go *after* nouns** (not before, as in English), **and they must have the same number and gender as the nouns they describe**. So, what do you do to make your adjective agree? Why, add the proper adjective ending, of course! Most adjectives come with an **-o** on the end, because we tend to use the masculine singular ending as a default. So, you'll have to take off that **-o** before you put another ending on. Let's see it in action.

The gender of **amiga** is feminine, and it doesn't have an **-s** on the end, so we know it's singular. That means we need a **feminine singular adjective**. How about the adjective **cómico** (funny)? We'll need to change the **-o** on the end to an **-a** before we use it with **amiga**.

Mi amiga cómica, Inés, canta una canción. (My funny friend, Inés, sings a song.)

Neuter Adjectives

Some adjectives never end in **-a** or **-o**. Instead, as with the words **grande** (big) or **triste** (sad), they end in an **-e** or another letter. When an adjective doesn't end in **-a** or **-o**, it doesn't have gender. It's called neuter (without gender), and it can match any kind of noun—as long as it has an **-s** on the end if the noun is plural.

mi amiga triste **mis amigas tristes**
mi amigo triste **mis amigos tristes**

When an adjective ends in a consonant, to make it plural you have to add **-es** instead of just **-s**.

la tarea difícil **las tareas difíciles**

Got it? Now let's talk about another little part of speech that has to match a noun in gender and number: articles.

Articles: Matching Nouns in Gender and Number

What are **articles**? The articles in English are "the," "a," "an," and "some" ("some" is the English equivalent of the Spanish indefinite articles **unos** and **unas**). Their main job is to go in front of a noun and tell you whether it's talking about something specific or something general. Watch:

Inés sings *the* song. Inés sings *a* song.

In the first sentence, we used a **definite article**. A definite article has to indicate a specific noun—the noun must be a specific thing. With the definite article "the" in that first example sentence there, Inés is definitely singing *the* song, not just any old song, not a song she chose at the last minute, but a very specific song: *the* song!

In the second example sentence, Inés is just singing *a* song—any old song. It doesn't matter which song; in fact, maybe we don't even know it. That's why we use the indefinite article "a." Remember, **indefinite articles** indicate a *general* (not specific) category of nouns.

Do you remember the definite and indefinite articles in Spanish? Put them in *the* chart (not any old chart, *the* one right here). Then do *a* dance. It doesn't have to be the "Dance of the Sugarplum Fairy." Any old dance will do!

	Definite Articles		Indefinite Articles	
	Singular	Plural	Singular	Plural
Masculine	_____	_____	_____	_____
Feminine	_____	_____	_____	_____

Now, we return to our sentence about Inés.

Mi amiga Inés canta una canción. (My friend Inés sings a song.)

Let's look at the noun **canción**. It doesn't have the usual **-a** or **-o** ending. But can you tell the gender of the noun by the gender of its article? They have to match. So, what is the gender of **canción**? Is it masculine or feminine? And is **una** a definite or indefinite article?

You got it—**canción** is feminine, and **una** is an indefinite article. Good job!

A. Translation:

1. **same**	_____	9. **happy**	_____
2. **myself**	_____	10. **sad**	_____
3. **good**	_____	11. **fun**	_____
4. **bad**	_____	12. **boring**	_____
5. **big**	_____	13. **difficult**	_____
6. **little**	_____	14. **easy**	_____
7. **clean**	_____	15. **different**	_____
8. **dirty**	_____		

B. Canto:

You know how to do it! Fill in the boxes with this week's **cantos**.

	Definite Articles		Indefinite Articles	
	Singular	Plural	Singular	Plural
Masculine	_____	_____	_____	_____
Feminine	_____	_____	_____	_____

Adjective Endings

	Singular	Plural
Masculine	_____	_____
Feminine	_____	_____

C. Grammar:

1. What is the subject of a sentence?

_____

2. What are the two characteristics of nouns?

_____

3. What are the two kinds of articles? Circle one:
   a. Masculine and plural
   b. Definite and feminine
   c. Definite and indefinite
   d. Singular and indefinite
   e. Past-tense and present-tense
4. What does it mean that articles and nouns have to "agree"?
   a. They have to have the same gender and tense.
   b. They have to have the same tense.
   c. They have to have the same gender and number.
   d. They have to play nice.
5. Circle the word that has assigned gender: **chico** **mamá** **canción**
6. Circle the words that could agree with the word **casa**.

   Articles: **el** **la** **los** **las** **un** **una** **unos** **unas**

   Adjectives: **pequeña** **bueno** **grande** **sucias** **limpios**

D. Practice Out Loud!

Here are a few nouns. Read through the following list and say each noun with all of the new vocabulary words (from the beginning of this chapter) that are adjectives. To make it easy, the gender and number are provided for you. Remember, the noun will come first. Make sure you say the right form of the adjective—it has to have the same gender and number as your noun.

1. **casa** (house) – feminine, singular
(Hint: To begin, you should say, "**Casa *limpia***, **casa *sucia***, **casa *feliz*** . . .")
2. **casas** (houses) – feminine, plural
3. **perro** (dog) – masculine, singular
4. **perros** (dogs) – masculine, plural
5. **chico** (boy) – masculine, singular
6. **chica** (girl) – feminine, singular

A. New and Review Vocabulary:

Spanish	English
limpio/a/os/as	_____
sucio/a/os/as	_____
feliz/felices	_____
triste/es	_____
divertido/a/os/as	_____
aburrido/a/os/as	_____
difícil/difíciles	_____
fácil/fáciles	_____
diferente/es	_____
mismo/a/os/as	_____
yo mismo/yo misma	_____
grande/es	_____
pequeño/a/os/as	_____
bueno/a/os/as	_____
malo/a/os/as	_____

B. **Canto**:

	Definite Articles		Indefinite Articles	
	Singular	Plural	Singular	Plural
Masculine	_____	_____	_____	_____
Feminine	_____	_____	_____	_____

Adjective Endings

	Singular	Plural
Masculine	_____	_____
Feminine	_____	_____

C. Grammar:

1. What does an adjective do? Circle one:
   a. It describes a verb.
   b. It describes a noun.
   c. It takes the place of a noun.
   d. It does the action of the sentence.

