

JOURNEY INTO SPANISH

REVISED EDITION

A BASIC TEXT & WORKBOOK FOR INTRODUCTORY SPANISH



ELLIOT GLASS

MANUEL RAMOS

JOURNEY INTO SPANISH

Revised Edition SAMPLER

Elliot Glass, Ph.D.

Professor Emeritus

Department of Foreign Languages and Literatures
Queensborough Community College, C.U.N.Y.

Manuel Ramos, Ph.D.

Professor Emeritus

Department of Modern Languages
Hostos Community College, C.U.N.Y.

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*What sets worlds in motion is the interplay of differences,
their attractions and repulsions. Life is a plurality,
death is uniformity. By suppressing differences and
peculiarities, by eliminating different civilizations
and cultures, progress weakens life and favors death.
The ideal of a single civilization for everyone, implicit in
the cult of progress and technique, impoverishes and
mutilates us. Every view of the world that becomes
extinct, every culture that disappears,
diminishes a possibility of life.*

Octavio Paz

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To the Instructor

Journey Into Spanish incorporates techniques that have proven especially successful in motivating and teaching Spanish to students who have weak English language skills and little or no prior foreign language study. **Journey Into Spanish**, which has been classroom tested for the past five years, offers advantages and innovations that effectively meet the needs of students with different learning styles and diverse academic backgrounds. Specifically, **Journey Into Spanish** provides:

- **an integrated textbook-workbook format** that allows easy access to corrected exercises and drills.
- **a review of English structures and patterns** that focuses on grammar items and patterns that are essential to know in order to more easily master Spanish as a second language.
- **a continuous story line** developed through *lecturas*, *diálogos*, and *tarjetas postales* that narrate the experiences of three university students who study and travel in *El mundo hispano*.
- **diálogos and mini-diálogos** that emphasize language functions in various contexts and highlight the spoken and colloquial speech of young adults. Both the *diálogos* and *mini-diálogos* invite a variety of role playing situations.
- **clear, concise explanations and effective mnemonic devices** that permit easy assimilation of what are usually difficult concepts for English speakers to learn, such as the placement of object pronouns and the use of the subjunctive in Spanish.
- **a variety of drills and exercises** to accommodate a wide range of teaching and learning styles.
- **historical and cultural material** integrated into the text in *lecturas*, *diálogos*, and *ejercicios* as well as in three separate formats. The first format (*Apuntes*) appears at the end of chapters 4 (New York), 7 (Spain), 9 (Puerto Rico), 11 (Venezuela), and 13 (México), and presents information in the form of student notes. The second format consists of several brief presentations called *Curiosidades históricas* and *Curiosidades culturales*. These either inform students of historical and cultural facts about the Hispanic world or underscore the contributions of Hispanics to North American history or culture. The third format presents historical sketches of Spain, South America, Mexico and the Hispanic Caribbean.
- **linguistic information** introduced through brief segments called *Curiosidades lingüísticas* that either highlight the large number of Spanish words that have been incorporated into American English and vice versa. These segments point out language-related idiosyncracies.
- **vocabulary** that is recycled throughout the fourteen chapters and that stresses cognates and near cognates presented in each capítulo.

Chapter Organization

Journey Into Spanish is divided into two preliminary sections or *pasos* and fourteen capítulos. In elementary courses the preliminary *pasos* and *capítulos* 1–7 are usually covered in the first semester, and *capítulos* 8–14 are covered in the second.

LOS PRIMEROS PASOS

El primer paso: a review of English structures and patterns that emphasizes those areas such as tenses, object pronouns, and moods that tend to be difficult for English speakers when they learn Spanish.

El segundo paso: an introduction to the sounds of Spanish consonants and vowels and to Spanish capitalization and punctuation. Also included are useful classroom commands and vocabulary.

LOS CATORCE CAPÍTULOS

Each of the fourteen capítulos includes:

La lectura: a third person narrative that details the experiences of three traveling students. The *lecturas* are followed by a variety of question formats (true/false, multiple choice, direct answer, etc.).

La gramática: a grammar segment that provides concise explanations with ample modeling for both the grammar and usage information presented. Easy-to-remember mnemonic aids are often introduced to facilitate retention.

Los ejercicios: a wide range of verification drills and exercises that meet the needs of diverse teaching and learning styles.

Mini-diálogos: a series of very brief dialogues that focus on functions using the informal and sometimes colloquial language of young adults.

Traduzca al español: a translation exercise that incorporates the structures, patterns, and vocabulary in the *capítulo*. After classroom testing for three semesters, these traditional translation exercises were added since they proved to be the most effective means for students to review and remember material covered in the chapter.

Diálogo(s): a dialogue or dialogues among “*los tres compañeros*” using the colloquial language of young adults. These exchanges complement as well as add different perspectives to the third person narrative (*La lectura*).

