SPANISH

by Wikibooks contributors

¡Aprovechéalo!
Learn the Spanish language

Developed on Wikibooks,
the open-content textbooks collection

Permission is granted to copy, distribute and/or modify this document under the terms of the GNU Free Documentation License, Version 1.2 or any later version published by the Free Software Foundation; with no Invariant Sections, no Front-Cover Texts, and no Back-Cover Texts. A copy of the license is included in the section entitled "GNU Free Documentation License".

Images are either licensed under the GFDL or released into the public domain. Creators of GFDL images are listed in image captions.

Principal authors: ThomasStrohmann (C) · Karl Wick (C) · Wintermute (C) · Mariela Riva (C) · Mxn (C) · Sabbut (C) · Javier Carro (C) · Fenoxielo (C) · Think Fast (C) · Celestianpower (C) · AnthonyBaldwin (C) · John D’Adamo (C)

Cover: Zona costera de la Coveta Fuma en el término municipal de Campello, Alicante. By Kasiber and Celestianpower.

The current version of this Wikibook may be found at: http://en.wikibooks.org/wiki/Spanish
Introduction

**Book definition**

- **Scope**: This Wikibook aims to teach the Spanish language from scratch. It will cover all of the major grammar rules, moving slowly and offering exercises and plenty of examples. It's not all grammar though, as it offers vocabulary and phrases too, appealing to all learners. By the end, you should be able to read and write Spanish skilfully, though you'll need a human to help with listening and speaking.

- **Purpose**: The purpose of this Wikibook is to teach you the Spanish language in an easy and accessible way. By the end, as mentioned, you should be a proficient reader and writer, though listening and speaking require a human tutor.

- **Audience**: Anyone who wishes to learn Spanish, though adult and teenage learners are likely to enjoy it more.

- **Organisation**: This Wikibook requires no prior knowledge of the subject, and all relevant terms are explained as they are encountered. The book runs chronologically from lesson 1 to lesson 2 to lesson 3 and so on until the end.

- **Narrative**: Generally engaging and thorough, with plenty of examples and exercises to aid learning. Once concepts are introduced, they are repeated, building a base of vocabulary and grammar that will stay in your mind.
• Style: This book is written in British English, and the Spanish taught is generally "Spanish" Spanish, though key regional differences are explained as we go along. The formatting is consistent throughout, with Spanish in italics and all tables using the same formatting. Each lesson begins with a conversation, including the key grammar and vocabulary in the lesson. At the end, there is a summary, explaining what has been achieved. Exercises are linked throughout, and each new concept or set of vocabulary is accompanied by examples, each with a translation underneath.

Introduction

You are about to embark on a course learning a second language, the Spanish Language!

The first lesson begins with simple greetings, and covers important ideas of the Spanish Language. Throughout education, methods of teaching Spanish have changed greatly. Years ago, the Spanish Language was taught simply by memory. Today, however, the Spanish Language is taught by moving slower and covering grammar and spelling rules.

Again, this is an introduction. If this is the first time you are attempting to learn Spanish, do not become discouraged if you cannot understand, pronounce, or memorize some of the things discussed here.

In addition, learning a second language requires a basic understanding of your own language. You may find, as you study Spanish, that you learn a lot about English as well. At their core, all languages share some simple components like verbs, nouns, adjectives, and plurals. Your first language comes naturally to you and you don't think about things like subject-verb agreement, verb conjugation, or usage of the various tenses; yet, you use these concepts on a daily basis.

While English is described as a very complicated language to learn, many of the distinguishing grammar structures have been simplified over the years. This is not true for many other languages. Following the grammatical conventions of Spanish will be very important, and can actually change the meaning of phrases. You'll see what is meant by this as you learn your first verbs ser and estar.

Do not become discouraged! You can do it.
Pronouncing Spanish based on the written word is much simpler than pronouncing English based on written English. This is because, with few exceptions, each letter in the Spanish alphabet represents a single sound, and even when there are several possible sounds, simple rules tell us which is the correct one. In contrast, many letters and letter combinations in English represent multiple sounds (such as the ou and gh in words like cough, rough, through, though, etc.).

Letter-sound correspondences in Spanish

The table below presents letter-sound correspondences in the order of the traditional Spanish alphabet. (Refer to the article Writing system of Spanish in Wikipedia for details on the Spanish alphabet and alphabetization.)

<table>
<thead>
<tr>
<th>Letter</th>
<th>Name of the letter</th>
<th>IPA</th>
<th>Pronunciation of the letter (English approximation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A a</td>
<td>a</td>
<td>a</td>
<td>Like a in father</td>
</tr>
<tr>
<td>B b</td>
<td>be, be larga, be alta</td>
<td>b</td>
<td>Like b in bad.</td>
</tr>
<tr>
<td>C c</td>
<td>ce</td>
<td>s/θ</td>
<td><strong>Before the vowels e and i</strong>, like c in center (Americas) or th in thin (Spain).</td>
</tr>
<tr>
<td></td>
<td></td>
<td>β</td>
<td>Between vowels, the lips should not touch when pronouncing the sound (somewhat similar to the v in value).</td>
</tr>
<tr>
<td>Ch ch</td>
<td>che</td>
<td>tf</td>
<td><strong>Before the vowels e and i</strong>, like c in church. In Argentina it sounds almost like j in jump, but it's clearly different from Argentinian y (see below).</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Does not have an exact English equivalent. Sounds similar to the d in day, but instead of the tongue touching the roof of the mouth behind the teeth, it should touch the teeth themselves. Between vowels, the tongue should be lowered so as to not touch the teeth (somewhat similar to the th in the).</td>
</tr>
<tr>
<td>D d</td>
<td>de</td>
<td>d</td>
<td>Like e in ten.</td>
</tr>
<tr>
<td>E e</td>
<td>e</td>
<td>e</td>
<td>Like f in four.</td>
</tr>
<tr>
<td>F f</td>
<td>efe</td>
<td>f</td>
<td><strong>Before the vowels e and i</strong>, like a Spanish j (see below).</td>
</tr>
<tr>
<td>G g</td>
<td>ge</td>
<td>x</td>
<td><strong>Everywhere else</strong>, like g in get, but between vowels (where the second vowel is a, o or u), the tongue should</td>
</tr>
</tbody>
</table>
not touch the soft palate (no similar sound in English, but it's somewhat like Arabic ghain).

**Silent**, unless combined with c (see above). Hu- or hi-followed by another vowel at the start of the word stand for /w/ (English w) and /j/ (English y). Also used in foreign words like hamster, where it is pronounced like a Spanish j (see below).

H h  hache

Silent, unless combined with c (see above). Hu- or hi-followed by another vowel at the start of the word stand for /w/ (English w) and /j/ (English y). Also used in foreign words like hamster, where it is pronounced like a Spanish j (see below).

I i  i  i

Like e in he. Before other vowels, it approaches y in you.

J j  jota  x/h

Like the ch in loch, although in many dialects it sounds like English h.

K k  ka  k

Does not have an exact English equivalent. It is similar to the English "l" in line, but shorter, or "clipped." Instead of the tongue touching the roof of the mouth behind the teeth, it should touch the tip of the teeth themselves.

L l  ele  l

Properly, like gl in the Italian word gli. Does not have an English equivalent, but it's somewhat similar to li in million. Very commonly simply pronounced as /j/ (English y).

Ll ll  doble ele, elle  /j/

Like the k in ask. Only used in words of foreign origin - Spanish prefers c and qu (see above and below, respectively).

M m  eme  m

Like n in no. Before p, b, f and v (and in some regions m) sounds as m in important. For example un paso sounds umpaso. Before g, j, k sound (c, k, q), w and hu sounds like n in anchor: un gato, un juego, un cubo, un kilo, un queso, un whisky, un hueso. Before y sound (y or ll), it sounds like ñ, see below.

N n  ene  n

/properly, like gl in the Italian word gli. Does not have an English equivalent, but it's somewhat similar to li in million. Very commonly simply pronounced as /j/ (English y).

Ñ ñ  eñe  ñ

Like m in more.

O o  o  o

Like e in he. Before other vowels, it approaches y in you.

P p  pe  p

Like q in quit. As in English, it is always followed by a u, but before e or i, the u is silent (líquido is pronounced /'li.ki.ðo/). The English /kw/ sound is normally written cu in Spanish (cuánto), although qu can be used for this sound in front of a or o (quásar, quórum).

This has two pronunciations, neither of which exist in English. The 'soft' pronunciation sounds like American relaxed pronunciation of tt in "butter", and is written r (always written r). The 'hard' pronunciation is a multiply vibrating sound, similar to Scottish rolled r (generally written rr). 'Hard' r is also the sound of r at the start of a word or after l, n or s.
Pronunciation

<table>
<thead>
<tr>
<th>Letter</th>
<th>Pronunciation</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</td>
<td>Like s in <em>six</em>. In many places it's aspirated in final position, although in Andalusia it is not itself pronounced, but changes the sound of the preceding vowel. (See regional variations).</td>
<td></td>
</tr>
<tr>
<td>t</td>
<td>Does not have an exact English equivalent. Like to the <em>t</em> in <em>ten</em>, but instead of the tongue touching the roof of the mouth behind the teeth, it should touch the teeth themselves.</td>
<td></td>
</tr>
<tr>
<td>u</td>
<td><em>Before another vowel</em> (especially after <em>c</em>), like <em>w</em> in <em>twig</em>. <em>In the combinations</em> <em>gue</em> and <em>gui</em>, <em>it is silent unless it has a diaresis</em> (güe, güi), <em>in which case it is as above: w</em>.</td>
<td></td>
</tr>
<tr>
<td>V V</td>
<td>Identical to Spanish <em>b</em> (see above). It can pronounced as &quot;v&quot;, but it's not common.</td>
<td></td>
</tr>
<tr>
<td>W W</td>
<td>Used only in words of foreign origin (Spanish prefers <em>u</em>). Pronunciation varies from word to word: <em>watt</em> is pronounced like <em>bat</em>, but <em>kiwi</em> is pronounced like <em>quihui</em>.</td>
<td></td>
</tr>
<tr>
<td>X X</td>
<td>Like <em>ks</em> (English <em>x</em>) in <em>extra</em>. (Note that <em>x</em> used to represent the sound of <em>sh</em>, which then evolved into the sound now written with <em>j</em>. A few words have retained the old spelling, but have modern pronunciation. Most notably, <em>México</em> and its derivatives are pronounced like <em>Méjico</em>. Technically, it is simply the preferred spelling of <em>i</em> + vowel at the beginning of a word or vowel + <em>i</em> at the end of a word (yeso rather than ieso, <em>hay</em> rather than <em>hai</em>), and should be pronounced exactly as <em>i</em>. However, in some places it is identical to English <em>y</em>. In Argentina is pronounced similar to the English <em>sh</em> in <em>she</em>, or English <em>j</em> in <em>jump</em>, and in Chile is pronounced /ʒ/ (like English <em>si</em> in <em>vision</em>).</td>
<td></td>
</tr>
<tr>
<td>Y Y</td>
<td>Always the same sound as a soft <em>c</em> i.e. either /θ/ (most of Spain) or /s/ (elsewhere). See <em>c</em> for details.</td>
<td></td>
</tr>
</tbody>
</table>

**One letter, one sound**

Pronouncing Spanish based on the written word is much simpler than pronouncing English based on written English. Each vowel represents only one sound. With some exceptions (such as *w* and *x*), each consonant also represents one sound. Many consonants sound very similar to their English counterparts.

As the table indicates, the pronunciation of some consonants (such as *b*) does vary with the position of the consonant in the word, whether it is between vowels
or not, etc. This is entirely predictable, so it doesn't really represent a breaking of the "one letter, one sound" rule.

The University of Iowa has a very visual and detailed explanation of the Spanish pronunciation.

Local pronunciation differences

Just as in the English-speaking world, people in different Spanish-speaking countries and areas speak with different accents. The main difference is that in the Americas two sounds were lost in comparison to Spain: \textit{z} sounds like \textit{s}, and \textit{ll} sounds like \textit{y}. Even in Spain most people pronounce \textit{ll} and \textit{y} the same way nowadays. In Bolivia and Peru, \textit{z} is lost but \textit{ll} is kept. In Argentina and Uruguay \textit{ch} and \textit{ll} have a characteristic hard sound. In Mexico, vowels are reduced to schwa (like in English \textit{about}, \textit{celestial}, \textit{gorilla}). In Puerto Rico and Cuba they confuse \textit{r} and \textit{l}. In many countries \textit{j} is not hard but it's like an English \textit{h} (as in \textit{hot}). A Chilean is heard as saying \textit{mujier} instead of \textit{mujer}. Also, in most parts of Spain, speakers pronounce \textit{z}'s and soft \textit{c}'s as \textit{th}'s. For example, cinco (in Americas pronounced like sinko), would be pronounced as "thinko".

In spite of these differences, two Spanish speakers from different places will always understand each other, provided they speak the cultivated versions of their respective cities. If fast colloquial speech is used, comprehension may be impaired.

Word stress

In Spanish there are two levels of stress when pronouncing a syllable: stressed and unstressed. To illustrate: in the English word "\textit{thinking}", "\textit{think}" is pronounced with stronger stress than "\textit{ing}". If both syllables are pronounced with the same stress, it sounds like "\textit{thin king}".

With one category of exceptions (-\textit{mente} adverbs), all Spanish words have one stressed syllable. If a word has an accent mark (\'\; explicit accent), the syllable with the accent mark is stressed and the other syllables are unstressed. If a word has no accent mark (implicit accent), the stressed syllable is predictable by rule (see below). If you don't put the stress on the correct syllable, the other person may have trouble understanding you. For example: \textit{esta}, which has an implicit accent in the letter \textit{e} , means "this (feminine)"; and \textit{está}, which has an explicit accent in the letter \textit{a}, means "is." \textit{Inglés} means "English," but \textit{ingles} means "groins."

Adverbs ending in -\textit{mente} are stressed in two places: on the syllable where the accent falls in the adjectival root and on the \textit{men} of -\textit{mente}. For example: \textit{estúpido} → \textit{estúpidamente}. 
Pronunciation

The vowel of an unstressed syllable should be pronounced with its true value, as shown in the table above. Don't reduce unstressed vowels to neutral schwa sounds, as occurs in English.

Rules for pronouncing the implicit accent

There are only two (or one) rules for pronouncing the implicit accent. The stressed syllable is in bold letters:

- If a word has no accent mark and ends with a vowel or with n or s, the next-to-last syllable is stressed.
  - **Examples**:  
    - *cara* (ca-ra) (face)  
    - *mano* (ma-no) (hand)  
    - *amarillo* (a-ma-ri-llo) (yellow)  
    - *hablan* (ha-blan) (they speak)  
    - *martes* (mar-tes) (Tuesday)

- If a word has no accent mark and ends with a consonant other than n or s, the last syllable is stressed.
  - **Examples**:  
    - *farol* (fa-rol) (street lamp)  
    - *azul* (a-zul) (blue)  
    - *español* (es-pa-ñol) (Spanish)  
    - *salvador* (sal-va-dor) (savior).

The diaeresis (¨)

In the clusters *gue* and *gui*, the u is not pronounced; it serves simply to give the g a hard-g sound, like in the English word *gut* (*gue* → [ge]; *gui* → [gi]).

However, if the u has a the diaeresis mark (¨), it is pronounced like an English w (*güe* → [gwe]; *güi* → [gwi]). This mark is rather rare.

Examples:

- *pingüino* = penguin
- *agüéis* (2nd person plural, present subjunctive of the verb *aguar*). Here, the diaeresis preserves the u (or [w]) sound in all the verb tenses of *aguar*.
1 ¿Cómo te llamas?

Dialogue

Raúl: ¡Hola! Me llamo Raúl. ¿Cómo te llamas?
Sofía: Hola, Raúl. Me llamo Sofía. ¿Cómo se escribe Raúl?
Raúl: Se escribe R-A-Ú-L. ¿Qué tal?
Sofía: Bien. ¿Y tú?
Raúl: Fenomenal, gracias.
Sofía: ¡Qué fantástico! Adiós, Raúl.
Raúl: ¡Hasta luego!

Hello!

Spanish Vocabulary • ¿Cómo te llamas? ¡Hola! • Hello!

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hello</td>
<td>Hola (listen)</td>
</tr>
<tr>
<td>Good morning!</td>
<td>¡Buenos días! (listen)</td>
</tr>
<tr>
<td>Good day!</td>
<td>¡Buenas tardes! (listen)</td>
</tr>
<tr>
<td>Good evening!</td>
<td>¡Buenas noches! (listen)</td>
</tr>
<tr>
<td>Good night!</td>
<td>¡Hasta luego! (listen)</td>
</tr>
<tr>
<td>See you later!</td>
<td>Adiós (listen)</td>
</tr>
</tbody>
</table>

Notes

- Hasta means "until"; luego means "then". In the same vein, hasta mañana means "see you tomorrow".
- Note the upside-down exclamation and question marks; you will learn more about them in lesson three.

Examples

- ¡Buenos días, clase!
  Good morning, class!
- Hola, ¿Qué tal hoy?
  Hello, how are you today?
- Adiós, ¡hasta luego!
  Bye, see you soon!
¿Cómo te llamas?

What's your name?

To ask someone else's name in Spanish, use Cómo, then one of the phrases in the table below (¿Cómo te llamas? is "What's your name?").

In Spanish, to say your name, you use the reflexive verb llamarse, which means literally to call oneself (Me llamo Robert is "My name is Robert").