2. What does the subject of a sentence do? Circle one:
   a. It does the action of the sentence.
   b. It describes a verb.
   c. It takes the place of a verb.
   d. It does anything it wants to.

3. What two qualities do nouns have? Circle one:
   a. Number and tense
   b. Number and order
   c. Number and gender
   d. Gender and tense

4. What is gender? Circle one:
   a. Whether or not a word is a "bad word"
   b. A part of speech
   c. Whether a word is masculine or feminine
   d. Whether a toy is owned by a girl or a boy

5. What does it mean when words "agree" with each other?

_____

Canto: Review of Prepositions

Preposiciones sobre la ardilla
(Prepositions About the Squirrel)

La ardilla va:	(*The squirrel goes:*)
de mi casa	(*from my house*)
sin descanso	(*without a rest*)
por el parque	(*through the park*)
para su hogar	(*to its home*)
en el árbol	(*in the tree*)
al lado del lago.	(*beside the lake.*)
Llega a su nido	(*It arrives at its nest*)
con una nuez	(*with a nut*)
después de correr	(*after running and*)
antes de comer.	(*before eating.*)

Vocabulario:

Vocabulario nuevo	
Spanish	English
siempre	always
nunca	never
todavía	still
también	also
tarde	late
temprano	early
tampoco	neither
sólo	only
solo/a/os/as	alone
demasiado	too (plus an adjective)
demasiado/a/os/as	too much, too many

Vocabulario de repaso	
Spanish	English
por	for, by, through
para	for, toward
a	at, to
de	from, of
con	with
sin	without

Adverbs and Prepositions:

Do you remember talking about Inés in the last chapter in such sentences as **Inés canta una canción** (Inés sings a song)? Since we had so much fun hanging out with Inés, let's discuss her again in this chapter using some other example sentences. Now we're going to talk about **adverbs** and **prepositions**. Do you remember them?

Adverbs: Describing Verbs

Adverbs are words that describe verbs. Some examples of these are **bien** (well), **mal** (poorly), **rápidamente** (quickly), and **lentamente** (slowly). Adverbs answer the question, "*How* was the action done?" In Spanish, adverbs go after the verbs they modify. Let's plug one in to our sentence. In fact, you can do it yourself. Fill in the blank:

Mi amiga Inés canta _____. (My friend Inés sings _____.)

Why was that so easy? Because **adverbs don't have gender, number, tense, or anything like that**. That means you don't have to worry about making them agree with any other words.

More Adverbs

That was so much fun! Let's look at some more adverbs. You might not think of these guys as adverbs, but they are. Adverbs can answer the questions "how?" "where?" or "when?"

también (too):	**La hermana de Inés canta <u>también</u>.**	(Ines' sister sings, <u>too</u>.)
muy (very):	**Inés canta <u>muy</u> bien.**	(Ines sings <u>very</u> well.)
siempre (always):	**Ella <u>siempre</u> ensaya por las tardes.**	(She <u>always</u> practices in the afternoon.)
todavía (still):	**¡Y ella juega <u>todavía</u> al fútbol!**	(And she <u>still</u> plays soccer!)

Adverb Building Blocks

You can even make your own adverbs. Do you remember learning how to make adverbs from adjectives? Here's the rule:

1. For adjectives ending in **-o**, change the **-o** to an **-a** and add **-mente**.
   perfecto (perfect) » **perfect-** + **-a** + **-mente** » **perfectamente** (perfectly)
2. For adjectives ending in **-a**, **-e**, or a consonant, just add **-mente**.
   fácil (easy) » **fácil** + **-mente** » **fácilmente** (easily)
   fuerte (strong) » **fuerte** + **-mente** » **fuertemente** (strongly)

Prepositions: Like Adverbs and Adjectives, Only Cooler

Do you remember **prepositions**? They are little words that get a bunch of their friends (other words) together to act like adverbs and adjectives. When a preposition is with a bunch of his word-buddies, the whole group of them is something called a **prepositional phrase**. A prepositional phrase works as a giant adverb or adjective. The preposition is the team captain of all his buds, so he's the first word of the prepositional phrase.

Why do we say prepositions are like adverbs and adjectives? Here's why: Prepositional phrases can describe nouns (like an adjective) *or* verbs (like an adverb). Let's put one of each kind into our sentence about Inés. Here's our original sentence:

Mi amiga Inés canta una canción. (My friend Inés sings a song.)

Let's start by adding a phrase that acts like an adverb. It will tell us *how* she sings because it will be describing the verb. Let's see . . . how does Inés sing? Or better yet, *where* does she sing? How about this:

Mi amiga Inés canta una canción <u>en la ducha</u>. (Inés sings a song <u>in the shower</u>.)

Did you see that? That little preposition **en** got the other words, **la** and **ducha**, to work together. All three of them do the job of telling us where Inés sings: She sings in the shower.

Now let's add a preposition that acts like an adjective. Let's describe Inés. We'll have the prepositional phrase modify the word **amiga**.

Mi amiga <u>de mi clase</u>, Inés, canta una canción. (My friend <u>from my class</u>, Inés, sings a song.)

A. Translation:

1. **for, by**	_____	10. **still**	_____
2. **para**	_____	11. **also**	_____
3. **to**	_____	12. **tarde**	_____
4. **from, of**	_____	13. **temprano**	_____
5. **with**	_____	14. **tampoco**	_____
6. **without**	_____	15. **only**	_____
7. **always**	_____	16. **alone**	_____
8. **nunca**	_____	17. **too (plus an adjective)**	_____
9. **too much, too many**	_____		

B. **Canto**: Prepositions

Write the Spanish word or phrase that means the same thing as the English words on the left.

English	Spanish	English	Spanish	English	Spanish
about, over	_____	to, for, toward	_____	with	_____
from	_____	in, on	_____	after	_____
without	_____	beside	_____	before	_____
through, for	_____	at, to	_____		_____

C. Grammar:

1. What questions can an adverb answer?

_____

2. What kind(s) of words do adverbs modify (describe)?

_____

3. Do adverbs have to agree in number and gender with other words?

_____

4. What do prepositions do?

_____

5. What is your favorite Spanish preposition? Use it in a sentence.

_____

Q

A. New and Review Vocabulary:

Spanish	English
siempre	_____
nunca	_____
todavía	_____
también	_____
tarde	_____
temprano	_____
tampoco	_____
sólo	_____
solo/a/os/as	_____
demasiado	_____
demasiado/a/os/as	_____
por	_____
para	_____
a	_____
de	_____
con	_____
sin	_____

B. **Canto**: Prepositions

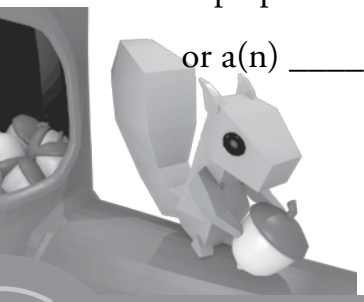
Fill in the prepositions. On the lines to the right, write the English translation of each preposition.

Spanish	English
Preposiciones _____ la ardilla	_____
La ardilla va:	
_____ **mi casa**	_____
_____ **descanso**	_____
_____ **el parque**	_____
_____ **su hogar**	_____
_____ **el árbol**	_____
_____ _____ _____ **lago.**	_____
Llega _____ su nido	_____
_____ **una nuez**	_____
_____ _____ **correr**	_____
_____ _____ **comer.**	_____

C. Grammar:

1. What does an adverb do? Circle one:
   a. It describes a verb.
   b. It takes the place of a noun.
   c. It describes a noun.
   d. It does anything it wants to.

2. A preposition gets a bunch of other words to work together and act like a(n)_____ or a(n) _____.



Canto: Review of Pronouns

	Subject Pronouns	Direct-Object Pronouns	Indirect-Object Pronouns
1st-person singular	**yo** (I)	**me** (me)	**me** (me)
2nd-person singular	**tú** (you)	**te** (you)	**te** (you)
2nd-person formal	**usted** (you formal)	**lo/la** (you formal)	**le** (you formal)
3rd-person singular	**él/ella** (he/she)	**lo/la** (him/her/it)	**le** (him/her/it)
1st-person plural	**nosotros/nosotras** (we)	**nos** (us)	**nos** (us)
2nd-person plural	**vosotros/vosotras** (you all)	**os** (you all)	**os** (you all)
2nd-person plural formal (Latin American "you all")	**ustedes** (you all)	**los/las** (you all)	**les** (you all)
3rd-person plural	**ellos/ellas** (they)	**los/las** (them)	**les** (them)

Vocabulario:

Vocabulario nuevo

Spanish	English
temer: temo, temí, temeré	to fear: I fear, I feared, I will fear
escoger: escojo, escogí, escogeré	to choose: I choose, I chose, I will choose
enviar: envío, envié, enviaré	to send: I send, I sent, I will send

Spanish	English	Spanish	English
las noticias	news	**el problema**	problem
la flor, las flores	flower, flowers	**el idioma**	language
el parque	the park	**el programa**	program
la carta	letter	**el poema**[1]	poem

1. **Problema**, **programa**, **idioma**, and **poema**—what do you notice about these terms? These nouns all end in **-a**, but they're all masculine! Nouns that end in **-ma** are usually masculine because they come from Greek rather than Latin.

Vocabulario de repaso

Spanish	English
gustar: me gusta, me gustó, me gustará	to be pleasing: it is pleasing to me, it was pleasing to me, it will be pleasing to me
tirar: tiro, tiré, tiraré	to throw: I throw, I threw, I will throw
usar: uso, usé, usaré	to use: I use, I used, I will use
beber: bebo, bebí, beberé	to drink: I drink, I drank, I will drink
recibir: recibo, recibí, recibiré	to receive: I receive, I received, I will receive

Pronoun Review

There's one really important part of speech we haven't reviewed yet: **pronouns**. Pronouns are words that take the place of nouns. We use pronouns because sometimes we don't want to say the same noun over and over and over again. That's why you don't say, "Jorge eats guacamole with Jorge's brother in Jorge's house while Jorge watches Jorge's favorite TV show." That would be boring! Pronouns save us from utter boredom in sentences.

When you want to get rid of a noun and put a pronoun in its place, you need to know what job in the sentence the noun is doing. That way, you can use the right kind of pronoun. In this chapter, we'll review the different jobs nouns do in a sentence and the different kinds of pronouns that can take their places.

Subject Pronouns

Subject pronouns are words such as "I," "you," "we," "he," "she," "it," and "you all." They take the place of a noun that is the subject of a sentence. That means these subject pronouns are what you use for the one (or ones) doing the action of the sentence. The subject pronouns in Spanish are **yo**, **tú**, **usted**, **él**, **ella**, **nosotros/nosotras**, **vosotros/vosotras**, **ustedes**, and **ellos/ellas**. In Spanish, the verbs are conjugated in a way that tells you who is doing the action, so you only need to use a separate word for the subject if the subject is not clearly determined by the information provided in the rest of your sentence.

Subject pronouns have to agree in person and number with the noun they replace. Some subject pronouns have to agree in gender, too. Look at **nosotros**, **vosotros**, and **ellos**. They each refer to a group of people, right? We know that because each term is plural, and that's what plural means. If the group of people is all guys, or some guys and some girls, or even mostly girls and just one guy, these pronouns stay just the way they are. But if there isn't a single guy in the whole group, guess what: It's "girly time"! And what does your pronoun do when it's just girls? Put on makeup? Dress up? Wear high heels? Nope, it just switches that last **-o** for an **-a**. This way, you'll have a feminine pronoun to match a group of feminine nouns.

Fill in the missing **-o** and **-a** insertions in this chart to practice turning regular pronouns into girly-time pronouns.

	Masculine Plural Pronoun	Feminine Plural Pronoun—It's Girly Time!
1st person	**nosotros**	**nosotr___s**
2nd person	**vosotr___s**	**vosotras**
3rd person	**ell___s**	**ell___s**

The only other two subject pronouns that make you pay attention to gender are **él** and **ella**, which mean "he" and "she," respectively.