<table>
<thead>
<tr>
<th>Spanish Verb • ¿Cómo te llamas?</th>
<th>Llamarse • To call oneself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inglés</td>
<td>Español</td>
</tr>
<tr>
<td>I am called</td>
<td>Me llamo</td>
</tr>
<tr>
<td>You (familiar, singular) are called</td>
<td>Te llamas</td>
</tr>
<tr>
<td>He/She/You (formal, singular) is/are called</td>
<td>Se llama</td>
</tr>
<tr>
<td>We are called</td>
<td>Nos llamamos</td>
</tr>
<tr>
<td>You (familiar, plural) are called</td>
<td>Os llamáis</td>
</tr>
<tr>
<td>They/You (formal, plural) are called</td>
<td>Se llaman</td>
</tr>
</tbody>
</table>

Notes

- "Os llamáis" would only be used in Spain. In all other Spanish-speaking countries, "Se llaman" is used in both familiar and formal situations.

Examples

- *Me llamo Chris*
  My name is Chris
- *Se llaman Peter y Robert*
  They're called Peter and Robert.
- ¿Cómo te llamas?
  What's your name?
- ¿Cómo se llama?
  What's his/her name?

How are you?

<table>
<thead>
<tr>
<th>Spanish Vocabulary • ¿Cómo te llamas?</th>
<th>¿Qué tal? • How are you?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inglés</td>
<td>Español</td>
</tr>
<tr>
<td>How are you?</td>
<td>¿Qué tal? (listen)</td>
</tr>
<tr>
<td>Great!</td>
<td>¿Cómo estás?</td>
</tr>
</tbody>
</table>

Wikibooks | 11
Fantástica
Very well Muy bien
Well Bien
Bad Mal
Really bad Fatal
And you? ¿Y tú?
Thank you Gracias (listen)

Note
For some of the words above, there are two options. The one ending in "o" is for males, and the one ending in "a" is for females. It's all to do with agreement, which is covered in future chapters.

Examples
• Roberto: Hola, Rosa. ¿Qué tal?
  Hello, Rose. How are you?
• Rosa: Muy bien, gracias. ¿Y tú, Roberto?
  Very well, thanks. And you, Robert?
• Roberto: Bien también. ¡Hasta luego!
  I'm good too. See you later!

The Spanish alphabet
Here is the normal Spanish alphabet. However, words aren't alphabetized by it. Please read the notes and sections below. (Blue letters are a part of the normal English alphabet).

Notes about Ñ and RR
N and Ñ are considered two different letters, as are RR and R (though no words begin with RR). They are alphabetized as separate letters, so Ñ always comes after N, regardless of where it appears in the word. Ex: muñeca comes after municipal, and carro comes after carta.

Notes about CH and LL
CH and LL used to be considered as distinct letters of the alphabet, but in 1994, the Real Academia Española (Spanish Royal Academy) declared that CH and LL were not letters but digraphs. Accordingly, words beginning with CH and LL are now alphabetized under C and L, respectively.

Notes about K and W
K and W are part of the alphabet but are mostly seen in foreign derived words and names, such as karate and whiskey. For instance, kilo is commonly used to refer to a kilogram.

Although the above will help you understand, proper pronunciation of Spanish consonants is a bit more complicated:

Most of the consonants are pronounced as they are in American English with these exceptions:

- **b** like the English *b* at the start of a word and after *m* or *n*
- **c** before *a*, *o*, *u* and other consonants, like English *k*
- **c** before *i* and *e* like English *th* in “think” (in Latin America is like English *s*)
- **ch** like *ch* in “cheese”
- **d** between vowels (even if it starts a word following a word ending in a vowel) or at the end of a word, like English *d* in dental
- **g** before *e* or *i* like the Scottish pronunciation of *ch* in “loch”, except that it is voiced
- **g** before *a* or *o* like *g* in “get”
- **h** is always silent (except in the digraph *ch*)
- **j** like the *h* in hotel
- **ll** is pronounced like English *y* in “yes”
- **ñ** like *n* in “onion” (or gn in French cognac)
- **q** like the English *k*
- **r** slightly trilled; like a soft *d* except at the beginning of a word or after *l*, *n* or *s* where it is trilled
- **rr** should be trilled longer than a single *r*
- **v** is pronounced like *b*, there is no distinction whatsoever between B and V.
- **z** like the English *th* (in Latin America, like English *s*)

### How do you spell that?

**Spanish Vocabulary • ¿Cómo te llamas? ¿Qué tal? • How are you?**

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>How is it spelt?</td>
<td>¿Cómo se escribe?</td>
</tr>
<tr>
<td>It is spelt</td>
<td>Se escribe</td>
</tr>
<tr>
<td>B as in Barcelona</td>
<td>B de Barcelona</td>
</tr>
</tbody>
</table>

**Examples**

- **Roberto**: Buenos días. Me llamo Roberto. ¿Cómo te llamas?
  
Good day. My name is Robert. What's your name?
• **Benjamín**: Hola. Me llamo Benjamín. ¿Cómo se escribe Roberto?
  Hello, I'm Benjamin. How do you spell Robert?
• **Roberto**: Se escribe R (de Rioja); O (de Orangutan); B (de Barcelona); E (de España); R (de Rioja); T (de Tigre); O (de Orangutan).
  It's spelt R (as in Rioja); O (as in Orangutan); B (as in Barcelona); E (as in Spain); R (as in Rioja); T (as in Tiger); O (as in Orangutan).
• **Benjamín**: Muchas gracias. ¡Adiós, Roberto!
  Many thanks. Goodbye, Robert.

**Summary**

In this lesson, you have learned

• How to greet people (**Hola; buenos días; adiós**).
• How to introduce yourself (**Me llamo Rosa**).
• How to introduce others (**Se llama Roberto**).
• How to say how you are (**Fenomenal; fatal; bien**).
• How to spell your name (**Se escribe P-E-T-E-R**).
• How to ask others about any of the above (**¿Cómo te llamas?; ¿Cómo estás?; ¿Cómo se escribe?**).

You should now do the exercise related to each section (found below), and translate the dialogue at the top before moving on to lesson 2.

**Exercises**

**Hello!**

What greeting would you use...

1. At 8:00pm?
2. At 10:00am?
3. At 3:00pm?
4. When you're going to bed?

**What's your name?**

Translate the following phrases.

1. Me llamo Sofía.
¿Cómo te llamas?

1. Her name is Sally.
2. What are you called?
3. His name is Raúl.
4. My name is Santiago.

How are you?

Rank the following words from one to five (one being the best, five being the worst).

- Bien
- Fantástico
- Fatal
- Mal
- Muy bien

How do you spell that?

Put the following letters in Spanish alphabetical order. Pronounce them as you do so.

- RR
- Q
- N
- S
- R
- Ñ
- A
- D

Exercise answers

Dialogue

Raúl: Hello! I'm Raúl. What's your name?
Sofía: Hi Raúl, I'm Sofía. How do you spell Raúl?
Raúl: It's spelt R-A-Ú-L. How are you?
Sofía: Well. And yourself?
**Raúl**: Doing great, thanks.
**Sofía**: How fantastic! Goodbye!
**Raúl**: See you later.

**Hello!**

1. Buenas tardes
2. Buenas mañanas
3. Buenos días
4. Buenas noches

**What's your name?**

1. My name is Sophie.
2. What are your names?
3. We are Peter and Carl.
4. What are they called?

1. Se llama Sally.
2. ¿Cómo te llamas?
3. Se llama Raúl.
4. Me llamo Santiago (*James* in English).

**How are you?**

1. Fantástico
2. Muy bien
3. Bien
4. Mala
5. Fatal

**How do you spell that?**

1. A
2. D
3. N
4. Ñ
5. Q
6. R
7. RR
8. S
¿Cuándo es tu cumpleaños?

2 ¿Cuándo es tu cumpleaños?

Dialogue

*Raúl*: ¡Hola, Sofía! Me llamo Raúl. ¿Qué fecha es hoy?
*Sofía*: Hola, Raúl. Hoy es el diecisiete de octubre.
*Raúl*: Muchas gracias. Mi cumpleaños es el viernes.
*Sofía*: ¡Feliz cumpleaños!
*Raúl*: Gracias. ¿Cuántos años tienes?
*Sofía*: Tengo veinte años.
*Sofía*: ¡Hasta luego!

The numbers

2. Dos  5. Cinco  8. Ocho


40. Cuarenta  60. Sesenta  80. Ochenta  100. Cien
50. Cincuenta  70. Setenta  90. Noventa

Notes

To form the numbers from thirty to one hundred, you take the multiple of ten below it, then y, then its units value ("54" = *cincuenta y cuatro*; "72" = *setenta y dos").

When using "uno", masculine form often uses "un" instead, if the noun that
the word "uno" is referencing to is in the sentence.

**Examples**

- *Tengo diecisiete gatos*  
  I have 17 cats.
- *Hay treinta y cinco aulas*  
  There are 35 classrooms.
- *Tengo noventa y seis primos.*  
  I have 96 cousins.
- *Hay veintidos alumnos en esta clase.*  
  There are 22 students in this class.
- ¿*Cuántos hermanos tienes?*  
  How many brothers/sisters do you have? (when asking, the masculine form is used as neutral, if gender is unknown)
- *Uno/una.* (Short answer, note that gender is applied as gender is now known)  
  One.
- *Tengo un hermano. / Tengo una hermana* (note the use of "un" instead of "uno" for masculine form)  
  I have a brother. / I have a sister
- *¡Quiero un caramelo!*  
  I want a candy!
- *¡Quiero uno!*  
  I want one!

**How old are you?**

To ask someone else's age in Spanish, use *Cuántos años*, then one of the entries in the table below (*¿Cuántos años tienes?* means "How old are you?")

To say someone's age in Spanish, you use the irregular verb *tener* (which means "to have"), then your age, then *años* (which means "years"). For example, *Tengo trece años* means "I have 13 years" or "I am 13 years old".

<table>
<thead>
<tr>
<th>Spanish Verb</th>
<th>¿Cuándo es tu cumpleaños?</th>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Tener</em></td>
<td>To have</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have</td>
<td>Tengo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You (familiar, singular) have</td>
<td>Tienes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He/She/You (formal, singular)/It has</td>
<td>Tiene</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We have</td>
<td>Tenemos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You (familiar, plural) have</td>
<td>Tenéis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They/You (formal, plural) have</td>
<td>Tienen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
¿Cuándo es tu cumpleaños?

**Note**

- "Tenéis" would only be used in Spain. In all other countries one would use "Tienen" in both familiar and formal situations.

**Examples**

- *Tengo veinte años*
  
  I am 20 years old.

- *¿Cuántos años tienes?*
  
  How old are you?

- *Tiene ochenta y siete años.*
  
  He is 87 years old.

- *¿Cuántos años tienen?*
  
  How old are they?

**What's the date today?**

To ask for the date in Spanish, you use *¿Qué fecha es hoy?* (meaning "What's the date today?"). In reply, you would say *Hoy es [day of the week], [date] de [month of the year]* (For example, *Hoy es martes, el veinticinco de mayo* is "Today is Tuesday, the 25th of May").

### Spanish Vocabulary • ¿Cuándo es tu cumpleaños?  
Los meses del año • The months of the year

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>enero</td>
</tr>
<tr>
<td>February</td>
<td>febrero</td>
</tr>
<tr>
<td>March</td>
<td>marzo</td>
</tr>
<tr>
<td>April</td>
<td>abril</td>
</tr>
<tr>
<td>May</td>
<td>mayo</td>
</tr>
<tr>
<td>June</td>
<td>junio</td>
</tr>
<tr>
<td>July</td>
<td>julio</td>
</tr>
<tr>
<td>August</td>
<td>agosto</td>
</tr>
<tr>
<td>September</td>
<td>septiembre</td>
</tr>
<tr>
<td>October</td>
<td>octubre</td>
</tr>
<tr>
<td>November</td>
<td>noviembre</td>
</tr>
<tr>
<td>December</td>
<td>diciembre</td>
</tr>
</tbody>
</table>

### Spanish Vocabulary • ¿Cuándo es tu cumpleaños?  
Los días de la semana • The days of the week

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>lunes</td>
</tr>
<tr>
<td>Tuesday</td>
<td>martes</td>
</tr>
<tr>
<td>Wednesday</td>
<td>miércoles</td>
</tr>
<tr>
<td>Thursday</td>
<td>jueves</td>
</tr>
<tr>
<td>Friday</td>
<td>viernes</td>
</tr>
<tr>
<td>Saturday</td>
<td>sábado</td>
</tr>
<tr>
<td>Sunday</td>
<td>domingo</td>
</tr>
</tbody>
</table>
Notes

- Neither days of the week nor months of the year are capitalised, unless at the beginning of sentences.
- On the first of the month, the Spanish say primero (Hoy es domingo, primero de enero).

Examples

- ¿Qué fecha es hoy?
  What's the date today?
- Hoy es miércoles, veintinueve de septiembre.
  Today is Wednesday, the 29th of September
- Hoy es jueves, quince de agosto.
  Today is Thursday, the 15th of August.
- Hoy es sábado, dos de enero.
  Today is Saturday, the 2nd of January.

When's your birthday?

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>When's your birthday?</td>
<td>¿Cuándo es tu cumpleaños?</td>
</tr>
<tr>
<td>My birthday is</td>
<td>Mi cumpleaños es</td>
</tr>
<tr>
<td>On the first of May</td>
<td>El primero de mayo</td>
</tr>
<tr>
<td>On Wednesday</td>
<td>El miércoles</td>
</tr>
<tr>
<td>Happy birthday!</td>
<td>¡Feliz cumpleaños!</td>
</tr>
</tbody>
</table>

Examples

- Mi cumpleaños es el once de julio.
  My birthday is on the 11th of July.
- Mi cumpleaños es el ocho de diciembre.
  My birthday is on the 8th of December.
- ¿Cuándo es tu cumpleaños?
  When is your birthday?
- Mi cumpleaños es el sábado.
  My birthday is on Saturday.
¿Cuándo es tu cumpleaños?

Summary

In this lesson, you have learned:

- The numbers from one to one hundred (uno; veintiocho; noventa; cien)
- The days of the week (lunes; miércoles; viernes)
- The months of the year (enero; abril; octubre; diciembre)
- How to say your age (Tengo cuarenta años)
- How to ask the age of others (¿Cuántos años tienes?)
- How to say today's date (Hoy es jueves, el veintinueve de noviembre)
- How to say your birthday (Mi cumpleaños es el primero de agosto; mi cumpleaños es el martes)
- How to ask the birthday of others (¿Cuándo es tu cumpleaños?)

You should now do the exercise related to each section (found below), and translate the dialogue at the top before moving on to lesson 3.

Exercises

live version • discussion • edit exercises • add an exercise • comment

The answers can be found below. Also, try translating the dialogue at the top of the lesson page.

The numbers

Write the following numbers using Spanish words.

1. 5 4. 48 7. 77 10. 100
2. 27 5. 84 8. 53
3. 69 6. 1 9. 38

How old are you?

Translate the following phrases.

1. Tienen seis años y diez años.
2. Tiene
3. ¿Cuántos años tienes?
4. Tengo
5. Tengo cuarenta y siete años.
6. Tenemos
7. ¿Cuántos años tienen?
8. ¿Tiene trece años?
1. You (familiar, singular) have
2. Are you (familiar, plural) 12?
3. They have
4. How old is she?
5. Years
6. I'm 65 years old.
7. I have
8. He is 19 years old.

What's the date today?

- Describe the following dates in Spanish.
  1. The 25th of December
  2. The 3rd of May
  3. The 2nd of April
  4. The 9th of October
  5. The 1st of June
- List the days of the week in two columns; weekends and weekdays.

When's your birthday?

Say the birthday of:

- Yourself
- Your parent(s)
- Two of your friends

Exercise answers

live version • discussion • edit answers • add an answer • comment

Dialogue

Raúl: Hello, Sofía! I'm Raúl. ¿What's the date today?
Sofía: Hi, Raúl. Today is the 17th of October.
Raúl: Many thanks. My birthday is on Friday.
Sofía: Happy birthday!
Raúl: Thanks. How old are you?
Sofía: I'm 20 years old.
Raúl: OK. Bye Sophie!
Sofía: See you soon!
¿Cuándo es tu cumpleaños?

The numbers

1. Cinco
2. Veintisiete
3. Sesenta y nueve
4. Cuarenta y ocho
5. Ochenta y cuatro
6. Uno
7. Setenta y siete
8. Cincuenta y tres
9. Treinta y ocho
10. Cien

How old are you?

1. They are 6 and 10 years old.
2. He/She/It has
3. How old are you?
4. I have
5. I'm 47 years old.
6. We have
7. How old are they?
8. Is he/she 13 years old.

1. Tienes
2. ¿Tenéis doce años?
3. Tienen
4. ¿Cuántos años tiene?
5. Años
6. Tengo sesenta y cinco años.
7. Tengo
8. Tiene diecinueve años.

What's the date today?

1. El veinticinco de diciembre (navidad = Christmas)
2. El tres de mayo
3. El dos de abril
4. El nueve de octubre
5. El primero de junio
   • Weekends: sábado, domingo
   • Weekdays: lunes, martes, miércoles, jueves, viernes

When's your birthday?

You will have to check this one yourself.
3 Introducción a la gramática

Articles

As in many languages, Spanish gives each noun a gender: masculine or feminine, both for singular things and plural ones.

Spanish, like English, has two articles: the definite article ("the") and the indefinite article ("a" or "an"). However, there are 4 forms, depending on the number and gender of the noun. The plural indefinite article is "some" in Spanish.