Being Polite

In Spanish, there are two sets of second-person pronouns. There's one set of "you" words for people who are *familiar* to you: your buddies, your cat, your mom and dad, and little kids. There's another set of "you" words for people you treat more *formally*, such as your teachers, adults, and strangers. Do you remember which pronouns are familiar and which pronouns are formal? **Tú** and **vosotros** are the familiar pronouns, and **usted** and **ustedes** are the formal ones. In Spain, people use **vosotros** to refer to a group of their buddies and **ustedes** to refer to a group of respected people. In the rest of the Spanish-speaking world (including the United States), people don't use **vosotros** at all. Regardless of who they talk to, they just use **ustedes** as the plural form of "you."

The tricky thing about **usted** and **ustedes** is that even though they are second-person pronouns, they get matched with third-person verbs. Do you remember the chart we use to show the person and number of verbs or pronouns? It usually has three rows of verbs or pronouns, but it can be done with four rows. Let's use the verb **hablar** as an example:

	Singular	Plural
1st person	**yo hablo**	**nosotros hablamos**
2nd-person familiar	**tú hablas**	**vosotros habláis**
2nd-person formal	**usted habla**	**ustedes hablan**
3rd person	**él/ella habla**	**ellos hablan**

If we did our chart in this manner, we would put the second-person formal form between the second-person familiar and the third-person forms, because even though it's a second-person pronoun, it acts like the third-person pronoun and goes with third-person verbs. In *SFCA*, we did our charts the "traditional way," with **usted** lumped together with **él** and **ella**, and **ustedes** lumped with **ellos**. In this book, we can do it either way, depending on which kind of chart will be the best for what we're studying. Got it? OK, on to more pronouns!

Direct-Object Pronouns

The direct- and indirect-object pronouns are a bit tricky because the rules for using them are slightly different in Spanish compared to how they are in English. Let's start with answering the question, "What is a direct object?" Do you remember? **A *direct object* is the noun or pronoun to which the verb does its action**, or the noun or pronoun that gets "acted upon." You can really get an idea for what a direct object is when it's missing from a sentence. Here are some sentences that *should* have direct objects, but the direct objects aren't there! Fill in some direct objects yourself. Just put a noun on each line.

Yo tiro _____. (I throw _____.)

Yo uso _____. (I use _____.)

Yo temo _____. (I fear _____.)

Have you chosen your direct-object nouns? Do you see how, in every case, the action of the verb is being done to the noun you filled in? That's what happens to a noun that is a direct object.

Now, what do you do if you want to put pronouns in place of the nouns? First, you decide your noun's person, number, and gender. Then, you find a pronoun that has the same person, number, and gender. Remember, **if your noun is a direct object, the only pronoun that can take its place is a *direct-object pronoun***. Here are the direct-object pronouns:

	Singular	Plural
1st person	**me**	**nos**
2nd person	**te**	**vos**
3rd person	**lo/la**	**los/las**

Here's an example sentence using a noun:

Yo bebo una limonada. (I drink a lemonade.)

We want to just say, "I drink it." So, let's put a pronoun in for the lemonade. **Limonada** is a feminine singular noun, so I'll use the feminine singular direct-object pronoun **la**.

Yo la bebo.

Where does the direct-object pronoun belong? If the verb is conjugated (such as **bebo**), the direct-object pronoun goes *before* the verb. If the verb is in the infinitive form (such as **beber**), the pronoun goes *on the end of* the verb.

Let's take your first example sentence and give it some pronouns. First, figure out the gender and number of your noun. Then, choose the pronoun that goes in its place. Now plug your pronoun into the sentence. Remember, it goes before the conjugated verb:

Yo _____ tiro.

Now, add it to the end of an infinitive-form verb:

Yo quiero tirar____.

Indirect-Object Pronouns

An *indirect object* is the noun or pronoun in the sentence that receives the direct object. For example, when we say, "You give your dog a biscuit," what is the thing you're giving? It's the biscuit, right? That makes the biscuit the direct object. Who gets that yummy direct object? Your dog does. That makes your dog the indirect object. If you look at a sentence and ask yourself, "for whom?" or "to whom?" then the indirect object will be the noun that answers your question. "*To whom* do you give a dog biscuit?" Why, to your *dog*, of course!

An indirect object is represented by an *indirect-object pronoun*. You probably were able to guess that! Remember, almost all of the indirect-object pronouns are the same as the direct-object pronouns—except for the third-person pronouns. Here they are in a chart. The third-person row has been completed for you, now you do the rest:

	Singular	Plural
1st person	_____	_____
2nd person	_____	os
3rd person	**le**	**les**

In Spanish, when you have an indirect object, you *also* have an indirect-object pronoun. Just like direct-object pronouns, indirect-object pronouns go before conjugated verbs. If a verb is in the infinitive form, the indirect-object pronoun attaches onto the end of the verb. So, let's see these pronouns in action. Here's an example sentence:

Le envío una carta a mi mamá. (I send a letter to my mom.)

In this sentence, "mom" is the indirect object, since she's the one getting the direct object (the letter). Because she's the indirect object, she needs a pronoun. Gender doesn't matter with indirect-object pronouns, so we can just use **le**, the third-person singular pronoun. There it is, in front of **envío**.

What if I want to get rid of the phrase **a mi mamá**? That's easy to do! Because the indirect-object pronoun is already in place, we can just drop the indirect-object noun, no problem. Here's what that looks like:

Le envío una carta. (I send her a letter.)

Where Do We Place Object Pronouns?

This question is really important, so we're going to answer it one more time. You know that when you have a direct- or an indirect-object pronoun, it goes in front of your verb, right? That is, unless your verb is in the infinitive form.

When we take out our nouns and put in pronouns, this is how it looks:

	Our verb is just in one part, and it's conjugated. So, we put the object pronoun *before* the verb.	Our verb is in two parts, and one part is in the infinitive form. So, we put our object pronoun *on the end* of the infinitive verb.
Let's put a direct-object pronoun in for una carta.	**La envío a mi mamá.**	**Quiero enviarla a mi mamá.**
Let's put an indirect-object pronoun in for mi madre.	**Le envío una carta.**	**Quiero enviarle una carta.**

But what if we want to take out *both* nouns? If we have an indirect-object pronoun (IO) *and* a direct-object pronoun (DO), they sit right next to each other, and **the indirect-object pronoun goes first**.

Se[3]	**la**	**envío.**
IO	DO	Verb

3. Did you forget this form? Keep reading, and you'll see that it's really a **le** in disguise!

But wait! What happened to our indirect-object pronoun? Remember, we never have **le la** or **le lo** together because those word combinations are too twisty for your tongue—too many *l* sounds! Whenever a third-person indirect-object pronoun (**le** or **les**) is next to a **la** or a **lo**, **le** turns into **se**. And what if we had a verb that was in the infinitive? Well, then our sentence would look like this:

(Verb) (2nd Verb)(IO)(DO)

Quiero enviársela.

The other indirect-object pronouns, such as **me**, **te**, and **nos**, won't change. They don't have to because they don't start with *l*.

Pronouns After Prepositions

We've barely spent any time on pronouns after prepositions because they're really easy! They are the same as the subject pronouns, except for the **yo** and **tú** forms. Here are some example sentences with pronouns after prepositions. See if you can tell what the "special after-preposition pronouns" are in the first- and second-person singular forms.

	Singular	Plural
1st person	**Juan corrió hacia *mí*.** (Juan ran toward *me*.)	**Tú llegaste antes de *nosotros*.** (You got here before *us*.)
2nd-person familiar	**Este regalo es de *ti*.** (This present is from *you*.)	**Viajo a Madrid con *vosotros*.** (I travel to Madrid with *you all*.)
2nd-person formal	**Quiero hablar con *usted*.** (I want to talk to *you*.)	**Quiero pasar un rato sin *ustedes*.** (I want to spend a little while without *you all*.)
3rd person	**Recibí unas noticias de *él*.** (I got some news from *him*.)	**Las galletas son para *ellos*.** (The cookies are for *them*.)

Did you figure it out? The **yo** and **tú** forms are **mí** and **ti**.

A mí me gustan los verbos.

Do you remember how to say, "I like" in Spanish? It looks like this:

Me gusta el parque. (I like the park.)

Me gusta caminar. (I like to walk.)

Me gustan las flores. (I like the flowers.)

When we say "I like _____" in Spanish, we are really saying, "_____ is pleasing to me." Instead of being the subject of the sentence, you're the object. That's why we use an indirect-object pronoun (**me**) instead of a subject pronoun (**yo**) with the forms of **gustar**. If you look *really* closely, you'll see that the verb **gustar** is conjugated to agree in number with the thing you like: It's singular when you like "the park," and it's plural when you like "the flowers."

A. Translation:

1. **to fear**	_____	9. **el idioma**	_____
2. **I choose**	_____	10. **program**	_____
3. **I send**	_____	11. **poem**	_____
4. **news**	_____	12. **it is pleasing to me**	_____
5. **flower**	_____	13. **tiraré**	_____
6. **the park**	_____	14. **I use**	_____
7. **la carta**	_____	15. **I will drink**	_____
8. **problem**	_____	16. **to receive**	_____

B. Canto:

	Subject Pronouns	Direct-Object Pronouns	Indirect-Object Pronouns
1st-person singular	_____	_____	_____
2nd-person singular	_____	_____	_____
2nd-person formal	_____	_____	_____
3rd-person singular	_____	_____	_____
1st-person plural	_____	_____	_____
2nd-person plural	**vosotros/vosotras** (you all)	**os** (you all)	**os** (you all)
2nd-person plural formal (Latin American "you all")	_____	_____	_____
3rd-person plural	_____	_____	_____

C. Grammar:

1. Pronouns take the place of (circle one):
   a. Verbs
   b. Adjectives
   c. Any kind of word
   d. Nouns
2. Subject pronouns take the place of the _____ of a sentence.
3. Which subject pronouns have to agree in gender with the noun they replace?

   _____

4. What is the subject pronoun you use to talk to an adult? _____
5. What is the subject pronoun you use to talk to a group of people if you are anywhere but Spain? _____
6. What is the subject pronoun you use to talk to **un amigo**?_____
7. The action of the verb is done to (circle one):
   a. The subject of the sentence
   b. The direct object
   c. The indirect object
   d. The verb ending
8. The indirect object is the one that answers the question (circle one):
   a. "Why?"
   b. "Who is doing the action?"
   c. "To whom?" or "For whom?"
   d. "Can I be done now?"
9. You can have a sentence with an indirect-object noun and have no indirect-object pronoun anywhere else in the sentence. Circle one: True False
10. When you put direct- and indirect-object pronouns together, what goes first?

    _____

11. Which sentence is correct? Circle one:
    a. **<u>Te</u> doy un regalo.** (I give you a present.)
    b. **Doy<u>te</u> un regalo.** (I give you a present.)
12. Which sentence is correct? Circle one:
    a. **Voy <u>te</u> a dar un regalo.** (I'm going to give you a present.)
    b. **Voy a dar<u>te</u> un regalo.** (I'm going to give you a present.)

A. New and Review Vocabulary:

Spanish	English
_____	**to fear: I fear, I feared, I will fear**
_____	**to choose: I choose, I chose, I will choose**
_____	**to send: I send, I sent, I will send**
_____	**news**
_____	**flower, flowers**
_____	**the park**
_____	**letter**
_____	**problem**
_____	**language**
_____	**program**
_____	**poem**
_____	**to be pleasing: it is pleasing to me, it was pleasing to me, it will be pleasing to me**
_____	**to throw: I throw, I threw, I will throw**
_____	**to use: I use, I used, I will use**
_____	**to drink: I drink, I drank, I will drink**
_____	**to receive: I receive, I received, I will receive**

B. Canto:

	Subject Pronouns	Direct-Object Pronouns	Indirect-Object Pronouns
1st-person singular	_____	_____	_____
2nd-person singular	_____	_____	_____
2nd-person formal	_____	_____	_____
3rd-person singular	_____	_____	_____
1st-person plural	_____	_____	_____
2nd-person plural	**vosotros/vosotras** (you all)	**os** (you all)	**os** (you all)
2nd-person plural formal (Latin American "you all")	_____	_____	_____
3rd-person plural	_____	_____	_____

C. Grammar:

Here are some sentences with lots of nouns and pronouns. For each sentence, write *S* over the subject, *DO* over each direct object, and *IO* over each indirect object. Be careful! Not all of the sentences have direct and indirect objects. You'll have to think hard about this one.