- If the noun ends in a vowel, to make it plural, add s (gato - "cat"; gatos - "cats").
- If the noun ends in a consonant, to make it plural, add es (papel - "paper"; papeles - "papers").

Happily, the gender of Spanish nouns is usually pretty easy to work out. Some very simple rules-of-thumb:

- If it ends in a, d, z or ión: it's likely to be feminine.
- If it ends in o, ma or another consonant: it's likely to be masculine.

Definite articles

<table>
<thead>
<tr>
<th>Spanish Grammar • Introducción a la gramática</th>
<th>The definite article El artículo definido</th>
</tr>
</thead>
<tbody>
<tr>
<td>masculine</td>
<td>singular</td>
</tr>
<tr>
<td></td>
<td>plural</td>
</tr>
<tr>
<td>feminine</td>
<td>singular</td>
</tr>
<tr>
<td></td>
<td>plural</td>
</tr>
</tbody>
</table>

Indefinite articles

<table>
<thead>
<tr>
<th>Spanish Grammar • Introducción a la gramática</th>
<th>The indefinite article El artículo indefinido</th>
</tr>
</thead>
<tbody>
<tr>
<td>masculine</td>
<td>singular</td>
</tr>
<tr>
<td></td>
<td>plural</td>
</tr>
<tr>
<td>feminine</td>
<td>singular</td>
</tr>
<tr>
<td></td>
<td>plural</td>
</tr>
</tbody>
</table>
Introducción a la gramática

**Regular Verbs**

We have already seen the present tense conjugations of two Spanish verbs, *llamarse* and *tener*. However, both of these verbs are *irregular* verbs. Luckily, most verbs follow an easy to understand conjugation scheme.

In Spanish, the conjugation depends on what the last two letters of the infinitive are. The *infinitive* form is the form that is given in the dictionary. An example of an English verb in the infinitive might be *to run* or *to speak*. Spanish verbs in the infinitive end with "-ar", "-er" or "-ir". To conjugate them, remove the ending("-ir", "-er" or "-ar") and add the desired suffix.

Unlike English, Spanish verbs conjugate depending on the person; That is, they change depending on who is being talked about. This occurs in English in the third person singular (highlighted below) but in Spanish this occurs for every person. As a result, pronouns are often omitted because they can be inferred from the conjugation.

<table>
<thead>
<tr>
<th>Person in English</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>First</strong></td>
<td>I play</td>
<td>We play</td>
</tr>
<tr>
<td><strong>Second</strong></td>
<td>You play</td>
<td>You all play</td>
</tr>
<tr>
<td><strong>Third</strong></td>
<td>He/She/It plays</td>
<td>They play</td>
</tr>
</tbody>
</table>

**The Present Tense**

| Regular -ar Verbs | | |
|-------------------|-----------------|
| **Singular**      | **Plural**      |
| **First**         | -o               | -amos           |
| **Second**        | -as              | -áis            |
| **Third**         | -a               | -an             |

| Regular -er Verbs | | |
|-------------------|-----------------|
| **Singular**      | **Plural**      |
| **First**         | -o               | -emos           |
| **Second**        | -es              | -éis            |
| **Third**         | -e               | -en             |

| Regular -ir Verbs | | |
|-------------------|-----------------|
| **Singular**      | **Plural**      |
| **First**         | -o               | -imos           |
| **Second**        | -es              | -ís             |
Third -e -en

Present Tense Examples

<table>
<thead>
<tr>
<th>hablar (to speak)</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
<td>hablo</td>
<td>hablamos</td>
</tr>
<tr>
<td>Second</td>
<td>hablas</td>
<td>habláis</td>
</tr>
<tr>
<td>Third</td>
<td>habla</td>
<td>hablan</td>
</tr>
</tbody>
</table>

- *Llorar* ("to cry"): lloro, lloras, llora, lloramos, lloráis, lloran
- *Cocinar* ("to cook"): cocino, cocinas, cocina, cocinamos, cocináis, cocinan

- *Comer* ("to eat"): como, comes, come, comemos, coméis, comen
- *Beber* ("to drink"): bebo, bebes, bebe, bebemos, bebéis, beben

- *Vivir* ("to live"): vivo, vives, vive, vivimos, vivís, viven
- *Cubrir* ("to cover"): cubro, cubres, cubre, cubrimos, cubrís, cubren

Notes

- There are many more "-ar" verbs than "-er" or "-ir". Make sure you are most familiar with these endings.
- The second person plural is highlighted because that tense is only used in the variety of Spanish used in Spain. In other Spanish dialects the third person plural form is used instead.
- When reading texts, you will need to know the person of the verb at a glance. Notice the pattern:
  1. "O" denotes *I*
  2. "S" denotes *You*
  3. A vowel that is not "O" denotes *He/She/It*
  4. "MOS" denotes *We*
  5. "IS" denotes *You All*
  6. "N" denotes *They*

Questions and Exclamations

In previous lessons, you will have noticed that we use the funny upside-down question mark "¿". In Spanish, questions always start with that, and finish with the regular question mark. It is the same for exclamations; the funny upside-down exclamation mark "¡" precedes exclamations.

Questions in Spanish are mainly done by intonation (raising the voice at the
Introducción a la gramática

end of the question), since questions are often identical to statements. Te llamas Richard means "Your name is Richard", and ¿Te llamas Richard? means "Is your name Richard?".

You can also use questions words, as indicated below.

<table>
<thead>
<tr>
<th>Español</th>
<th>Inglés</th>
</tr>
</thead>
<tbody>
<tr>
<td>¿Dónde?</td>
<td>Where?</td>
</tr>
<tr>
<td>¿Quién?</td>
<td>Who?</td>
</tr>
<tr>
<td>¿Qué?</td>
<td>What?</td>
</tr>
<tr>
<td>¿Cómo?</td>
<td>How?</td>
</tr>
<tr>
<td>¿Por qué?</td>
<td>Why?</td>
</tr>
<tr>
<td>¿Cuándo?</td>
<td>When?</td>
</tr>
</tbody>
</table>

Examples

• ¿Con quién?
  With whom?
• ¿Dónde está el banco?
  Where is the bank?
• ¿Cuándo es tu cumpleaños?
  When's your birthday?
• ¿Qué fecha es hoy?
  What is the date today?
• ¡Hasta luego!
  See you later!

Summary

In this lesson, you have learned:

• The Spanish articles (el; la; los; las; un; uno; unos; unas).
• How to conjugate regular verbs in the present tense (lloro; comes; vive; cocinamos; bebéis; cubren).
• How to question people and exclaim in Spanish (¿Cuántos años tienes?; ¡Qué fantástico!)

You should now do the exercise related to each section (found below) before moving on. This is a very important topic for future lessons; it's important that you know it well.
Exercises

live version • discussion • edit exercises • add an exercise (answer) • comment

The answers can be found in the next section. Also, try translating the dialogue at the top of the lesson.

Articles

- Translate the following from Spanish into English.
  1. Unas niñas
  2. Los hombres
  3. Unos hombres
  4. Las niñas
  5. Un niño
  6. El niño
  7. La mujer
  8. Una mujer

- Translate the following from English into Spanish.
  1. The women
  2. Some men
  3. The boy
  4. The girls
  5. Some girls
  6. A man
  7. Some boys
  8. A girl

- Which of the following nouns are masculine?
  1. Los chicos
  2. Unas niñas
  3. El gato
  4. La manzana
  5. Unas uñas
  6. Un perro
  7. Las mesas
  8. Unas cosas

Regular verbs

- The following are conjugated verb forms; what person are they?
  1. Lloro
  2. Cocináis
  3. Tenemos
  4. Hablan
Introducción a la gramática

5. Compro
6. Abrazas
7. llevo
8. Vivimos

• Conjugate the following verbs for the person indicated.
  1. Cocinar; they
  2. Comer; she
  3. Amar; we
  4. Tener; I
  5. Hablar; you singular
  6. Temer; I
  7. Comer; you plural
  8. Vivir; he

Questions and Exclamations

Translate the following questions from English into Spanish, or vice versa.

1. ¿Cuántos años tienes?
2. Why do they cry?
3. ¿Cómo te llamas?
4. Where do they live?
5. ¿Qué comes?
6. What's his name?
7. ¿Dónde vivís?
8. How old are you (plural, familiar)?

Exercise answers

live version • discussion • edit answers • add an answer (exercise) • comment

Articles

1. Some girls
2. The men
3. Some men
4. The girls
5. A boy
6. The boy
7. The woman
8. A woman

1. Las mujeres
2. Unos hombres
3. El niño
4. Las niñas
5. Unas niñas
6. Un hombre
7. Unos niños
8. Una niña

1. Los chicos
2. El gato
3. Un perro

**Regular verbs**

1. I
2. You plural
3. We
4. They
5. I
6. You singular
7. I
8. We

1. Cocinan
2. Come
3. Amamos
4. Tengo
5. Hablas
6. Temo
7. Coméis
8. Vive

**Questions and Exclamations**

1. How old are you?
2. ¿Por qué lloran?
3. What's your name?
4. ¿Dónde viven?
5. What do you eat?
6. ¿Cómo se llama?
7. Where do you lot live?
8. ¿Cuántos años tenéis?
4 ¿Dónde vives?

Dialogue

Vocabulary

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Londres</td>
<td>London</td>
</tr>
<tr>
<td>Pero</td>
<td>But</td>
</tr>
<tr>
<td>Pués</td>
<td>Well</td>
</tr>
</tbody>
</table>

Raúl: ¡Hola! ¿Dónde vives?

Sofía: Hola, Raúl. Vivo en un piso en Londres, Inglaterra. ¿Y tú?


Sofía: ¿En el campo o la ciudad?

Raúl: El campo. Las ciudades son ruidosas.

Sofía: Sí, pero no hay nada para hacer en el campo.

Raúl: Pues, iadiós, Sofía!

Sofía: ¡Hasta luego!

Countries of the World

El Reino Unido  Inglaterra  Escocia  Gales  Irlanda
España  Francia  Alemania  Italia  Rusia
Los Estados Unidos  Canadá  Nueva Zelanda  Australia  México

Where do you live?

To say you are from a country, you use ser (meaning "to be [a permanent characteristic]") , then de (meaning "of" or "from"), then the country or place. To say you are currently living in a place or country, you use vivir (meaning "to live"), then en (meaning "in"), then the country or place.

To ask where someone else lives, you use Dónde then vivir (¿Dónde vives? means "Where do you live?"). To ask where someone is from, you use De dónde,
then ser (¿De dónde eres? means "Where are you from?").

While vivir is totally regular (vivo, vives, vive, vivimos, vivís, viven), ser is about as irregular as they come. It is conjugated below.

<table>
<thead>
<tr>
<th>Spanish Verb • ¿Dónde vives? Ser • To be</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inglés</td>
</tr>
<tr>
<td>I</td>
</tr>
<tr>
<td>You</td>
</tr>
<tr>
<td>He/She/It</td>
</tr>
<tr>
<td>We</td>
</tr>
<tr>
<td>You all</td>
</tr>
<tr>
<td>They</td>
</tr>
</tbody>
</table>

**Examples**

- *Vivo en Inglaterra*
  I live in England.
- *Son de España, pero viven en Alemania.*
  They are from Spain, but they live in Germany.

**The compass**

<table>
<thead>
<tr>
<th>El noroeste</th>
<th>El norte</th>
<th>El noreste</th>
</tr>
</thead>
<tbody>
<tr>
<td>El oeste</td>
<td>X</td>
<td>El este</td>
</tr>
<tr>
<td>El sudoeste</td>
<td>El sur</td>
<td>El sudeste</td>
</tr>
</tbody>
</table>

**Examples**

- *Vivo en el suroeste de México.*
  I live in the Southwest of Mexico.
- *Soy del norte de Australia.*
  I'm from the north of Australia.

**Habitations**

<table>
<thead>
<tr>
<th>Spanish Vocabulary • ¿Dónde vives? Casas • Houses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inglés</td>
</tr>
<tr>
<td>A house</td>
</tr>
<tr>
<td>A detached house</td>
</tr>
<tr>
<td>A semi-detached house</td>
</tr>
</tbody>
</table>
¿Dónde vives?

A terraced house
A flat         Un piso
A bungalow    Un bungalow
A room        Una habitación

Note

It's *una habitación*, but the plural is *unas habitaciones* (without the accent).

Examples

- *Vivo en un piso.*
- I live in a flat.
- *Vivo en una casa adosada en Canadá.*
- I live in a semi-detached house in Canada.
- *Vive en un bungalow que tiene diez habitaciones.*
- He lives in a bungalow that has ten rooms.

Adjectives

As we already learnt, Spanish nouns each have a gender. This doesn't just affect the article, but the adjective; it has to *agree*. Also, adjectives go after the noun, not before it.

If the adjective (in its natural form - the form found in the dictionary), ends in an "O" or an "A", then you remove that vowel and add...

- *O* for masculine singular nouns
- *OS* for masculine plural nouns
- *A* for feminine singular nouns
- *AS* for feminine plural nouns.

Examples

- *Un hombre bueno*
  A good man
- *Unos hombres buenos*
  Some good men
- *Una mujer buena*
  A good woman
- *unas mujeres buenas*
  Some good women
# City and Countryside

¿La ciudad?  ¿O el campo?

## Spanish Vocabulary • ¿Dónde vives?  ¿La ciudad o el campo? • The city or the countryside?

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>The city</td>
<td>La ciudad</td>
</tr>
<tr>
<td>The countryside</td>
<td>El campo</td>
</tr>
<tr>
<td>The good thing about ... is that</td>
<td>Lo bueno sobre ... es que</td>
</tr>
<tr>
<td>The bad thing about ... is that</td>
<td>Lo malo sobre ... es que</td>
</tr>
<tr>
<td>There are lots of things to do</td>
<td>Hay mucho para hacer</td>
</tr>
<tr>
<td>There isn't anything to do</td>
<td>No hay nada para hacer</td>
</tr>
<tr>
<td>You can walk in woodlands</td>
<td>Se puede caminar en los bosques</td>
</tr>
<tr>
<td>There isn't any foliage</td>
<td>No queda ningún follaje</td>
</tr>
<tr>
<td>Pretty</td>
<td>Bonito</td>
</tr>
<tr>
<td>Lively</td>
<td>Animado</td>
</tr>
<tr>
<td>Quiet</td>
<td>Tranquilo</td>
</tr>
<tr>
<td>Boring</td>
<td>Aburrido</td>
</tr>
<tr>
<td>Noisy</td>
<td>Ruidoso</td>
</tr>
</tbody>
</table>

## Examples

- *La ciudad es ruidosa.*
  The city is noisy.
- *The countryside is boring.*
  El campo es aburrido.
- *Lo bueno sobre la ciudad es que hay mucho para hacer.*
  The good thing about the city is that there are lots of the things to do.
- *Lo malo sobre la ciudad es que no queda ningunas plantas.*
  The bad thing about the city is that there isn't any foliage.

## Summary

In this lesson, you have learned
- Various countries of the world (Australia; Italia; Francia; los Estados Unidos).
- How to say where you and others live and come from (Vivo en Inglaterra; Somos de Gales).
- How to ask where someone lives (¿Dónde vives?).
- The points of the compass (el sur; el noroeste; el oeste).
- How to describe your house (una casa; un piso).
- The basics of adjectives ending in "O" or "A" (la mujer mala; el niño bonito).
- How to talk about the city of the countryside (la ciudad; el campo; no hay mucho para hacer).

You should now do the exercise related to each section (found in the next section), and translate the dialogue at the top before moving on to lesson five.

**Exercises**

live version • discussion • edit exercises • add an exercise (answer) • comment

The answers can be found in the next section. Also, try translating the dialogue at the top of the lesson.

**Countries of the World**

- Translate the following sentences from Spanish to English.
  1. Vivo en Inglaterra
  2. Son de España
  3. ¿Eres de Alemania?
  4. Vivimos en el sur de Francia
  5. ¿Vivís en Gales?
  6. Es de Escocia
  7. ¿Dónde vive?
  8. Somos del norte de Irlanda
  9. Viven en el suroeste de los Estados Unidos
  10. Soy de Canadá

- Translate the following sentences from English to Spanish
  1. We come from Spain
  2. I live in England
  3. He comes from the north of Mexico
  4. Where are you from?
  5. Why do you live in Australia?
  6. They come from Canada
  7. Do you lot live in Wales?
  8. He's from the UK
  9. She lives in eastern Germany
10. Where does he come from?

**Habitations**

Match the Spanish to the English.

1. Room  a. Bungalow
2. House  b. Casa individual
3. Bungalow  c. Habitación
4. Apartment  d. Vivir
5. To live  e. Habitaciones
6. Terraced house  f. Pisos
7. Rooms  g. Casa
8. Detached house  h. Piso
9. Flats  i. Casa adosada

**Adjectives**

Correct the following sentences.

1. Las hombres malas
2. Un niño buenos
3. Unas niñas malo
4. Un mujer buena
5. El hombre buena
6. La niña bonito
7. Unos hombres malas
8. Los mujeres malos

**City and countryside**

Translate the following from Spanish to English and visa versa.

1. La ciudad es ruidosa
2. I live in a house in the countryside
3. El campo es fantástica; se puede caminar en los bosques
4. She is from the city
5. Viven en el campo de Inglaterra
6. The city is lively; hay mucho para hacer
7. Lo malo sobre la ciudad es que no queda ninguna follaje
8. Do you live in the city or the countryside?
¿Dónde vives?

Exercise answers

live version • discussion • edit answers • add an answer (exercise) • comment

Dialogue

Raúl: Hello! Where do you live?
Raúl: OK. I live in the South of Spain.
Sofía: The the countryside or the city?
Raúl: The country. Cities are noisy.
Sofía: Yes, but there's nothing to do in the countryside.
Raúl: Well, bye Sophie!
Sofía: See you!

Countries of the World

1. I live in England
2. They're from Spain
3. Are you from Germany?
4. We live in the South of France
5. Do you lot live in Wales?
6. He/She/It is from Scotland
7. Where does he/she/it live?
8. We are from Northern Ireland
9. They live in Southwestern USA
10. I am from Canada

1. Somos de España
2. Vivo en Inglaterra
3. Es del norte de Méjico
4. ¿De dónde eres?
5. ¿Por qué vives en Australia?
6. Son de Canadá
7. ¿Vivís en Gales?
8. Es del Reino Unido
9. Vive en el este de Alemania
10. ¿De dónde es?

Habitations

1. c
2. g
3. a
4. h
Adjectives

1. Los hombres malos
2. Un niño bueno
3. Unas niñas malas
4. Una mujer buena
5. El hombre bueno
6. La niña bonita
7. Unos hombres malos
8. Las mujeres malas

City and Countryside

1. The city is noisy
2. Vivo en una casa en el campo
3. The countryside is fantastic; you can walk in woodland
4. Es de la ciudad
5. They live in the English countryside
6. La ciudad es animada; there's loads to do
7. The bad thing about the city is that there isn't any foliage
8. ¿Vives en la ciudad o el campo?
¿Qué te gusta hacer?

## 5 ¿QUÉ TE GUSTA HACER?

live version • discussion • edit chapter • comment • report an error

### Dialogue

#### Vocabulary

Todo el tiempo  All the time
¡Hasta mañana!  See you tomorrow!

**Divertido**  Fun

Raúl: ¡Hola, Sofía! ¿Te gustan los deportes?
Sofía: Buenos días. Me encanta jugar al fútbol. ¿Y tú?
Raúl: No mucho. Sin embargo, practico natación todo el tiempo.
Sofía: Ah, no puedo nadar. ¿Juegas al ajedrez?
Raúl: Sí, me encanta; es un juego muy divertido.
Sofía: Sí. ¡Adiós, Raúl!
Raúl: ¡Hasta mañana!

### Sports and Activities

**Spanish Vocabulary • ¿Qué te gusta hacer?**

**Deportes y Actividades • Sports and Activities**

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>A sport</td>
<td>Un deporte</td>
</tr>
<tr>
<td>A game</td>
<td>Un juego</td>
</tr>
<tr>
<td>An activity</td>
<td>Una actividad</td>
</tr>
<tr>
<td>To play</td>
<td>Jugar</td>
</tr>
<tr>
<td>To practice</td>
<td>Practicar</td>
</tr>
<tr>
<td>Football</td>
<td>El fútbol</td>
</tr>
<tr>
<td>American Football</td>
<td>El fútbol americano</td>
</tr>
<tr>
<td>Rugby</td>
<td>El rugby</td>
</tr>
<tr>
<td>Tennis</td>
<td>El tenis</td>
</tr>
<tr>
<td>Cricket</td>
<td>El críquet</td>
</tr>
<tr>
<td>Swimming</td>
<td>La natación</td>
</tr>
<tr>
<td>Judo</td>
<td>El judo</td>
</tr>
<tr>
<td>Chess</td>
<td>El ajedrez</td>
</tr>
<tr>
<td>To sing</td>
<td>Cantar</td>
</tr>
<tr>
<td>To read</td>
<td>Leer</td>
</tr>
<tr>
<td>To swim</td>
<td>Nadar</td>
</tr>
<tr>
<td>To watch TV</td>
<td>Ver la tele</td>
</tr>
</tbody>
</table>
A lot Mucho

Many

Notes

• In Spanish, if an activity is a game, then you "play" it (jugar), otherwise you "practice" it (practicar). For example, it's jugar el tenis ("to play tennis") but practicar la natación ("to go swimming").
• The verbs are all regular, except:
  • Jugar (this is discussed in detail below)
  • Ver (veo, ves, ve, vemos, veis, ven)

Examples

• Veo la tele mucho.
  I watch TV a lot
• Practico natación.
  I go swimming.
• ¿Practicas judo?
  Do you do judo?
• Practicamos muchas actividades.
  We do many activities
• ¿Por qué cantáis?
  Why do you sing a lot?
• ¿Cuándo lee?
  When does he or she read?

Stem-changing Verbs

Jugar the first type of irregular verb; known as a stem-changing verb. Basically, in the "I", "you", "he/she/it" and "they" forms, the u or o changes to a ue. The jugar example is written out below.

<table>
<thead>
<tr>
<th>Spanish Verb • ¿Qué te gusta hacer?</th>
<th>Jugar • To play</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inglés</td>
<td>Español</td>
</tr>
<tr>
<td>I</td>
<td>Juego</td>
</tr>
<tr>
<td>You</td>
<td>Juegas</td>
</tr>
<tr>
<td>He/She/It</td>
<td>Juega</td>
</tr>
<tr>
<td>We</td>
<td>Jugamos</td>
</tr>
<tr>
<td>You all</td>
<td>Jugáis</td>
</tr>
<tr>
<td>They</td>
<td>Juegan</td>
</tr>
</tbody>
</table>

Other verbs that follow this pattern

• poder ("to be able to"): puedo, puedes, puede, podemos, podéis, pueden
¿Qué te gusta hacer?

- **dormir** ("to sleep"): duermo, duermes, duerme, dormimos, dormís, duermen
- **encontrar** ("to find"): encuentro, encuentras, encuentra, encontramos, encontráis, encuentran

**Notes**

- The verb *jugar* always has *a* after it: *jugar a*. In Spanish, *a el* gets contracted to *al* and *de el* gets contracted to *del*. So, it would be *juego al rugby*.
- *Poder* (meaning "to be able to") is usually followed by another verb, making "I can do something". The following verb must be in the infinitive. For example, *puede leer* ("he can read").

**Examples**

- **Juego al tenis.**
  
  I play tennis.
- **¿Jugáis al ajedrez?**
  
  Do you play chess?
- **¿Qué deportes juegas?**
  
  What sports do you play?
- **¿Cuándo juegan al fútbol?**
  
  When do they play football?
- **¿Puedes cantar?**
  
  Can you sing?
- **¿Dónde duermes?**
  
  Where do you sleep?

**Compound Sentences**

So far, everything we've written has been simple sentences — "My name is Santiago" (*Me llamo Santiago*); "The city is noisy" (*La ciudad es ruidosa*); "I play american football" (*juego al fútbol americano*). Wouldn't it be fantastic if we could join them up? Below are some little words that will make our sentences longer, and more meaningful. You use them just like you do in English.

Also, everything we've written has been positive ("I do this, I do that"). To make it negative, we just add a word in front of the verb: *no* (meaning "not") or
nunca (meaning "never"). For example, No juego al rugby (I don't play rugby); Nunca como manzanas ("I never eat apples"). It’s as simple as that.

**Spanish Vocabulary • ¿Qué te gusta hacer?**  
**Conjunciones • Conjunciones**

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>And</td>
<td>Y</td>
</tr>
<tr>
<td>Or</td>
<td>O</td>
</tr>
<tr>
<td>Because</td>
<td>Porque</td>
</tr>
<tr>
<td>But</td>
<td>Pero</td>
</tr>
<tr>
<td>Also</td>
<td>También</td>
</tr>
<tr>
<td>So</td>
<td>Así</td>
</tr>
</tbody>
</table>

**Note**

- Porque ("because") and Por qué ("why") are similar and easy to mix up; make sure you don't!

**Examples**

- Me llamo Chris y mi cumpleaños es el veinte de agosto.  
  My name is Chris and my birthday is on the 20th of August.
- Me llamo Raúl, pero él se llama Roberto.  
  My name is Raúl, but his name is Robert.
- No practica judo.  
  He doesn't do judo.
- Juego al fútbol americano y practico natación también.  
  I play american football and I go swimming too.
- No vivo en una ciudad porque las ciudades son ruidosas.  
  I don't live in the city because cities are noisy.

**¿Qué opinas sobre los deportes?**

To ask someone about their opinions in Spanish, use ¿Qué opinas sobre ("What is your opinion about") then the thing you want their opinion on (¿Que opinas sobre los deportes? means "What do you think about sport?").

**Gustar**

There is no verb for "to like" in Spanish. Instead, you use gusta (meaning "it pleases") and a personal pronoun; you say that "it pleases me" or "I am pleased by it". The personal pronouns are shown below.

**Spanish Verb • ¿Qué te gusta hacer?**  
**Gustar • To please**
¿Qué te gusta hacer?

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me</td>
<td>Me</td>
</tr>
<tr>
<td>You</td>
<td>Te</td>
</tr>
<tr>
<td>Him/Her/It</td>
<td>Le</td>
</tr>
<tr>
<td>Us</td>
<td>Nos</td>
</tr>
<tr>
<td>All of you</td>
<td>Os</td>
</tr>
<tr>
<td>Them</td>
<td>Les</td>
</tr>
</tbody>
</table>

**Notes**

- Like any other verb, you can put *no* in front of it, to say "I don't like" (*No me gusta*).
- If you like an activity rather than a thing, just use the infinitive afterwards: "I like swimming" (*Me gusta nadar*).
- *Gusta* means "it pleases", so only works for singular things. If the thing that you like is plural (the women for example), you add "n" (*Me gustan las mujeres - "I like the women").

**Love and Hate**

Just saying you like or dislike something is a bit dull. Saying you love something is really easy. Instead of *gusta*, use *encanta* (*Me encanta leer* means "I love reading"). To say you hate something, use the regular verb *Odiar* (*odio, odias, odia, odiamos, odiáis, odian*).

You can also use *nada* or *mucho* to add emphasis to *gusta*. For example, *No me gusta nada ver la tele* ("I don't like watching TV at all"); *Me gusta mucho el ajedrez* ("I like chess a lot").

**Examples**

- ¿Qué opinas sobre el ajedrez?
  What do you think of chess?
- *Me gusta el críquet.
  I like cricket.*
- *No le gustan los deportes.
  He doesn't like sports.*
- *Nos gusta jugar al rugby y fútbol.
  We like playing rugby and football.*
- *Les gusta mucho nadar, pero no pueden cantar.
  They like swimming but they can't sing.*
- ¿Te gusta practicar la natación?
  Do you like going swimming?
- ¿Por qué os gusta el tenis?
  Why do you like tennis?
- *Odian el ajedrez.
  They hate chess.*
• **Me encantan los deportes, así vivo en la ciudad.**  
  I love sports, so I live in the city.

**Summary**

In this lesson, you have learnt:

- How to say some sports and activities (*el rugby; la natación; cantar*).
- How to say you play and do these things (*juego al rugby; practicamos natación*).
- About a few stem-changing verbs (*encuentro, encuentras, encuentra, encontramos, encontráis, encuentran*).
- How to make longer and negative sentences (*no; nunca; así; pero*).
- How to ask for opinions (*¿Qué opinas sobre el fútbol?; ¿Te encanta leer?)*.
- How to express opinions (*Me gusta; Le gustan; Me encanta; Odiamos)*.

You should now do the exercise related to each section (found in the next section), and translate the dialogue at the top before moving on to lesson six.

**Exercises**

[Live version] [discussion] [edit exercises] [add an exercise (answer)] [comment]

The answers can be found in the next section. Also, try translating the dialogue at the top of the lesson.

**Sports and Activities**

Match the English to the Spanish

1. Football  a. Rugby
2. Cricket  b. Ver la tele
3. Swimming  c. Fútbol
4. To sing  d. Leer
5. Rugby  e. Judo
7. To read  g. Ajedrez
8. To watch TV  h. Cricket
9. Tennis  i. Cantar
10. Chess  j. Tenis
¿Qué te gusta hacer?

Stem-changing Verbs

- **Volver** ("to return") conjugates just like **poder**. Conjugate it below.
  1. .............
  2. .............
  3. .............
  4. .............
  5. .............
  6. .............

- Correct the following sentences.
  1. Practico natacion.
  2. Jugo al rugby.
  4. Jugáis el fútbol.
  5. ¿Por qué jueges el críquet.

Compound sentences

- Translate the following sentences from Spanish to English.
  1. Mi cumpleaños es el once de enero, así tengo cuarenta y ocho años.
  2. Tengo ochenta y nueve años y tiene ochenta y nueve años también.
  4. No practicamos natación.
  5. Vivimos en la ciudad porque el campo es aburrido.
  6. No practico natación porque no puedo nadar.
  7. ¿Cuándo jugáis al críquet?

- Translate the following sentences from English to Spanish.
  1. I play tennis, but I can't swim.
  2. They live in Italy because they don't like sports.
  3. Can't you swim?
  4. Her name is Georgina too.
  5. So, what's your name?
  6. They can't play chess.
  7. When do you sleep?

¿Qué opinas sobre los deportes?

Translate the following sentences from Spanish to English and visa versa.

  1. What do you think of rugby?
  2. Me encanta el ajedrez.
  3. I don't like singing at all.
4. Me gustan mucho los deportes porque son animados.
5. Do you like swimming?
6. No me gusta vivir en Boston; no hay nada para hacer.
7. The boys are cute when they sing.
8. Así, ¿por qué no pueden cantar?
9. She likes the countryside because it's quiet.
10. No me gusta llorar.

**Exercise answers**

live version • discussion • edit answers • add an answer (exercise) • comment

**Dialogue**

_Raúl:_ Hi Sophie! ¿Do you like sports?
_Sofía:_ Good afternoon. I love playing football. And yourself?
_Raúl:_ Not much. However, I go swimming all the time.
_Sofía:_ Ah, I can't swim. Do you play chess?
_Raúl:_ Yes, I love it; it's a fun game.
_Sofía:_ Yes, bye Raúl
_Raúl:_ See you!

**Sports and Activities**

1. c
2. h
3. f
4. i
5. a
6. e
7. d
8. b
9. j
10. g

**Stem-changing verbs**

1. Vuelvo
2. Vuelves
3. Vuelve
4. Volvemos
5. Volvéis
6. Vuelven
¿Qué te gusta hacer?

1. Practico natación
2. Juego al rugby.
3. Podemos cantar en España.
5. ¿Por qué juegas al críquet?

Compound sentences

1. My birthday's on the 11th of January, so I'm 48 years old.
2. I'm 87 and he's 87 too.
3. He plays rugby and tennis.
4. We don't go swimming.
5. We live in the city because the countryside is boring.
6. I don't go swimming because I can't swim.
7. When do you all play cricket?

1. Juego al tenis pero no puedo nadar.
2. Viven en Italia porque no les gustan los deportes.
3. ¿No puedes nadar?
4. Se llama Georgina también.
5. Así, ¿cómo te llamas?
6. No pueden jugar al ajedrez.
7. ¿Cuándo duermes?

¿Qué opinas sobre los deportes?

1. ¿Qué opinas sobre el rugby?
2. I love chess
3. No me gusta nada cantar.
4. I like sports a lot because they're lively.
5. ¿Te gusta nadar?
6. I don't like living in Boston; there's nothing to do.
7. Los niños son bonitos cuando cantan.
8. So, why can't you sing?
9. Le gusta el campo porque es bonito.
10. I don't like crying.
6 ¿QUÉ COMES?

Dialogue

Vocabulary

Me he agotado I've run out
Necesitar To need
Zumo de Juice of

Raúl: Hola. ¿Qué compras?
Sofía: Hola, Raúl. Compro una barra de pan y una botella de leche.
Raúl: Vale. Así, ¿tomas leche y pan tostada para tu desayuno?
Sofía: Sí. Me he agotado. ¿Qué desayunas?
Raúl: Normalmente, como zumo de naranja y una manzana.
Sofía: Y ¿tienes la comida que necesitas?
Sofía: ¡Hasta luego!

Food and Drink

Pan (m) (French bread, by David Monniaux)
Queso (m)
Huevo (m) (Freerange eggs, by Fir0002)
Arroz (m) (Brown rice, by Fir0002)
Pasta (f) (EMS-Rotelle-CU-124553, by Chiefio)

Tomate (m) (Tomato je, by Softeis)
Lechuga (f) (Lettuce head batavia variety, by Rasbak)
Pepino (m)
Zanahoria (f)
Patata (f) (Potatos cultivar Marabel, by Tilmann)

Manzana (f) (Red Delicious, by Bangin)
Plátano (m)
Naranja (f) (PearPhoto, by FoeNyx)
Pera (f)
Uva (f)
¿Qué comes?

Agua (f)  (Stilles Mineralwasser, by W.J.Pilsak)  
Leche (f)  (Milk glass, by Stefan Kühn)  
Vino (m)  (Turkish coffee, by Bertilvidet)  
Café (m)  (Meissen-teacup pinkrose01, by Miya)  
Té (m)  

Notes

- m indicates that the noun is masculine (el queso — "the cheese"; los plátanos — "the bananas"), whereas f indicated feminine (la lechuga — "the lettuce"; las uvas — "the grapes")
- In South America, papa is used instead of patata.
- While agua is feminine, it takes the masculine articles un and el. For example, el agua curiosa ("the strange water") and las aguas curiosas ("the strange waters").
- Con means "with", sin means without (café con leche means "coffee with milk", café sin leche means "coffee without milk").
- Wine comes in two varieties, "red" and "white". In Spanish, they are vino tinto and vino blanco.