1. **Yo le envié una carta a mi madre.** (I sent a letter to my mom.)

2. **Marcos recibe un regalo de su amigo. Marcos le dice "gracias."**
   (Marcos receives a present from his friend. Marcos tells him, "Thanks.")
   Note: Be careful—**de su amigo** is a prepositional phrase.

3. **Lupe te dijo las noticias.** (Lupe told you the news.)

4. **¿Quires tú una bebida? Ella te la dará.** (Do you want a drink? She will give it to you.)

5. **Abuelo necesita una flor. Yo voy a dársela.** (Grandpa needs a flower. I am going to give it to him.)

6. **¿Te gustan los poemas?** (Do you like poems?)

Repaso de vocabulario

Now that you've learned more than ninety new vocabulary words, as well as reviewed many words you learned in *SFCA*, here's a chance to see how much you remember! Check the boxes of each word you don't know. Then review those words as much as you need to in order to master them.

Chapter 1

☐ 1. **to eat breakfast**	☐ 5. **paper**	☐ 9. **word**	☐ 13. **to dance**
☐ 2. **to cut**	☐ 6. **notebook**	☐ 10. **page**	☐ 14. **to run**
☐ 3. **pencil**	☐ 7. **scissors**	☐ 11. **to speak**	☐ 15. **to open**
☐ 4. **pen**	☐ 8. **backpack**	☐ 12. **to sing**	☐ 16. **to live**

Chapter 2

☐ 17. **to show**	☐ 21. **breakfast**	☐ 25. **vegetables**	☐ 29. **to be able to**
☐ 18. **to go down**	☐ 22. **party**	☐ 26. **dessert**	☐ 30. **to put/place**
☐ 19. **to come**	☐ 23. **drink**	☐ 27. **to want/love**	☐ 31. **to make/do**
☐ 20. **lunch**	☐ 24. **fruit**	☐ 28. **to have**	☐ 32. **to see**

Chapter 3

☐ 33. **to begin**	☐ 37. **to believe**	☐ 41. **boat**	☐ 45. **to be**[1]
☐ 34. **to eat lunch**	☐ 38. **airport**	☐ 42. **suitcase**	☐ 46. **to sleep**
☐ 35. **to drive**	☐ 39. **airplane**	☐ 43. **to say/tell**	☐ 47. **to ask for**
☐ 36. **to reduce**	☐ 40. **bus**	☐ 44. **to know**	

1. Hint: You know two words for "to be"!

Chapter 4

☐ 48. **clean**	☐ 52. **fun**	☐ 56. **different**	☐ 60. **little**
☐ 49. **dirty**	☐ 53. **boring**	☐ 57. **same**	☐ 61. **good**
☐ 50. **happy**	☐ 54. **difficult**	☐ 58. **myself**	☐ 62. **bad**
☐ 51. **sad**	☐ 55. **easy**	☐ 59. **big**	

Chapter 5

☐ 63. **always**	☐ 68. **early**	☐ 72. **too (plus an adjective)**	☐ 76. **at, to**
☐ 64. **never**	☐ 69. **neither**	☐ 73. **too much, too many**	☐ 77. **from, of**
☐ 65. **still**	☐ 70. **only**	☐ 74. **for, by, through**	☐ 78. **with**
☐ 66. **also**	☐ 71. **alone**	☐ 75. **for, toward**	☐ 79. **without**
☐ 67. **late**			

Chapter 6

☐ 80. **to fear**	☐ 84. **flower, flowers**	☐ 88. **language**	☐ 92. **to throw**
☐ 81. **to choose**	☐ 85. **the park**	☐ 89. **program**	☐ 93. **to use**
☐ 82. **to send**	☐ 86. **letter**	☐ 90. **poem**	☐ 94. **to drink**
☐ 83. **news**	☐ 87. **problem**	☐ 91. **to be pleasing**	☐ 95. **to receive**

Story Jumble (Chapters 4 and 5)

Here's a story for you to read, but it looks as though you shook your book too hard and all the adverbs and adjectives fell out! They're in a big pile, and you need to decide where in the story each of them should go. Pick terms from the adverb and adjective pile to fill in the blanks in the story. In the following paragraph, little arrows will indicate which word each blank space is describing. Adverbs should describe _____, and adjectives should describe _____.

Remember, if you use an adjective, it needs to match its noun in gender and number.

Adverb and Adjective Pile:

feliz **diferente** **limpio** **aburrido** **sucio** **siempre** **fácil** **triste** **divertido** **difícil** **demasiado** **nunca** **también** **temprano** **tarde** **cómicamente** **lentamente** **rápidamente** **fácilmente**

Mi amigo ←_____ llegó ←_____ a mi casa. Su cara estaba ←_____, y él entró ←_____. Yo le

pregunté: "¿Tú estás ←_____ ?" Pero él me dijo, "No, ¡yo estoy ←_____!"

Conjugating in the Future Tense (Chapters 1 and 2)

Here's another story, and this time all the *verb endings* fell off! Figure out who is doing each action and then add the correct verb endings. The verbs are in parentheses beside each blank. Insert the complete verb form, with its ending, in each blank.

Mañana, ¡mi familia (*ir-*) _____ a Barcelona! Nosotros (*hablar-*) _____ español y yo (*ver-*) _____ a mis amigos. ¡Ellos (*dir-*) _____ que yo hablo muy bien el español! Nosotros (*jugar*) _____ en el parque. Mis padres (*visitar-*) _____ el Museo Picasso. Mi mamá (*comprar-*) _____ una pintura. ¡Tú (*querr-*) _____ ir conmigo!

Preterit Irregulars (Chapter 3)

Uh-oh, someone didn't learn their conjugations properly! This student left two possible answers in each sentence, because he wasn't sure how to properly conjugate these terms—they are italicized in parentheses. Finish this student's work by circling the correct conjugation in each sentence.

¡Marcos (*haco*, *hizo*) un gol!

Mis amigos y yo (*imos*, *fuimos*) al parque para un picnic.

Los estudiantes (*leieron*, *leyeron*) *Don Quijote*.

Yo (*dormí*, *durmí*) en una hamaca.