Examples

- Me gustan los huevos.  
  I like eggs.
- No me gusta nada la lechuga.  
  I don’t like lettuce at all.
- Me encanta el té con leche.  
  I love tea with milk
- Me gustan mucho las zanahorias, pero los pepinos son aburridos.  
  I like carrots a lot, but cucumbers are boring.

What do you eat?

To ask what someone else eats, use Qué followed by a form of one of the verbs below (¿Qué comes? means "What do you eat?"). To ask what someone likes to eat, use Qué te gusta then any of the verbs below (¿Qué te gusta comer? means "What do you like to eat?").

Spanish Verbs • ¿Qué comes?  
Eating and Drinking • Comer y Beber

<table>
<thead>
<tr>
<th>Español</th>
<th>Inglés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comer</td>
<td>To eat</td>
</tr>
<tr>
<td>Beber</td>
<td>To drink</td>
</tr>
</tbody>
</table>
Tomar | To have (food/drink)
Desayunar | To (eat) breakfast
Almorzar | To (eat) lunch
Cenar | To dine (eat dinner)

**Note**

All of these verbs are regular except *almorzar*, which is one of the UE Verbs we learnt about in the last chapter; *almuerzo, almuerzas, almuerza, almorzamos, almorzáis, almuerzan*.

**Examples**

- ¿Qué te gusta almorzar?
  What do you like to eat for lunch?
- *Como naranjas y plátanos, pero no me gustan las peras.*
  I eat oranges and bananas, but I don't like pears.
- *Me gusta comer las uvas.*
  I like to eat grapes.
- ¿Bebes leche?
  Do you drink milk?

**A bottle of wine**

<table>
<thead>
<tr>
<th>Spanish Verbs • ¿Qué comes?</th>
<th>Eating and Drinking • Comer y Beber</th>
</tr>
</thead>
<tbody>
<tr>
<td>Español</td>
<td>Inglés</td>
</tr>
<tr>
<td>Algo de</td>
<td>Some</td>
</tr>
<tr>
<td>Un vaso de</td>
<td>A glass of</td>
</tr>
<tr>
<td>Una copa de</td>
<td>A bottle of</td>
</tr>
<tr>
<td>Una botella de</td>
<td>A loaf of</td>
</tr>
<tr>
<td>Una barra de</td>
<td>A loaf of</td>
</tr>
<tr>
<td>Un kilo de</td>
<td>A kilo of</td>
</tr>
<tr>
<td>Un kilo y medio de</td>
<td>One and a half kilos of</td>
</tr>
<tr>
<td>Un kilo y cuarto de</td>
<td>One and a quarter kilos of</td>
</tr>
<tr>
<td>Medio kilo de</td>
<td>Half a kilo of</td>
</tr>
<tr>
<td>Un cuarto de kilo de</td>
<td>A quarter of a kilo of</td>
</tr>
</tbody>
</table>

**Notes**

- You will have noticed "some" on the list, but "unos/unas" is some! Yes, it would be *unas manzanas* ("some apples") but that only works for plurals. "Some bread" has to be translated as *algo de pan*.
- Also, there are two ways of saying "a glass of". *Copa* is for glasses with
¿Qué comes?

a stem (mostly wine: *una copa de vino*), and *vaso* is used for without a stem.
- Obviously, in all these phrases, the *un* can be replaced with any number (*Dos vasos de leche* means "two glasses of milk").

**Examples**

- *Tres botellas de vino tinto*
  Three bottles of red wine
- *Un medio kilo de arroz*
  Half a kilo of rice
- *Una barra de pan*
  A loaf of bread
- *Cinco kilos y media de patatas*
  Five and a half kilos of potatoes

**In the Shop**

In Spanish, as in English, there are many ways of expressing what you would like to buy, some of which are listed below. You will also see some other useful words and phrases for when shopping for food.

**Spanish Verbs • ¿Qué comes? I would like... • Me gustaría...**

<table>
<thead>
<tr>
<th>Español</th>
<th>Inglés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quisiera</td>
<td>I would like</td>
</tr>
<tr>
<td>Querría</td>
<td></td>
</tr>
<tr>
<td>Me gustaría</td>
<td></td>
</tr>
<tr>
<td>Ahí está(n)</td>
<td>There you go; voila.</td>
</tr>
<tr>
<td>Comprar</td>
<td>To buy</td>
</tr>
<tr>
<td>La cuenta</td>
<td>The receipt</td>
</tr>
<tr>
<td>Costar</td>
<td>To cost</td>
</tr>
<tr>
<td>Una tienda</td>
<td>A shop</td>
</tr>
</tbody>
</table>

**Notes**

- *Comprar* is a totally regular verb (*compro, compras, compra, compramos, compráis, compran*).
- With *ahí está(n)*, with the *n* is for plural. Without is for singular.
- *Costar* is a O => UE verb (*cuesto, cuestas, cuesta, costamos, costáis, cuestan*), but obviously, you only use the third person.

Also, if you want to say "How much does it cost, you use *¿Cuánto cuesta(n)?* (cuesta is for singular things, cuestan for plurals, as seen
Examples

- *Quisiera una manzana, por favor.*
  I would like an apple, please.
- *Querría comprar una barra de pan.*
  I'd like to buy a loaf of bread.
- *Me gustaría comprar una botella de vino tinto, por favor.*
  I'd like to buy a bottle of red wine, please.
- *¿Cuánto cuestan las uvas?*
  How much do the grapes cost?
- *¿Cuánto cuesta un kilo de patatas?*
  What does a kilo of potatoes cost?

Adjectives

"E" and Consonant Adjectives

In Spanish, clearly not all adjectives end in "o" or "a". The good thing about these is that they stay the same, irrespective of gender.

- Adjectives ending in "e" add an "s" when in the plural.
- Adjectives ending in a consonant add an "es" when in the plural.

Notes

- When an adjective (or indeed a noun) ends in *z*, it changes to a *c* in plural, then adds the "es" (*feliz/felices* — "happy").

Examples

- *El hombre amable*
  The friendly man
- *La mujer amable*
  The friendly woman
- *Los niños amables*
  The friendly boys
- *Las niñas amables*
  The friendly girls
- *El hombre difícil*
  The difficult man
- *La mujer difícil*
  The difficult woman
- *Los niños difíciles*
  The difficult boys
- *Las niñas difíciles*
  The difficult girls
¿Qué comes?

Colours

Colours in Spanish are just adjectives, so they still have to agree and go after the noun. They are shown below.

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>Rojo</td>
</tr>
<tr>
<td>Orange</td>
<td>Naranja</td>
</tr>
<tr>
<td>Yellow</td>
<td>Amarillo</td>
</tr>
<tr>
<td>Green</td>
<td>Verde</td>
</tr>
<tr>
<td>Blue</td>
<td>Azul</td>
</tr>
<tr>
<td>Purple</td>
<td>Morado</td>
</tr>
<tr>
<td>Brown</td>
<td>Marrón</td>
</tr>
<tr>
<td>Pink</td>
<td>Rosa</td>
</tr>
<tr>
<td>White</td>
<td>Blanco</td>
</tr>
<tr>
<td>Grey</td>
<td>Gris</td>
</tr>
<tr>
<td>Black</td>
<td>Negro</td>
</tr>
</tbody>
</table>

Notes

• All of these will function as nouns, if you add an article in front of them. For example, *el morado* means "the purple one".
• The plural form of *marrón* is *marrones* (without the accent); *las zanahorias marrones* means "the brown carrots".
• The colours *naranja* and *rosa* end in "a" even if they are applied to a masculine; *el coche naranja*, "the orange car"; *la casa rosa*, "the pink house"

Examples

• *La manzana verde*
  The green apple
• *Los huevos blancos*
  The white eggs
• *El queso amarillo*
  The yellow cheese
• *Las naranjas naranjas*
  The orange oranges

Summary

In this lesson, you have learnt
• How to say some foods and drinks (la lechuga; una manzana; la leche).
• How to say you eat and drink things (como, comes, come, comemos, coméis, comen).
• How to say some simple quantities (un kilo de patatas; una copa de vino tinto)
• What to say in a shop (quisiera; querría; la cuenta).
• How to form adjectives that don't end in "O" or "A" (la tienda verde; los quesos azules)

You should now do the exercise related to each section (found in the next section), and translate the dialogue at the top before moving on.

Exercises

live version • discussion • edit exercises • add an exercise (answer) • comment

The answers can be found in the next section. Also, try translating the dialogue at the top of the lesson.

Food and Drink

Match the English to the Spanish.

1. Un pepino a. Water
2. Queso b. The carrots
3. Una manzana c. Rice
4. Las peras d. White wine
5. Té e. An egg
6. Las zanahorias f. A cucumber
7. Un huevo g. Tea
8. Agua h. Cheese
9. Arroz i. The pears
10. Vino blanco j. An apple

What do you eat?

• Conjugate the verb beber ("to drink") and cenar ("to dine") below:
  1. ..............
  2. ..............
  3. ..............
  4. ..............
  5. ..............
  6. ..............
¿Qué comes?

1. ............
2. ............
3. ............
4. ............
5. ............
6. ............

A bottle of wine

Match up the following to make sentences that make sense.

1. Un kilo y media de... a. ...vino tinto
2. Algo de... b. ...leche
3. Una copa de... c. ...patatas
4. Un vaso de... d. ...pan
5. Una barra de... e. ...pasta

In the shop

Pretend that you are a customer in a shop. In the following dialogue, fill in your part.

Buenos días.

.........................
Muy bien, gracias. ¿Qué quisieras?

.........................
Vale. Ahí están.

.........................
Cuestan tres euros.

.........................
iAdiós!

Adjectives

• Correct the following sentences.
  • Ahí está tres tomates verde.
  • Los mujeres son difíciles.
  • Me gusta hombres amable.
  • Odie pepinos.
  • No les gustan comer patatas con queso.
• Translate the following between Spanish and English.
  • I hate eating tomatoes: they're boring.
  • No toma queso o leche porque es vegano. [ vegano = vegan ]
  • I don't drink milk because it's white.
  • ¿Querrías comprar una manzana?
  • Does she like pasta with tomatoes and carrots?
Food and Drink

1. f) A cucumber
2. h) Cheese
3. j) An apple
4. i) The pears
5. g) Tea
6. b) The carrots
7. e) An egg
8. a) Water
9. c) Rice
10. d) Red wine

What do you eat?

1. Bebo
2. Bebes
3. Bebe
4. Bebemos
5. Bebéis
6. Beben

1. Ceno
2. Cenas
3. Cena
4. Cenamos
5. Cenáis
6. Cenan

A bottle of wine

1. c) Un kilo y media de patatas
2. e) Algo de pasta
3. a) Una copa de vino tinto
4. b) Un vaso de leche
5. d) Una barra de pan

In the shop

Buenos días.
¿Qué comes?

Buenos días. ¿Qué tal?
_Muy bien, gracias. ¿Qué quisieras?
Quisiera seis huevos. [ can be anything, so long as it's plural ]
_Vale. Ahí están.
¿Cuánto cuestan?
_Cuestan tres euros._
Gracias. Adiós.
¡Adiós!

Adjectives

- Ahí están tres tomates verdes.
- Las mujeres son difíciles.
- Me gustan hombres amables.
- Odia pepinos.
- No les gusta- comer patatas con queso.

- Odio comer las patatas: son aburridas.
- He doesn't have cheese or milk because he's vegan.
- No bebo leche porque es blanca.
- Would you like to buy an apple?
- ¿Le gusta pasta con tomates y zanahorias?
Dialogue

Vocabulary

Luego
Salgo

Raúl: ¡Hola Sofía! ¿Qué hora es?
Sofía: Son las ocho y cuarto.
Raúl: Gracias. ¿Qué haces normalmente por la mañana?
Sofía: Me levanto a las siete. Luego, me ducho y tomo mi desayuno. Usualmente, salgo a las ocho.
Raúl: Ah, vale. Así, ¿cuándo almuerzas?
Sofía: Suelo almorzar a la una.
Raúl: Claro. ¡Adiós!
Sofía: ¡Hasta luego!

Telling the time

Telling the time is easy in Spanish, and very similar to English. You use this construction:

Son las [hours] y [minutes]

So, Son las tres y veinte would mean "It's twenty past three". To ask the time, you just use the question ¿Qué hora es? (literally: "What hour is it?"). However, this only works for times up to half-past the hour. How do you say "It's twenty to three", I hear you cry? For this, you have to use menos (meaning "less") instead of y (Son las cuatro menos diez means "It's ten to four").

Other typical time-telling phrases are depicted in the table below.

<table>
<thead>
<tr>
<th>Spanish Vocabulary • ¿Qué hora es?</th>
</tr>
</thead>
<tbody>
<tr>
<td>El tiempo • The time</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.m.</td>
<td>de la mañana</td>
</tr>
<tr>
<td>p.m.</td>
<td>de la tarde</td>
</tr>
<tr>
<td>It's half-past [hour]</td>
<td>Son las [hour] y media</td>
</tr>
<tr>
<td>It's quarter-past [hour]</td>
<td>Son las [hour] y cuarto</td>
</tr>
<tr>
<td>It's quarter-to [hour]</td>
<td>Son las [hour] menos cuarto</td>
</tr>
</tbody>
</table>
¿Qué hora es?

Notes

- If there aren't any minutes, just say son las cinco ("It's 5 o'clock") or son las once ("It's 11 o'clock").
- Remember: son means "they are", so son las... only works for numbers greater than one. To say "it's one o'clock", you have to say Es la una.

Examples

- Son las ocho
  It's 8 o'clock
- Son las nueve y media
  It's half-past nine
- Son las seis menos cuarto
  It's quarter-to six
- Son las dos y veinte de la mañana
  It's 2:20 a.m.

When?

So, you now know how to tell the time in Spanish. Now let's use it to describe when something happens. To do this, you use a las followed by the time as described above (a las tres means "at 3 o'clock"). But what if you don't know a specific time? What about just "In the evening"? Just use por la, followed by one of the entries in the table (por la noche means "at night"):

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>Morning</td>
<td>Mañana</td>
</tr>
<tr>
<td>Afternoon</td>
<td>Tarde</td>
</tr>
<tr>
<td>Night</td>
<td>Noche</td>
</tr>
</tbody>
</table>

Notes

- Since it's always "por la", this means that these times-of-day are all feminine.

Examples

- A las ocho de la mañana, tomo mi desayuno.
  At 8:00am, I eat breakfast.
- Por la tarde, le gusta ver la tele.
In the evening, He likes watching TV.
• Por la noche, les gusta mucho beber leche.
  At night, they love drinking milk.

Time-related Adverbs

It's all very well knowing how to say that you do things at a particular time, but what about more habitual actions? What do you do usually? Normally? Sometimes?

Spanish Vocabulary • ¿Qué hora es?
El tiempo • The time

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually</td>
<td>Usualmente</td>
</tr>
<tr>
<td>Normally</td>
<td>Normalmente</td>
</tr>
<tr>
<td>Often</td>
<td>A menudo</td>
</tr>
<tr>
<td>Sometimes</td>
<td>A veces</td>
</tr>
<tr>
<td>Occasionally</td>
<td>De vez en cuando</td>
</tr>
<tr>
<td>Rarely</td>
<td>Raramente</td>
</tr>
<tr>
<td>Soler</td>
<td>To be in the habit of</td>
</tr>
</tbody>
</table>

Notes

- You should notice that all the words ending in "ly" in English end in mente in Spanish. To turn an adjective into an adverb: take the feminine form of the adjective, then add mente.
  - Thus, normal, raro, ocasional and usual are all adjectives.
  - Also, ruidosamente, tranquilamente, etc, are adverbs (you met tranquilo and ruidoso in lesson 4...)
  - Soler is a UE stem-changing verb (suelo, sueles, suele, solemos, soléis, suelen), and it is followed by the infinitive (Suelo comer queso con pan, meaning "I usually eat cheese with bread").

Examples

- A veces, bebemos vino tinto, pero nunca vino blanco.
  Sometimes, we drink red wine, but never white wine.
- Suelo vivir en pisos; vivir en una casa es muy difícil.
  I usually live in flats; living in a house is really difficult.
- De vez en cuando, juego al ajedrez, pero usualmente, practico judo.
  Sometimes, I play chess, but usually I do judo.
- Normalmente a las cinco de la tarde, juego al futból.
  Normally at 5pm, I play football.
Reflexive verbs

Reflexive verbs are verbs where the subject and object are the same. "To wash oneself" or "to get oneself up". In Spanish, we do this by using a reflexive pronoun before the verb. We've already met these reflexive pronouns, along with a reflexive verb in the first lesson: llamarse ("to call oneself"). So, here are the reflexive pronouns:

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>Myself</td>
<td>Me</td>
</tr>
<tr>
<td>Yourself</td>
<td>Te</td>
</tr>
<tr>
<td>Himself/Herself/Itself</td>
<td>Se</td>
</tr>
<tr>
<td>Ourselves</td>
<td>Nos</td>
</tr>
<tr>
<td>Yourselves</td>
<td>Os</td>
</tr>
<tr>
<td>Themselves</td>
<td>Se</td>
</tr>
</tbody>
</table>

So, here is an example, using the verb lavarse ("to wash oneself"):

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wash myself</td>
<td>Me lavo</td>
</tr>
<tr>
<td>You wash yourself</td>
<td>Te lavas</td>
</tr>
<tr>
<td>He/she/it washes himself/herself/itself</td>
<td>Se lava</td>
</tr>
<tr>
<td>We wash ourselves</td>
<td>Nos lavamos</td>
</tr>
<tr>
<td>You wash yourselves</td>
<td>Os laváis</td>
</tr>
<tr>
<td>They wash themselves</td>
<td>Se lavan</td>
</tr>
</tbody>
</table>

So, now that you know how to conjugate them, it'd be useful to give you some examples:

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levantarse</td>
<td>To get (oneself) up</td>
</tr>
<tr>
<td>Ducharse</td>
<td>To shower (oneself)</td>
</tr>
<tr>
<td>Bañarse</td>
<td>To bathe (oneself)</td>
</tr>
<tr>
<td>Peinarse</td>
<td>To comb one's hair</td>
</tr>
<tr>
<td>Maquillarse</td>
<td>To put one's make-up on</td>
</tr>
<tr>
<td>Relajarse</td>
<td>To relax (oneself)</td>
</tr>
</tbody>
</table>
Notes

- These are very similar to the indirect object pronouns used with _gustar_. Make sure you don't get them mixed up.
- When in the infinitive, the reflexive pronoun goes on the end of the verb as a suffix. For example, _me gusta ducharme_ means "I like showering".

Examples

- _Por la mañana, me maquillo y me peino._
  In the morning, I put my make-up on and comb my hair.
- _¿Cuándo te bañas?_
  When do you bathe?
- _A las ocho de la mañana, nos levantamos._
  At 8am, we get up.
- _Nunca nos bañamos por la mañana; nos gusta ducharnos._
  We never have a bath in the morning; we like to have a shower.
- _Me encanta bañarme por la noche - es muy tranquilo._
  I love having a bath in the evening - it's very quiet.
- _Ocasionalmente, se ducha por la mañana, pero usualmente, le gusta bañarse por la tarde._
  Ocassionally, he showers in the morning, but usually, he likes to have a bath in the afternoon.
- _A las nueve de la tarde, me gusta mucho relajarme. Normalmente, bebo vino._
  At 9pm, I like to relax. Normally, I drink wine.

Summary

In this lesson, you have learnt

- How to ask for the time (¿Qué hora es?)
- How to tell the time (Son las cuatro y media; es la una menos cuarto)
- How to say the times of the day (por la manana; tarde; a las tres y diez)
- Various adverbs (ocasionalmente; normalmente; de vez en cuando; a menudo)
- How to use reflexive verbs (me baño; te relajas; se ducha; nos lavamos; os laváis; se maquillan)

You should now do the exercise related to each section (found in the next section), and translate the dialogue at the top before moving on to lesson eight.

Exercises

live version • discussion • edit exercises • add an exercise (answer) • comment
¿Qué hora es?

The answers can be found in the next section. Also, try translating the dialogue at the top of the lesson.

**Telling the time**

Write the following times in full Spanish.

1. 3:00
2. 4:00
3. 2:25
4. 9:10
5. 10:30
6. 6:15
7. 1:35
8. 7:45
9. 1:15am
10. 8:55pm

**Time-related adverbs**

Translate the following from English to Spanish and vice versa.

1. Normalmente, cenamos a las siete.
2. Occasionally, I play football, but I really like rugby.
3. ¿Juegas al ajedrez a menudo?
4. Sometimes I eat lettuce, but I never eat tomatoes.
5. Por la noche, me gusta mucho comer arroz.
6. I rarely have lunch at 1pm.
7. Usualmente, almuerza a las dos.
8. I usually play tennis at 3pm.

**Reflexive verbs**

Fill in the gaps in the following text. You might not need to put anything in the gap.

*Hola. (1)___ llamo Milagros, y tengo dieciséis años. (2)___ vivo en un piso grande en Madrid, en España. Normalmente, (3)___ la mañana, (4)___ levanto a las seis (5)___ media. Luego, (6)___ peino, y desayuno con Rosa (mi hermana). Después, (7)___ maquillamos. Nunca (8)___ duchamos por (9)___ mañana - me gusta bañarme por la noche. Usualmente, a (10)___ cuatro (11)___ la tarde, practicamos (12)___ la natación. (13)___ gusta mucho nadar. Por la tarde, (14)___ relajo: me gusta leer, (15)___ ver la tele, pero usualmente, no hay nada (16)___ hacer.*
Exercise answers

Dialogue

Raul: Hi Sofia! What's the time?
Sofia: It's 8:15.
Raul: Thanks. What do you normally do in the morning?
Sofia: I get up at 7:00. Then, I have a shower, do my make-up and eat breakfast. Usually, I leave at 8:00.
Raul: Ah, ok. So, when you have lunch?
Sofia: I normally have lunch at 1:00.
Raul: Ok. Goodbye!
Sofia: See you soon!

Telling the time

1. Son las tres.
2. Son las cuatro.
3. Son las dos y veinticinco.
4. Son las nueve y diez.
5. Son las diez y media.
6. Son las seis y cuarto.
7. Son las dos menos veinticinco.
8. Son las ocho menos cuarto.
9. Es la una y cuarto de la mañana.
10. Son las nueve menos cinco de la noche.

Time-related adverbs

1. Normally, we have dinner at 7:00.
2. De vez en cuando, juego al futbol, pero me gusta mucho el rugby.
3. Do you often play chess?
4. A veces, como lechuga, pero nunca como tomates.
5. At night, I really like eating rice.
6. Almuerzo raramente a la una.
7. Usually, he has lunch at 2:00.
8. Suelo jugar al tenis a las tres de la tarde.

Reflexive verbs

Hola. (1)____ llamo Milagros, y tengo dieciséis años. (2)____ vivo en un piso grande en Madrid, en España. Normalmente, (3)____ la manana, (4)____
¿Qué hora es?

levanto a las seis (5) media. Luego, (6) peino, y desayuno con Rosa (mi hermana). Después, (7) maquillamos. Nunca (8) duchamos por (9) mañana - me gusta bañarme por la noche.
Usualmente, a (10) cuatro (11) la tarde, practicamos (12) la natación. (13) gusta mucho nadar. Por la tarde, (14) relajo: me gusta leer, (15) ver la tele, pero usualmente, no hay nada (16) hacer.
8 ¿Dónde vas a ir?

Dialogue

Raúl: Hola Sofía. La semana que viene, voy a ir a Italia.
Sofía: ¿Cómo vas a ir? ¿En tren?
Raúl: No. Odio los trenes - son muy ruidosos.
Sofía: Claro. Prefiero los aviones también.
Raúl: Usualmente, voy a Irlanda pero tengo un billete para Italia.

Vocabulary

para for
otro other
tomarme myself
tomarme un a month
mes libre off work

Sofía: Así, ¿vas a comprar un otro billete?
 Raúl: No - Italia es buena también. Puedo tomar el sol y experimentar la
cultura nativa.
Sofía: ¿Cuánto tiempo vas a pasar allí?
Raúl: Dos semanas. Quiero pasar un mes, pero no puedo tomarme un mes
libre.
Sofía: Entiendo. ¡Hasta luego!

The Simple Future tense

Expressing what you're going to do in the future is simple in Spanish, and the
same as in English. You use this construction:

[Ir] a [infinitive]

Let's look at this more closely. First, you must conjugate the (sadly irregular)
verb ir (meaning "to go"), followed by a (meaning "to"). Then you have the
infinitive of the verb you are going to do. So, voy a comer means "I'm going to
eat". It's as simple as that!

Ir is conjugated thus:

Spanish Verb • ¿Dónde vas a ir?
Ir • To go
¿Dónde vas a ir?

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>I go</td>
<td>Voy</td>
</tr>
<tr>
<td>You go</td>
<td>Vas</td>
</tr>
<tr>
<td>He/She/It goes</td>
<td>Va</td>
</tr>
<tr>
<td>We go</td>
<td>Vamos</td>
</tr>
<tr>
<td>You all go</td>
<td>Vais</td>
</tr>
<tr>
<td>They go</td>
<td>Van</td>
</tr>
</tbody>
</table>

**Notes**

- For reflexive verbs, you have two options for where to put the reflexive pronoun. You can either have it before *ir* (*me voy a bañar*, meaning "I'm going to have a bath") or as a suffix of the infinitive (*voy a bañarme*, meaning "I'm going to have a bath"). It doesn't matter which you choose.

**Examples**

- *Voy a cenar a las ocho*
  I'm going to have dinner at 8:00.
- *¿Vas a jugar al fútbol con Paulo?*
  Are you going to play football with Paulo?
- *Va a ducharse por la tarde.*
  She's going to have a shower in the evening.
- *Vamos a ir a Francia; nos vamos a relajar.*
  We're going to go to France; We're going to relax.
- *Por la noche, van a jugar al ajedrez.*
  At night, they're going to play chess.

**In the future...**

Now that we know how to express future actions, it'd be great to be able to say when we're going to do them. Here are a few key expressions for saying when something is going to happen.

| Spanish Vocabulary • ¿Dónde vas a ir? In the future... • En el futuro... |
|-----------------------------|---------------|
| **Inglés**                  | **Español**   |
| Tomorrow                    | Mañana        |
| Tomorrow morning            | Mañana por la mañana |
| The day after tomorrow      | Pasado mañana |
| Next week                   | La semana que viene |
| Next month                  | El mes que viene |
El mes próximo
Next year
El año que viene
El año próximo
In the future
En el futuro

Notes

• Notice viene in some of the phrases. This is from the E=>IE stem-changing verb venir, meaning "to come". So, literally, these phrases mean "the week that comes" (la semana que viene) or "the year that comes" (el año que viene). This also means that you have to conjugate it when you're talking in the past tense: "The year that came", but don't worry about that for quite some time yet.

• Mañana por la mañana means "tomorrow morning". In the same vein, mañana por la tarde means "tomorrow afternoon" and mañana por la noche means "tomorrow night".

Examples

• Mañana por la tarde, voy a jugar al tenis.
  Tomorrow afternoon, I'm going to play tennis.

• El año próximo, vamos a ir a Francia.
  Next year, we're going to go to France.

• En el futuro, me gustaría vivir en el campo.
  In the future, I would like to live in the countryside.

• ¿Vas a tener ocho años el mes que viene?
  Are you going to be eight years-old next month?

• ¿Vamos a cenar a las siete y media la semana próxima?
  Are we going to have dinner at 7:30 next week?

• Las mujeres van a vivir en un piso en noviembre.
  The women are going to live in a flat in November.

Holidays

Grab your swimming trunks: you're off to the south coast of Spain!

Journey

So, when, where are how are you going to go? Look at the following phrase, explained below.

El año próximo, voy a ir a España en avión.

This is made up of various parts:
¿Dónde vas a ir?

- Firstly, we have the time expression.
- Then, \textit{ir} ("to go") in the simple future tense.
- Then \textit{a España}, meaning "to Spain" - the location.
- Then \textit{en avión}, meaning \textit{by aeroplane}. Literally, this means "in aeroplane", as \textit{en} means "in".

You have all of the vocabulary here, except for the modes of transport, some of which are below.

![Images of transport methods]

**Examples**

- ¿Vas a ir a Alemania en coche?  
  Are you going to go to Germany by car?
- ¿Cómo vamos a ir a Galés? ¿En autocar?  
  How are we going to go to Wales? By coach?
- Normalmente, voy en tren, pero el mes que viene, voy a ir en barco.  
  Normally, I go by train, but next month, I'm going to go by boat.
- Van a ir a los Estados Unidos en avión.  
  They're going to go to the USA by plane.

**For how long?**

To say how long you're going to spend somewhere (or doing something), you use the verb \textit{pasar} (meaning "to spend", as in time). It is a perfectly regular verb (\textit{paso}, \textit{pasas}, \textit{pasa}, \textit{pasamos}, \textit{pasáis}, \textit{pasan}). You would then follow it by a timespan (\textit{pasamos dos semanas en Irlanda} means "we spend two weeks in Ireland").

To ask how long someone else is going to spend somewhere, you use \textit{cuánto tiempo} ("how much time") followed by \textit{pasar}. \textit{¿Cuánto tiempo van a pasar en Inglaterra?} means "How long are they going to spend in England?".

**Examples**

- Vais a pasar un mes en Nueva Zelanda.  
  You're all going to spend a month in New Zealand.
- Normalmente, ¿cuánto tiempo pasas en Canadá?  
  Normally, how much time do you spend in Canada?
- ¿Dónde voy a pasar el mes que viene? ¿Los Estados Unidos?
Where am I going to spend the next month? America?

**Accommodation**

To say "to stay" in Spanish, you use the reflexive verb *alojarse*, which is regular (*me alojo, te alojas, se aloja, nos alojamos, os alojáis, se alojan*). Then, you use *en* (meaning "in"), then the type of accommodation, as shown in the table below.

However, I hear you cry, what if you're already in Spain? How do you ask for accommodation? Below are a few useful phrases for asking for accommodation...

- ¿Tienes cuartos libres?  
  Do you have any free rooms?
- ¿Cuánto cobra por noche?  
  How much does it cost per night?
- ¿Puedes recomendarme un hotel barato?  
  Can you recommend a cheap hotel?
- ¿Se puede fumar en el cuarto?  
  Can you smoke in the room?

**Spanish Vocabulary • ¿Dónde vas a ir?  
Alojamiento • Accommodation**

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>A single room</td>
<td>Una habitación individual</td>
</tr>
<tr>
<td>A double room</td>
<td>Una habitación doble</td>
</tr>
<tr>
<td>A family room</td>
<td>Una habitación familiar</td>
</tr>
<tr>
<td>A hotel</td>
<td>Un hotel</td>
</tr>
<tr>
<td>A youth hostel</td>
<td>Un albergue juvenil</td>
</tr>
<tr>
<td>A villa</td>
<td>Un chalet</td>
</tr>
<tr>
<td>A camp site</td>
<td>Un cámping</td>
</tr>
</tbody>
</table>

**Notes**

- A "camp site" is *un cámping* (remember the accent), "to go camping" is *ir de cámping* and "a tent" is *una tienda*.
- When in plural, *habitación* loses the accent (*una habitación, dos habitaciones*).
¿Dónde vas a ir?

Examples

- *El año que viene, vamos a ir de cámping en Francia.*
  Net year, we're going to go camping in Francia.
- *La semana próxima, voy a pasar un día en un albergue juvenil.*
  Next week, I'm going to spend a day in a youth hostel.
- *Normalmente, cuando van a España, se alojan en un chalet, pero el año próximo, van a alojarse en un hotel.*
  Normally, when they go to Spain, they stay in a villa, but next year, their going to stay in a hotel.
- *¿Tienes habitaciones dobles libres?*
  Do you have any free double rooms?
- *¿Cuánto cobra por noche en un habitación singular? ¿Se puede fumar allí?*
  How much does a single room cost per night? Are you allowed to smoke there?
- *Puedes recomendarme un hotel barato que tiene habitaciones familiares libres?*
  Can you recommend a cheap hotel that has free family rooms?

Activities

Right. So you've arrived and unpacked. What now? How are you going to spend your time? Obviously, you could jugar al futból ("play football") or beber vino ("drink wine"), but clearly there are more activities than just these...

Irse de juerga  
Tomar el sol  
Nadar

What about more general things? Why do you want to go there? What do you want to get out of the trip? To say "in order to", you use para (meaning "for"), followed by the infinitive.

Spanish Vocabulary • ¿Dónde vas a ir?  
¿Porque vas allí?  Why go there?

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimentar una cultura diferente</td>
<td>To experience a different culture</td>
</tr>
<tr>
<td>Probar la comida nativa</td>
<td>To try the local food</td>
</tr>
<tr>
<td>Aprender el idioma</td>
<td>To learn the language</td>
</tr>
</tbody>
</table>
Notes

• There are quite a few new verbs here. Luckily, most are regular...
  • Sacar is regular (saco, sacas, saca, sacamos, sacáis, sacan).
  • Tomar is regular (tomo, tomas, toma, tomamos, tomáis, toman).
  • Irse is explained in more detail below.
  • Bailar is regular (bailo, bailas, baila, bailamos, bailáis, bailan).
  • Nadar is regular (nado, nadas, nada, nadamos, nadáis, nadan).
  • Experimentar is regular (experimento, experimentas, experimenta, experimentamos, experimentáis, experimentan).
  • Probar is an O=>UE stem-changing verb (pruebo, pruebas, prueba, probamos, probáis, prueban).
  • Aprender is a regular (aprendo, aprendes, aprende, aprendemos, aprendéis, aprenden).
  • Irse is quite complicated. It's the same ir as described above (voy, vas, va, vamos, vais, van), but the se means that it's reflexive too, so it uses the reflexive pronouns learnt last lesson. Thus, it's conjugated: me voy, te vas, se va, nos vamos, os vais, se van.
  • With the nouns mentioned here, most of the genders are obvious. However, watch out for idioma and foto, since they have the opposite genders to what you would expect. Idioma is masculine and Foto is feminine.
  • Obviously, nativo and diferente are adjectives. Another useful adjective to use in these phrases is nuevo, meaning "new".

Examples

• El mes próximo, voy a ir a Ibiza para irme de juerga.
  Next month, I'm going to go to Ibiza to go clubbing.
• Cuando en Francia, puedo rejarme - me encanta nadar y tomar el sol.
  When in France, I can relax - I love swimming and sunbathing.
• ¿Por qué te gustaría ir a España? ¿Para aprender el idioma?
  Why would you like to go to Spain? To learn the language?
• Van a ir a Grecia en noviembre. Les gusta probar comidas nuevas y experimentar culturas diferentes.
  They're going to go to Greece in November. They like trying new foods and experiencing different cultures.
• Cuando vamos a Inglaterra, nunca sacamos fotos buenas.
  When we go to England, we never take good photos.
• ¿Os gusta bailar y irse de juerga?
  Do you all like dancing and going clubbing?