La maestra (*dijo*, *deció*) adiós.

Yo (*queré*, *quise*) ir con ustedes.

Mi padre (*sabió*, *supo*) la verdad (the truth)**.**

¿(*Estiste*, *Estuviste*) en el parque?

¿(*Tenieron*, *Tuvieron*) ellas las flores?

Prepositions (Chapter 5)

1. When a preposition is followed by a number of other words—a prepositional phrase—it can function as a(n) _____.
2. Prepositions in the Blender:
   You were trying to make a **batido** (a smoothie) while you did your Spanish homework, and you accidentally put the bananas in your backpack and your homework in the blender. See if you can draw lines to put the pieces back together and make complete sentences.

1. **Yo como mis patatas** (potatoes)	**en el restaurante.**
2. **Gracias**	**para su mamá.**
3. **Cenamos**	**con ketchup.**
4. **Yo le doy unas flores**	**por el ketchup.**
5. **Las flores son**	**a mi amiga.**

Algo más
(Something More)

Contractions

Do you know what contractions are? **A contraction is two words squished together to form one word** (such as "don't" and "can't"). There aren't nearly as many contractions in Spanish as there are in English. All you need to worry about now are these four:

a (to) + **el** (the) = **al** (to the)
de (of) + **el** (the) = **del** (of the)
con (with) + **mí** (me) = **conmigo** (with me)
con (with) + **ti** (you) = **contigo** (with you)

Now, you try it! For each of the following sentences, circle the option that will form a *contraction*. Then, write out the sentence two ways, using both of the provided options. This way you'll practice making sentences with contractions and without them.

1. **Voy a _____**
   a. **la escuela.**
   b. **el banco.**

Finished Sentences:
_____
_____

2. **Ella es la amiga de _____**
   a. **el presidente.**
   b. **la actriz.**

Finished Sentences:
_____
_____

3. **Mi hermano viene con _____**
   a. **nosotros.**
   b. **mi.**

Finished Sentences:
_____
_____

4. **Quiero jugar con _____**
   a. **Juan.**
   b. **ti.**

Finished Sentences:
_____
_____

Mucho and **Poco**

Usually when you memorize a word on your vocabulary list, you know which part of speech it is. We list verbs with several of their conjugations (such as **cantar: canto, canté, cantaré**), and nouns always come with articles in front of them (such as **el lápiz**, **la mochila**). You also know when a term is an adjective because we list it with the adjective endings, like this: **alto/a/os/as**.

But there are some words that can be many different parts of speech. Let's look at two of them: **mucho** and **poco**.

They can be *adjectives*:

Tengo *muchos* amigos. (**mucho** = many, a lot of)
Tengo *pocos* lápices. (**poco** = few, not many)

They can be *adverbs*:

Te quiero *mucho*. (**mucho** = a lot, very much)
Yo estudio *poco*. (**poco** = little, not much)

They can even be *pronouns*:

¿Tienes amigos? Sí, tengo *muchos*. (**mucho** = many, a lot)
¿Hablas español? Sí, hablo *un poco*. (**un poco** = a little bit)

You'll notice that these kinds of words tend to follow the rules for whatever part of speech they are at the time. When they're adjectives, they agree with their nouns in gender and number. When they're adverbs, they don't have to agree

with any other words. Keep your eyes open, and see how many part-of-speech changing words you can spot. You'll be surprised how many you'll come across!

Putting on a Play (Chapter 6)

A great way to get some extra practice in Spanish is to put on little plays. Even if you're all by yourself, you could always make some puppets and put on a Spanish puppet show. The more you practice speaking Spanish out loud, the better you will be! Here's a starter for you—the short script of a play with two characters: **el chico** and **el policía** (the police officer). There's just one problem: The person who wrote this play didn't know that in Spanish, people use the **tú** form when they are speaking to a child, a friend, or someone they know very well. Nor did the writer know that people use the **usted** form when they are speaking to an adult, a stranger, or someone they respect. So, which character do you think will use **tú** when he is talking to the other person? Which character will use **usted**? The following are their lines. Circle the correct pronouns, and conjugate the verbs. Remember, when you use the **usted** form, you will use third-person singular verbs and special pronouns. When you've finished the grammar, you can put on the play!

Policía: Buenos días.

Chico: Buenos días, señor.

Policía: ¿Qué (*hacer*, present tense) **_____ (*tú*, *usted*) aquí?**

Chico: Yo busco a mi perro. ¿Lo (*ver*, preterit tense) **_____ (*usted*, *tú*)?**

Policía: ¿Es grande (*su*, *tu*) perro?

Chico: Sí.

Policía: ¿Tiene un collar verde?

Chico: Sí.

Policía: ¿Es blanco y negro?

Chico: ¡Sí! Señor, ¡(*Usted*, *Tú*) (*ver*, preterit tense) **_____ a mi perro!**

Policía: No, no lo vi.

Chico: ¿Qué?

Policía: No, no estoy en plan de broma. (I'm just kidding.) **(*Tu*, *Su*) perro está en la comisaría** (police station)**. Él (*le*, *te*) echa de menos.** (He misses you.)

Chico: Muchas gracias, señor. Y yo sé que mi perro le dirá gracias a (*ti*, *usted*) también.

What Do You Like? (Chapter 6)

Do you remember how to use the verb **gustar**? Practice talking about what you like!

1. Make a list of eight things you like. If you want to say that you like an activity, you can leave the verb in the infinitive form (for example, "I like *to run*," "**Me gusta *correr***").

   a. _____
   b. _____
   c. _____
   d. _____
   e. _____
   f. _____
   g. _____
   h. _____

2. Turn the first four into written sentences. Remember to write **me gusta** if the thing you like is singular, and **me gustan** if the thing you like is plural.

   a. _____
   b. _____
   c. _____
   d. _____

3. Use the last four things on your list to make four more sentences; but this time, don't write anything. Just say them out loud. Use the same grammar rules!

Cantos

You know the drill! Fill in your **cantos**. If you have any trouble, make sure you practice, practice, practice. You're going to need to know these as we move on!