Stem-changing Verbs

The second type of irregular verb is another stem-changing verb. This time, the e changes to ie in the "I", "you", "he/she/it" and "they" forms. An example (querer, meaning "to want") is written in the table below.
**Spanish Verb • ¿Dónde vas a ir?**

**Querer • To want**

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Quiero</td>
</tr>
<tr>
<td>You</td>
<td>Quieres</td>
</tr>
<tr>
<td>He/She/It</td>
<td>Quiere</td>
</tr>
<tr>
<td>We</td>
<td>Queremos</td>
</tr>
<tr>
<td>You all</td>
<td>Queréis</td>
</tr>
<tr>
<td>They</td>
<td>Quieren</td>
</tr>
</tbody>
</table>

Other verbs that follow this pattern

- **entender** ("to understand"): entiendo, entiendes, entiende, entendemos, entendéis, entienden.
- **empezar** ("to start"): empiezo, empiezas, empieza, empezamos, empezáis, empiezan.
- **preferer** ("to prefer"): prefiero, prefieres, prefiere, preferimos, prefieren.
- **pensar** ("to think"): pienso, piensas, piensa, pensamos, pensáis, piensan.

**Notes**

- **Querer** can be followed by the infinitive (*quiero empezar* means "I want to start").
- Remember **tener**? Well, that is a stem changing verb too: tengo, tienes, tiene, tenemos, tenéis, tienen!
- **Pensar** is normally followed by **que**, meaning "to think that".

**Examples**

- **Quiero almorzar a las dos menos cuarto.**

  I want to have lunch at 1:45.

- **Usualmente, vamos a Rusia en noviembre, pero Juan prefiere ir a España: quiere aprender el idioma.**

  Usually, we go to Russia en November, but Juan prefers going to Spain; he wants to learn the language.

- **Pasado mañana, vais a cenar en el hotel. ¿Entendéis?**

  The day after tomorrow, you're going to dine in the hotel. Do you all understand?

- **Cuando voy a Nueva Zelanda, quiero alojarme en un albergue juvenil, pero Santiago prefiere los chalets.**
When I go to New Zealand, I want to stay in a youth hostel, but
Santiago prefers villas.

- Entiendo que se puede fumar en las habitaciones individuales, ¿no?
  I understand you can smoke in the single rooms, right?

- ¿Piensas que las mujeres van a ser amables?
  Do you think the women are going to be nice?

**Summary**

In this lesson, you have learnt

- How to form the simple future tense in Spanish (voy a comer; vais a
  almorzar; van a ir)
- How to say various future time phrases (pasado mañana; mañana por la
  noche; en el futuro)
- How to say when, where and how you're going on holiday (el mes que
  viene, vamos a ir a Irlanda en autocar)
- How to say for how long you're going to stay (voy a pasar un mes; pasa
  una semana)
- How to say what sort of accommodation you'll be in (un cámping; un
  albergue juvenil; voy a alojarme en una habitación familiar)
- How to ask for accommodation (¿Tienes cuartos libres?; ¿Cuánto cobra
  por noche?)
- How to say various holiday activities (me voy de juerga; bailan; probar
  comidas nuevas)
- How to form I=>IE stem-changing verbs (quiero; entendemos; cierran)

You should now do the exercise related to each section (found in the next
section), and translate the dialogue at the top before moving on to lesson nine.

**Exercises**

The answers can be found in the next section. Also, try translating the
dialogue at the top of the lesson.

**The Simple Future tense**

Put the following into the simple future tense.

1. Como a las seis.
2. Juegan al fútbol.
¿Dónde vas a ir?

3. Almuerza a las seis.
4. Me peino a las tres.
5. Vivimos en un piso en Inglaterra.
7. ¿Duermes a la una?
8. Sois de Escocia.
9. Tengo doce años.

**In the future...**

Put the following in chronological order:

1. Pasado mañana
2. El año próximo
3. La semana que viene
4. Mañana por la noche
5. El mes que viene
6. En el futuro
7. Mañana por la mañana

**Holidays**

Fill in the gaps in the following text. You might not need to put anything in the gap.

*El año (1)____ viene, voy (2)____ ir (3)____ México en tren. Voy a (4)____ dos semanas allí. Normalmente, paso solamente una semana, pero (5)____ gustaría (6)____ relajarme totalmente. Voy a alojarme en (7)____ chalet familiar con hombres amables que (8)____ en (9)____ Estados Unidos también. El chalet cobra (10)____ veinte euros (11)____ noche. Cuando allí, hay (12)____ para hacer. Vamos a tomar (13)____ sol durante el día, y (14)____ la noche, vamos a bailar y (15)____ de juerga. También, (16)____ encanta la comida allí - los huevos (17)____ fantásticos. (18)____ a cenar en un restaurante diferente cada noche. Finalmente, (19)____ voy a ir a México porque quiero aprender (20)____ idioma - español es fantástica.*

**Stem-Changing Verbs**

Conjugate the following verbs in the present tense.

1. Pensar
   1. ............
   2. ............
3. The following are all verbs you have learnt. Say if they are stem-changing, or not, and say if they’re E=>IE or O/U=>UE.
   1. Jugar
   2. Comer
   3. Almorzar
   4. Querer
   5. Vivir
   6. Cenar
   7. Entender
   8. Poder

Exercise answers

Dialogue

Raúl: Hi Sofía. Next week, I'm going to go to Italy.
Sofía: How are you going to get there? By train?
Raúl: No. I hate trains; they're very noisy.
Sofía: Of course. I prefer airplanes, too.
Raúl: Usually I go to Ireland, but I have a ticket for Italy.
Sofía: So, are you going to buy another ticket?
Raúl: No, Italy is good too. I can sunbathe and experience the native culture.
Sofía: How much time are you going to spend there?
Raúl: Two weeks. I'd like to spend a month, but I can't take myself a month off work.
Sofía: I understand. See you later!

The Simple Future tense

1. Voy a comer a las seis.
2. Van a jugar al fútbol.
¿Dónde vas a ir?

3. Va a almorzar a las seis.
4. Voy a peinarme a las tres.
5. Vamos a vivir en un piso en Inglaterra.
6. Va a llamarse Miguel.
7. ¿Vas a dormir a la una?
8. Vais a ser de Escocia.
9. Voy a tener doce años.

In the future...

1. Mañana por la mañana
2. Mañana por la noche
3. Pasado mañana
4. La semana que viene
5. El mes que viene
6. El año próximo
7. En el futuro

Holidays

1. que
2. a
3. a
4. pasar
5. me
6. un
7. viven
8. los
9. por
10. para
11. el
12. por
13. irnos
14. me
15. son
16. voy
17. el

Stem-Changing Verbs

Conjugate the following verbs in the present tense.

1. Pensar
   1. Pienso
   2. Piensas
   3. Piensa
4. Pensamos
5. Pensáis
6. Piensan

2. Tener
   1. Tengo
   2. Tienes
   3. Tiene
   4. Tenemos
   5. Tenéis
   6. Tienen

3. The following are all verbs you have learnt. Say if they are stem-changing, or not, and say if they're E=>IE or O/U=>UE.
   1. U=>UE stem changing verb
   2. Regular verb
   3. O=>UE stem changing verb
   4. I=>IE stem changing verb
   5. Regular verb
   6. Regular verb
   7. I=>IE stem changing verb
   8. O=>UE stem changing verb
¿Cuál es tu trabajo?

9 ¿Cuál es tu trabajo?

Dialogue

Vocabulary

clientes customers

Raúl: Hola, Sofía. ¿Cuál es tu trabajo?
Sofía: Trabajo en una tienda.
Raúl: Vale.
Sofía: Y tú, ¿cuál es tu trabajo?
Raúl: Ah, soy profesor de inglés.
Sofía: ¡Qué bueno! ¿Has hablado inglés nativamente?
Raúl: No, me encanta aprender idiomas.
Sofía: Sí, quiero aprender el inglés para mi trabajo, también. Siempre hay clientes que quieren hablar en inglés. Es muy difícil.
Raúl: Sí, entiendo. ¡Adiós!

Jobs and occupations

In Spanish, to say someone's job, you use ser ("to be"), followed by the name of the job (some of which are given below). You use no articles - "I am dentist" (Soy dentista), rather than "I am a dentist" like in English. To ask what someone else does for a living, you use the phrase ¿Cuál es tu trabajo? (the name of this lesson).

So, some jobs:

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrician</td>
<td>Electricista</td>
</tr>
<tr>
<td>Plumber</td>
<td>Plomero (m) or Plomera (f)</td>
</tr>
<tr>
<td>Builder</td>
<td>Constructor (m) or Constructora (f)</td>
</tr>
<tr>
<td>Teacher</td>
<td>Profesor (m) or Profesora (f)</td>
</tr>
<tr>
<td>Lawyer</td>
<td>Abogado (m) or Abogada (f)</td>
</tr>
<tr>
<td>Doctor</td>
<td>Médico (m) or Médica (f)</td>
</tr>
<tr>
<td>Dentist</td>
<td>Dentista</td>
</tr>
<tr>
<td>Engineer</td>
<td>Ingeniero (m) or Ingeniera (f)</td>
</tr>
<tr>
<td>Chef</td>
<td>Cocinero (m) or Cocinera (f)</td>
</tr>
</tbody>
</table>
Notes

- For some of the above jobs, there are two options: one for males and one for females. For electricista and dentista, there is no difference between the genders. Even men can be dentistas.

Examples

- *Es dentista.*
  He's a dentist.
- ¿*Vas a ser médico?*
  Are you going to be a doctor?
- *Quiero ser abogada, pero cuesta mucho.*
  I want to be a lawyer, but it costs a lot.
- *Son profesores de español así qué hablan español muy bien.*
  They're Spanish teachers so they speak Spanish really well.
- ¿*Cuál es tu trabajo? ¿Eres electricista?*
  What do you work as? Are you an electrician?

A Few Important Words

At this point, we really need to go through a few important words that have been overlooked in previous lessons, haven't really got a home, or have generally not got much air-time. These are really important, and immediately raise your level of Spanish if you use them.

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too</td>
<td>Demasiado</td>
</tr>
<tr>
<td>Today</td>
<td>Hoy</td>
</tr>
<tr>
<td>Now</td>
<td>Ahora</td>
</tr>
<tr>
<td>In order to</td>
<td>Para</td>
</tr>
<tr>
<td>A lot</td>
<td>Mucho</td>
</tr>
<tr>
<td>That</td>
<td>Que</td>
</tr>
<tr>
<td>How</td>
<td>Qué</td>
</tr>
<tr>
<td>Currently</td>
<td>Actualmente</td>
</tr>
<tr>
<td>Always</td>
<td>Siempre</td>
</tr>
</tbody>
</table>
¿Cuál es tu trabajo?

Notes

- *Demasiado* means "too" as in "I am too nice" (Soy demasiado amable). It also means "too much" or "too many", as in "It costs too much" (Cuesta demasiado) or "It has too many rooms" (Tiene demasiadas habitaciones). When it's used as a sort of adjective, it has to agree with the noun.
- *Para*, in the sense "in order to" is always followed by the infinitive. Voy a ir a Francia para relajarme means "I'm going to France in order to relax".
- *Mucho* means "a lot" ("It has a lot of rooms" - tiene muchas habitaciones), but also "many" ("I live in many different houses" - vivo en muchas casas diferentes). Like demasiado, it has to agree with the noun it describes.
- *Qué* means "how" only in the sense of "How fantastic!", ¡Qué fantástico!. Cómo is the question word meaning "how".
- Don't confuse *actualmente* with "actually". It means currently.

Examples

- ¿Por qué vas a Canadá? ¿Para aprender el idioma?
  Why are you going to Canada? In order to learn the language?
- Vivo en una casa adosada en Neuva Zelanda que tiene muchas habitaciones.
  I live in a terrace in New Zealand that has many rooms.
- ¿Qué vas a comer ahora?
  What are you going to eat now?
- Normalmente, quiere almorzar a la una menos cuarto, pero hoy, quiere comer a las dos.
  Normally, he wants to have lunch at quarter to one, but today, he wants to eat at two.
- ¿Van a jugar al tenis? ¡Qué fatal!
  They're going to play tennis? How awful!
- Siempre ceno a las siete de la tarde.
  I always dine at 7pm.

Workplaces

As well as what your job is, it would be undoubtedly useful to be able to say where you work. A shop? An office? A factory?

To do this, you use the regular verb *trabajar* (trabajo, trabajas, trabaja, trabajamos, trabajáis, trabajan), then our friend *en* (meaning "in"), then one of the options from this table, or any other building or firm.

Another important little phrase to mention here is *ganar dinero*, meaning "to earn money". It's regular, so is conjugated *gano dinero, ganas dinero, gana dinero, ganamos dinero, ganáis dinero, ganan dinero.*
Spanish Vocabulary • ¿Cuál es tu trabajo?
Workplaces • Lugares de trabajo

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>An office</td>
<td>Una oficina</td>
</tr>
<tr>
<td>A factory</td>
<td>Una fábrica</td>
</tr>
<tr>
<td>A shop</td>
<td>Una tienda</td>
</tr>
<tr>
<td>A school</td>
<td>Un colegio</td>
</tr>
<tr>
<td>A restaurant</td>
<td>Un restaurante</td>
</tr>
<tr>
<td>A studio</td>
<td>Un taller</td>
</tr>
<tr>
<td>A garage</td>
<td>Un taller mecánico</td>
</tr>
</tbody>
</table>

Notes

- As part of this phrase, you can also use a company name (Trabajo en Tesco meaning "I work at Tesco"), or even a country or place name (¿Trabajas en Alemania? meaning "Do you work in Germany?").

Examples

- Trabajamos en un taller mecánico en España.
  We work in a garage in Spain.
- Trabajo en una tienda que se llama Woolworths.
  I work in a shop called Woolworths.
- ¿Dónde trabajas? ¿En un colegio? ¿Eres profesor?
  Where do you work? In a school? Are you a teacher?
- Actualmente trabajo en una fábrica para ganar dinero.
  I'm currently working in a factory, in order to earn money.
- Trabajan en una oficina, pero prefieren trabajar en restaurantes.
  They work in an office, but they prefer working in restaurants.

The Future Tense

For the past two lessons, we have been using the phrase ir a to refer to the future. Now, there is a real future tense in Spanish, which is formed by changing the verb itself, and is translated at "will". It is formed thus:

\[ \text{[future stem]}[\text{ending}] \]

Let's explain this:

- The future stem is a form of the verb. Luckily for us, in most cases, it's the same as the infinitive. So, for hablar (meaning "to talk"), the future stem is simply hablar.
- The endings are shown in the table below. You add them to the future
¿Cuál es tu trabajo?

stem as suffixes.

<table>
<thead>
<tr>
<th>Inglés</th>
<th>Español</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>é</td>
</tr>
<tr>
<td>You</td>
<td>ás</td>
</tr>
<tr>
<td>He/She/It</td>
<td>á</td>
</tr>
<tr>
<td>We</td>
<td>emos</td>
</tr>
<tr>
<td>You all</td>
<td>éís</td>
</tr>
<tr>
<td>They</td>
<td>án</td>
</tr>
</tbody>
</table>

**Notes**

- Some verbs are have irregular future stems. Assume a verb is regular unless you know otherwise. Of the verbs you have learnt so far, this only applies to three:

  - *Tener* ("to have"): **tendré**, **tendrás**, **tendrá**, **tendremos**, **tendréis**, **tendrán**
  - *Poder* ("to be able to"): **podré**, **podrás**, **podrá**, **podremos**, **podréis**, **podrán**
  - *Querer* ("to want"): **querré**, **querrás**, **querrá**, **querremos**, **querréis**, **querrán**

**Examples**

- *Comeré una manzana.*
  I will eat an apple.
- *Pasado mañana, ¿irás a las tiendas?*
  The day after tomorrow, will you go to the shops?
- *Será fontanera.*
  She will be a plumber.
- *El mes que viene, tendré ochenta años.*
  Next month, I will be 80.
- *El año próximo, vivirán en una casa nueva.*
  Next year, they will live in a new house.

**Summary**

In this lesson, you have learnt

- How to say what you and others do for a living (*soy ingeniero; son abogados*)
- How to ask what someone does for a living (*¿Cuál es tu trabajo?*)
• How to say various little, but important words (que; demasiado; mucho)
• How to say various workplaces (una fábrica; un taller)
• How to form the future tense (podrán; querré; almorzaremos)

You should now do the exercise related to each section (found in the next section), and translate the dialogue at the top before moving on.

**Exercises**

live version • discussion • edit exercises • add an exercise (answer) • comment

The answers can be found in the next section. Also, try translating the dialogue at the top of the lesson.

**Jobs and occupations**

Match the English to the Spanish.

1. Electricista a. Plumber
2. Fontanera b. Lawyer
3. Constructor c. Engineer
4. Abogado d. Electrician
5. Profesora e. Doctor
6. Médico f. Dentist
7. Concinera g. Teacher
8. Dentista h. Builder
9. Ingeniero i. Chef

**A Few Important Words**

Translate the following from English to Spanish and vice versa.

1. I have too many apples.
2. Hoy, trabajo en una tienda para ganar dinero.
3. You're a plumber? ¡How fantastic!
5. I prefer men that play rugby.
6. De vez en cuando, quiero jugar al fútbol, pero no ahora.
7. Usually, we go swimming, but today, we're going to play tennis.

**Workplaces**

Complete the following sentences.
¿Cuál es tu trabajo?

1. Soy profesora: trabajo en _____.
2. Es concinero: trabaja en _____.
3. No me gusta mi trabajo en _____, porque es demasiado ruidoso.
5. Trabajamos en ____ que se llama Harrods. Siempre es animado y me encanta hablar!

The Future Tense

Rewrite the following sentences, so that the verb is in the future tense.

1. Voy a Canadá
2. Trabajamos en un restaurante en la ciudad.
3. ¿Ganas veinte euros por hora? ¡Qué bueno!
4. Tienen cuarenta y ocho años.
5. Quiero dormir.
6. ¿Jugáis al tenis?
7. Va a Irlanda para experimentar una cultura diferente.
8. Soy ingeniera.

Exercise answers

live version  •  discussion  •  edit answers  •  add an answer (exercise)  •  comment

Dialogue

Rúa: Hi, Sofía. What do you do for a living?
Sofía: I work in a shop.
Rúa: Ok.
Sofía: What about you, what do you do for a living?
Rúa: Ah, I'm an English teacher.
Sofía: Great! Do you speak English natively?
Rúa: No, I love learning new languages.
Sofía: Yeah, I want to learn English for my job, too. There are always customers who want to speak English. It's very difficult.
Rúa: Yeah, I understand. Goodbye!

Jobs and occupations

1. d
2. a
3. h
4. b
A Few Important Words

1. Tengo demasiadas manzanas.
2. Today, I'm working in a shop to earn some money.
3. ¿Eres fontanero? ¡Qué fantástico!
4. Many boys want to be builders.
5. Prefiero hombres que juegan al rugby.
6. Occassionally, I want to play football, but not now.
7. Usualmente, practicamos la natación, pero hoy, vamos a jugar al tenis.

Workplaces

1. Un colegio
2. Un restaurante
3. Un taller mecánico; una fábrica
4. Una oficina
5. Una tienda

The Future Tense

1. Iré a Canadá
2. Trabajaremos en un restaurante en la ciudad.
3. ¿Ganarás veinte euros por hora? ¡Qué bueno!
4. Tendrán cuarenta y ocho años.
5. Querré dormir.
6. ¿Jugaréis al tenis?
7. Irá a Irlanda para experimentar una cultura diferente.
8. Seré ingeniera.
10 History & Document Notes

Wikibook History

This book was created on 2003-08-02 by ThomasStrohmann and was developed on the Wikibooks project by the contributors listed in the next section. It was the first language book on Wikibooks. During December 2006, it underwent a complete archive and rewrite by Celestianpower. The latest version may be found at http://en.wikibooks.org/wiki/Spanish.

PDF Information & History

This PDF was created on 2007-07-15 based on the 2007-07-14 version of the Spanish Wikibook. A transparent copy of this document is available at Wikibooks:Spanish/Print version. The SXW source of this PDF document is available at Wikibooks:Image:Spanish.sxw. The template from which the document was created is available at Wikibooks:Image:PDF template.sxw.
11 Authors & Image Credits

Principal Authors

- ThomasStrohmann (talk | email | contribs)
- Karl Wick (talk | email | contribs)
- Wintermute (talk | email | contribs)
- Mariela Riva (talk | email | contribs)
- Mxn (talk | email | contribs)
- Sabbut (talk | email | contribs)
- Javier Carro (talk | email | contribs)
- Fenoxielo (talk | email | contribs)
- Think Fast (talk | email | contribs)
- Celestianpower (talk | email | contribs)
- John D'Adamo (talk | email | contribs)
- AnthonyBaldwin (talk | email | contribs)

All Authors

Alnokta, AnthonyBaldwin, Aphedox, Austenld, Az1568, Baryonic Being, Batjew, Beeezy, Canjo, Celestianpower, Chyera, CommonsDelinker, Derbeth, Everlong, Fenoxielo, Gen Sherman, Hoogli, Javier Carro, Jguk, John D'Adamo, Karl Wick, Laverdad, ManuelGR, Mxn, Oaso, Pablo.cl, Sabbut, Samuel, Supernaturalist, Tawagoto, Think Fast, ThomasStrohmann, West Brom 4ever, Xania, anonymous users

Image Credits

Images are either licensed under the GFDL or released into the public domain. Creators of GFDL images are listed in image captions.
0. PREAMBLE

The purpose of this License is to make a manual, textbook, or other functional and useful document "free" in the sense of freedom: to assure everyone the effective freedom to copy and redistribute it, with or without modifying it, either commercially or noncommercially. Secondarily, this License preserves for the author and publisher a way to get credit for their work, while not being considered responsible for modifications made by others.

This License is a kind of "copyleft", which means that derivative works of the document must themselves be free in the same sense. It complements the GNU General Public License, which is a copyleft license designed for free software.

We have designed this License in order to use it for manuals for free software, because free software needs free documentation: a free program should come with manuals providing the same freedoms that the software does. But this License is not limited to software manuals; it can be used for any textual work, regardless of subject matter or whether it is published as a printed book. We recommend this License principally for works whose purpose is instruction or reference.

1. APPLICABILITY AND DEFINITIONS

This License applies to any manual or other work, in any medium, that contains a notice placed by the copyright holder saying it can be distributed under the terms of this License. Such a notice grants a world-wide, royalty-free license, unlimited in duration, to use that work under the conditions stated herein. The "Document", below, refers to any such manual or work. Any member of the public is a licensee, and is addressed as "you". You accept the license if you copy, modify or distribute the work in a way requiring permission under copyright law.

A "Modified Version" of the Document means any work containing the Document or a portion of it, either copied verbatim, or with modifications and/or translated into another language.
A "Secondary Section" is a named appendix or a front-matter section of the Document that deals exclusively with the relationship of the publishers or authors of the Document to the Document's overall subject (or to related matters) and contains nothing that could fall directly within that overall subject. (Thus, if the Document is in part a textbook of mathematics, a Secondary Section may not explain any mathematics.) The relationship could be a matter of historical connection with the subject or with related matters, or of legal, commercial, philosophical, ethical or political position regarding them.

The "Invariant Sections" are certain Secondary Sections whose titles are designated, as being those of Invariant Sections, in the notice that says that the Document is released under this License. If a section does not fit the above definition of Secondary then it is not allowed to be designated as Invariant. The Document may contain zero Invariant Sections. If the Document does not identify any Invariant Sections then there are none.

The "Cover Texts" are certain short passages of text that are listed, as Front-Cover Texts or Back-Cover Texts, in the notice that says that the Document is released under this License. A Front-Cover Text may be at most 5 words, and a Back-Cover Text may be at most 25 words.

A "Transparent" copy of the Document means a machine-readable copy, represented in a format whose specification is available to the general public, that is suitable for revising the document straightforwardly with generic text editors or (for images composed of pixels) generic paint programs or (for drawings) some widely available drawing editor, and that is suitable for input to text formatters or for automatic translation to a variety of formats suitable for input to text formatters. A copy made in an otherwise Transparent file format whose markup, or absence of markup, has been arranged to thwart or discourage subsequent modification by readers is not Transparent. An image format is not Transparent if used for any substantial amount of text. A copy that is not "Transparent" is called "Opaque".

Examples of suitable formats for Transparent copies include plain ASCII without markup, Texinfo input format, LaTeX input format, SGML or XML using a publicly available DTD, and standard-conforming simple HTML, PostScript or PDF designed for human modification. Examples of transparent image formats include PNG, XCF and JPG. Opaque formats include proprietary formats that can be read and edited only by proprietary word processors, SGML or XML for which the DTD and/or processing tools are not generally available, and the machine-generated HTML, PostScript or PDF produced by some word processors for output purposes only.

The "Title Page" means, for a printed book, the title page itself, plus such following pages as are needed to hold, legibly, the material this License requires to appear in the title page. For works in formats which do not have any title page as such, "Title Page" means the text near the most prominent appearance of the work's title, preceding the beginning of the body of the text.
A section "Entitled XYZ" means a named subunit of the Document whose title either is precisely XYZ or contains XYZ in parentheses following text that translates XYZ in another language. (Here XYZ stands for a specific section name mentioned below, such as "Acknowledgements", "Dedications", "Endorsements", or "History"). To "Preserve the Title" of such a section when you modify the Document means that it remains a section "Entitled XYZ" according to this definition.

The Document may include Warranty Disclaimers next to the notice which states that this License applies to the Document. These Warranty Disclaimers are considered to be included by reference in this License, but only as regards disclaiming warranties: any other implication that these Warranty Disclaimers may have is void and has no effect on the meaning of this License.

2. VERBATIM COPYING

You may copy and distribute the Document in any medium, either commercially or noncommercially, provided that this License, the copyright notices, and the license notice saying this License applies to the Document are reproduced in all copies, and that you add no other conditions whatsoever to those of this License. You may not use technical measures to obstruct or control the reading or further copying of the copies you make or distribute. However, you may accept compensation in exchange for copies. If you distribute a large enough number of copies you must also follow the conditions in section 3.

You may also lend copies, under the same conditions stated above, and you may publicly display copies.

3. COPYING IN QUANTITY

If you publish printed copies (or copies in media that commonly have printed covers) of the Document, numbering more than 100, and the Document's license notice requires Cover Texts, you must enclose the copies in covers that carry, clearly and legibly, all these Cover Texts: Front-Cover Texts on the front cover, and Back-Cover Texts on the back cover. Both covers must also clearly and legibly identify you as the publisher of these copies. The front cover must present the full title with all words of the title equally prominent and visible. You may add other material on the covers in addition. Copying with changes limited to the covers, as long as they preserve the title of the Document and satisfy these conditions, can be treated as verbatim copying in other respects.

If the required texts for either cover are too voluminous to fit legibly, you should put the first ones listed (as many as fit reasonably) on the actual cover, and continue the rest onto adjacent pages.

If you publish or distribute Opaque copies of the Document numbering more
than 100, you must either include a machine-readable Transparent copy along with each Opaque copy, or state in or with each Opaque copy a computer-network location from which the general network-using public has access to download using public-standard network protocols a complete Transparent copy of the Document, free of added material. If you use the latter option, you must take reasonably prudent steps, when you begin distribution of Opaque copies in quantity, to ensure that this Transparent copy will remain thus accessible at the stated location until at least one year after the last time you distribute an Opaque copy (directly or through your agents or retailers) of that edition to the public.

It is requested, but not required, that you contact the authors of the Document well before redistributing any large number of copies, to give them a chance to provide you with an updated version of the Document.

4. MODIFICATIONS

You may copy and distribute a Modified Version of the Document under the conditions of sections 2 and 3 above, provided that you release the Modified Version under precisely this License, with the Modified Version filling the role of the Document, thus licensing distribution and modification of the Modified Version to whoever possesses a copy of it. In addition, you must do these things in the Modified Version:

A. Use in the Title Page (and on the covers, if any) a title distinct from that of the Document, and from those of previous versions (which should, if there were any, be listed in the History section of the Document). You may use the same title as a previous version if the original publisher of that version gives permission.

B. List on the Title Page, as authors, one or more persons or entities responsible for authorship of the modifications in the Modified Version, together with at least five of the principal authors of the Document (all of its principal authors, if it has fewer than five), unless they release you from this requirement.

C. State on the Title page the name of the publisher of the Modified Version, as the publisher.

D. Preserve all the copyright notices of the Document.

E. Add an appropriate copyright notice for your modifications adjacent to the other copyright notices.

F. Include, immediately after the copyright notices, a license notice giving the public permission to use the Modified Version under the terms of this License, in the form shown in the Addendum below.

G. Preserve in that license notice the full lists of Invariant Sections and required Cover Texts given in the Document's license notice.

H. Include an unaltered copy of this License.

I. Preserve the section Entitled "History", Preserve its Title, and add to it an item stating at least the title, year, new authors, and publisher of the
Modified Version as given on the Title Page. If there is no section Entitled "History" in the Document, create one stating the title, year, authors, and publisher of the Document as given on its Title Page, then add an item describing the Modified Version as stated in the previous sentence.

J. Preserve the network location, if any, given in the Document for public access to a Transparent copy of the Document, and likewise the network locations given in the Document for previous versions it was based on. These may be placed in the "History" section. You may omit a network location for a work that was published at least four years before the Document itself, or if the original publisher of the version it refers to gives permission.

K. For any section Entitled "Acknowledgements" or "Dedications", Preserve the Title of the section, and preserve in the section all the substance and tone of each of the contributor acknowledgements and/or dedications given therein.

L. Preserve all the Invariant Sections of the Document, unaltered in their text and in their titles. Section numbers or the equivalent are not considered part of the section titles.

M. Delete any section Entitled "Endorsements". Such a section may not be included in the Modified Version.

N. Do not retitle any existing section to be Entitled "Endorsements" or to conflict in title with any Invariant Section.

O. Preserve any Warranty Disclaimers.

If the Modified Version includes new front-matter sections or appendices that qualify as Secondary Sections and contain no material copied from the Document, you may at your option designate some or all of these sections as invariant. To do this, add their titles to the list of Invariant Sections in the Modified Version's license notice. These titles must be distinct from any other section titles.

You may add a section Entitled "Endorsements", provided it contains nothing but endorsements of your Modified Version by various parties—for example, statements of peer review or that the text has been approved by an organization as the authoritative definition of a standard.

You may add a passage of up to five words as a Front-Cover Text, and a passage of up to 25 words as a Back-Cover Text, to the end of the list of Cover Texts in the Modified Version. Only one passage of Front-Cover Text and one of Back-Cover Text may be added by (or through arrangements made by) any one entity. If the Document already includes a cover text for the same cover, previously added by you or by arrangement made by the same entity you are acting on behalf of, you may not add another; but you may replace the old one, on explicit permission from the previous publisher that added the old one.

The author(s) and publisher(s) of the Document do not by this License give permission to use their names for publicity for or to assert or imply endorsement of any Modified Version.
5. COMBINING DOCUMENTS

You may combine the Document with other documents released under this License, under the terms defined in section 4 above for modified versions, provided that you include in the combination all of the Invariant Sections of all of the original documents, unmodified, and list them all as Invariant Sections of your combined work in its license notice, and that you preserve all their Warranty Disclaimers.

The combined work need only contain one copy of this License, and multiple identical Invariant Sections may be replaced with a single copy. If there are multiple Invariant Sections with the same name but different contents, make the title of each such section unique by adding at the end of it, in parentheses, the name of the original author or publisher of that section if known, or else a unique number. Make the same adjustment to the section titles in the list of Invariant Sections in the license notice of the combined work.

In the combination, you must combine any sections Entitled "History" in the various original documents, forming one section Entitled "History"; likewise combine any sections Entitled "Acknowledgements", and any sections Entitled "Dedications". You must delete all sections Entitled "Endorsements."

6. COLLECTIONS OF DOCUMENTS

You may make a collection consisting of the Document and other documents released under this License, and replace the individual copies of this License in the various documents with a single copy that is included in the collection, provided that you follow the rules of this License for verbatim copying of each of the documents in all other respects.

You may extract a single document from such a collection, and distribute it individually under this License, provided you insert a copy of this License into the extracted document, and follow this License in all other respects regarding verbatim copying of that document.

7. AGGREGATION WITH INDEPENDENT WORKS

A compilation of the Document or its derivatives with other separate and independent documents or works, in or on a volume of a storage or distribution medium, is called an "aggregate" if the copyright resulting from the compilation is not used to limit the legal rights of the compilation's users beyond what the individual works permit. When the Document is included in an aggregate, this License does not apply to the other works in the aggregate which are not themselves derivative works of the Document.

If the Cover Text requirement of section 3 is applicable to these copies of the
Document, then if the Document is less than one half of the entire aggregate, the Document's Cover Texts may be placed on covers that bracket the Document within the aggregate, or the electronic equivalent of covers if the Document is in electronic form. Otherwise they must appear on printed covers that bracket the whole aggregate.

8. TRANSLATION

Translation is considered a kind of modification, so you may distribute translations of the Document under the terms of section 4. Replacing Invariant Sections with translations requires special permission from their copyright holders, but you may include translations of some or all Invariant Sections in addition to the original versions of these Invariant Sections. You may include a translation of this License, and all the license notices in the Document, and any Warranty Disclaimers, provided that you also include the original English version of this License and the original versions of those notices and disclaimers. In case of a disagreement between the translation and the original version of this License or a notice or disclaimer, the original version will prevail.

If a section in the Document is Entitled "Acknowledgements", "Dedications", or "History", the requirement (section 4) to Preserve its Title (section 1) will typically require changing the actual title.

9. TERMINATION

You may not copy, modify, sublicense, or distribute the Document except as expressly provided for under this License. Any other attempt to copy, modify, sublicense or distribute the Document is void, and will automatically terminate your rights under this License. However, parties who have received copies, or rights, from you under this License will not have their licenses terminated so long as such parties remain in full compliance.

10. FUTURE REVISIONS OF THIS LICENSE

The Free Software Foundation may publish new, revised versions of the GNU Free Documentation License from time to time. Such new versions will be similar in spirit to the present version, but may differ in detail to address new problems or concerns. See http://www.gnu.org/copyleft/.

Each version of the License is given a distinguishing version number. If the Document specifies that a particular numbered version of this License "or any later version" applies to it, you have the option of following the terms and conditions either of that specified version or of any later version that has been published (not as a draft) by the Free Software Foundation. If the Document does not specify a version number of this License, you may choose any version ever...
published (not as a draft) by the Free Software Foundation.

**External links**

- GNU Free Documentation License (Wikipedia article on the license)
- Official GNU FDL webpage