Canto: Review of Verb Endings (Chapter 1)

	Present-Tense			Preterit-Tense		Future-Tense Verb Endings
	-ar Verb Endings	-er Verb Endings	-ir Verb Endings	-ar Verb Endings	-er/-ir Verb Endings	
1st-person singular (**yo**)	_____	_____	_____	_____	_____	_____
2nd-person singular (**tú**)	_____	_____	_____	_____	_____	_____
3rd-person singular (**él/ella/usted**)	_____	_____	_____	_____	_____	_____
1st-person plural (**nosotros**)	_____	_____	_____	_____	_____	_____
2nd-person plural (**vosotros**)	**-áis**	**-éis**	**-ís**	**-asteis**	**-isteis**	**-éis**
3rd-person plural (**ellos/ustedes**)	_____	_____	_____	_____	_____	_____

Canto: Review of **Ser** (to be), **Estar** (to be), and **Ir** (to go) Present-Tense Forms (Chapter 2)

	Ser (to be: characteristics and "permanent" qualities)		**Estar** (to be: location, condition, and "temporary" qualities)	
	Singular	Plural	Singular	Plural
1st person	_____	_____	_____	_____
2nd person	_____	**sois** (you all are)	_____	**estáis** (you all are)
3rd person	_____	_____	_____	_____

Ir (to go)

	Singular	Plural
1st person	_____	_____
2nd person	_____	**vais** (you all go)
3rd person	_____	_____

Canto: Review of **Ser** and **Ir** Preterit-Tense Forms

Ser Preterit-Tense Forms (Chapter 3)

	Singular	Plural
1st person	_____	_____
2nd person	_____	**fuisteis** (you all were)
3rd person	_____	_____

Ir Preterit-Tense Forms

	Singular	Plural
1st person	_____	_____
2nd person	_____	**fuisteis** (you all went)
3rd person	_____	_____

Canto: Review of Articles and Adjective Endings (Chapter 4)

	Definite Articles		Indefinite Articles		Adjective Endings	
	Singular	Plural	Singular	Plural	Singular	Plural
Masculine	_____	_____	_____	_____	_____	_____
Feminine	_____	_____	_____	_____	_____	_____

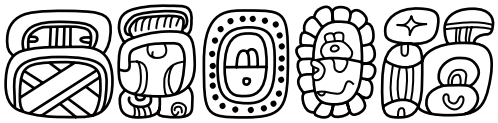
Canto: Review of Prepositions (Chapter 5)

Fill in the prepositions. On the lines to the right, write the English translation of each preposition.

Spanish	English
Preposiciones _____ la ardilla	_____
La ardilla va:	
_____ mi casa	_____
_____ descanso	_____
_____ el parque	_____
_____ su hogar	_____
_____ el árbol	_____
_____ _____ _____ lago.	_____
Llega _____ su nido	_____
_____ una nuez	_____
_____ _____ correr	_____
_____ _____ comer.	_____

Canto: Review of Pronouns (Chapter 6)

	Subject Pronouns	Direct-Object Pronouns	Indirect-Object Pronouns
1st-person singular	_____	_____	_____
2nd-person singular	_____	_____	_____
2nd-person formal	_____	_____	_____
3rd-person singular	_____	_____	_____
1st-person plural	_____	_____	_____
2nd-person plural	**vosotros/vosotras** (you all)	**os** (you all)	**os** (you all)
2nd-person plural formal (Latin American "you all")	_____	_____	_____
3rd-person plural	_____	_____	_____



La cuarta piedra:

Fourth Preterit Puzzle Piece

Yo-Form Irregulars

To find your next **piedra**, you need to master the **yo**-form spelling-change preterits. Some verbs have a preterit-tense spelling change only in the **yo** form. Here are three rules for **yo**-form spelling-change preterits.

1. Verbs that end in **-zar** change the ***z*** to a ***c*** in the preterit **yo** form.
   almorzar » **almorcé**

Now you try it. Fill in the missing letters.

empezar:	**yo empe___é**	**tú empe___aste**
comenzar:	**yo comen___é**	**él comen___ó**
abrazar:	**yo abra___é**	**ellos abra___aron**

2. Verbs that end in **-gar** (such as **pagar**) change the ***g*** to a ***gu***.
   pagar » **pagué**

You can remember this one because without adding the *u*, the *e* would change the sound of the *g*. This would make the **yo**-form preterit of **pagar** sound like "paHAY" instead of "paGAY."

Here are some other verbs that would sound funny in the preterit without the *u*. Remember, you only add it in the **yo** form. Finish the conjugations to earn your **piedra**.

jugar: yo ju __ __ __, tú ju__ __ __ __ __, él ju__ __,

nosotros ju__ __ __ __ __, ellos ju __ __ __ __ __

llegar: yo lle __ __ __, tú lle__ __ __ __ __, él lle __ __,

nosotros lle__ __ __ __ __, ellos lle __ __ __ __ __

apagar: yo apa __ __ __, tú apa __ __ __ __ __, él apa __ __,

nosotros apa __ __ __ __ __, ellos apa__ __ __ __ __

3. Verbs that end in **-car** change the ***c*** to a ***qu***.
   toc<u>a</u>r » toq<u>u</u>é

Now you try it. Conjugate the verbs to match the subjects provided.

buscar: yo __ __ __ __ ◯ __, **nosotros** __ __ __ ◯ __ __ __ __,

ellas __ __ __ ◯ __ __ __ __

explicar: yo __ __ __ __ __ __ ◯ __, **tú** __ __ __ __ __ ◯ __ __ __ __,

ustedes __ __ __ __ __ ◯ __ __ __ __

practicar: yo __ __ __ ◯ __ __ __ ◯ __, **él** __ __ __ ◯ __ __ ◯ __,

ellos __ __ __ __ __ __ ◯ __ __ __ __

Now earn your **piedra**. Count how many of each of these letters you wrote in the circled spaces.

Your next **piedra** is: ____ ____ ____
G C U

But wait—that doesn't mean anything! Use this decoder strip to turn your numbers into a word.

a	b	c	d	e	f	g	h	i	j	k	l	m
20	19	18	17	16	15	14	13	12	11	10	9	8

n	o	p	q	r	s	t	u	v	w	x	y	z
7	6	5	4	3	2	1	26	25	24	23	22	21

The image on your next **piedra** is an __ __ __.