¡Conversemos ya!: oral exercises that elicit responses to personal and general knowledge/opinion questions. Involvement of the instructor is recommended. The third segment (*Conversación entre compañeros de clase*) sets into motion a conversation or dialogue between two or more students. Wherever possible, material from the chapter is incorporated.

El vocabulario: a vocabulary section that focuses on high frequency or key words that appear for the first time in the chapter.

Components

Journey Into Spanish also has available: (1) a teacher’s manual, (2) cassettes / CDs and lab manual, (3) a diskette with sample tests and answers, (4) video / DVD series, and (5) a CD-ROM & Online program.

- **Teacher’s Manual:** The teacher’s manual supplies the instructor with (1) answers to the exercises in the text-workbook, (2) answers to the lab manual exercises and *dictados*, (3) sample exams and answers, and (4) suggestions for introducing concepts and patterns.

- **Audio Program & Laboratory Manual:** Fifteen compact discs, which are used in conjunction with the laboratory manual, improve pronunciation, listening comprehension, and writing skills. Also reviewed are the grammar and vocabulary covered in the text-workbook. Digitally recorded in South American and Peninsular Spanish.

- **The Digital Video Disc:** The DVD focuses on English words borrowed from Spanish, Spanish/English cognates, commands, greetings, and useful phrases.

- **The CD-ROM & Online Sentence Generator:** Both programs present the Sentence Generator™, which enables students to create over 1,000 sentences from just 30 key words.

Primer paso

Gramática inglesa

A Short Review of English Grammar

As we indicated in our introduction, studies have shown that a better knowledge of the grammar of one's native language is useful and at times necessary if one hopes to master the skills required to communicate effectively in a second language. In this chapter we take a look at grammatical terms and at the structures and patterns found in English.

THE ARTICLE

The first part of speech we will look at is the article. In English, as in most European languages, the article can be divided into two categories: the definite article and the indefinite article. The **definite article** is *the* and the **indefinite article** is *a* or *an*.

Definite Article

the book

the hour

Indefinite Article

a book

an hour

THE NOUN

In the above examples, we see two nouns following the articles. Both "book" and "hour" are called nouns. A **noun** is a word used to name a **person, place, or thing**.

THE ADJECTIVE

If you want to describe the book or the hour, you add an **adjective**:

the *good* book

the *odd* hour

a *good* book

an *odd* hour

The term **adjective** is applied to words that modify — limit the meaning of — or describe a noun or a word that takes the place of a noun (a pronoun). Adjectives encompass a big category. For example, *this, that, these, those* are called **demonstrative adjectives**:

this good book

these good books

that odd hour

those odd hours

Adjectives that show possession are called **possessive adjectives**:

my good book(s)

your odd hour(s)

our good book(s)

his odd hour(s)

her good book(s)

their odd hour(s)

Adjectives that ask questions are called **interrogative adjectives** (think of interrogate or interrogation):

Which good book(s)?

What odd hour(s)?

Adjectives that follow the verb **to be** (I **am**, you **are**, he/she/it **is**, we **are**, you **are**, they **are**) are called **predicate adjectives**.

The book is **good**.

Your hours are **odd**.

My book is not **good**.

Which hours are **odd**?

This book is **good**.

Those hours are **odd**.

VERBS

A verb is a word that indicates an action or expresses a state of being. The verb **to be** which we have just mentioned is a verb that expresses a state of being. It does not convey an action. The verbs **to fall** and **to pass**, on the other hand, do express an action. Let's add these verbs to some of the phrases that we illustrated earlier:

My good book **falls** from the shelf.

Their busy hours **pass** quickly.

THE TENSES

Verbs not only tell us about a state of being or action; they also tell us **when** something existed or happened. Verbs tell us whether the action or state of being **is taking place, takes place habitually, has taken place, had taken place, used to take place, took place, will take place, or would take place**. The term **tense** so often used in grammar books simply indicates the time frame of the verb. Let's take a look at possible time frames for verbs.

Present Tense

If the action or state of being takes place in the present, then we use the **present tense**:

The hours **pass** quickly.

The books **fall** from the shelf.

We also use the **present tense** if we are describing something which is universally true or something that happens habitually:

Water **freezes** at 32 degrees.

John always **calls** at noon.

Present Progressive Tense

If the action is ongoing or in progress at the time the speaker is describing it, we use the **present progressive tense**. This tense combines the verb “to be” with the “-ing” form of a second verb.

The hours **are passing** quickly.

Watch out! The books **are falling**!

Simple Past or Preterite Tense

If the action or state of being **took place**, we use the **simple past** or **preterite tense**. In English, some verbs simply add **-ed** to the present tense to form the preterite (*example*: pass/**passed**). Other verbs change completely: see/**saw**, fall/**fell**, run/**ran**, is/**was**, are/**were**, go/**went**.

The hours **passed** quickly.

The books **fell**.

Imperfect or Past Progressive Tense

If an action or state of being **used to take place**, **would take place**, or **was taking place**, we use the **imperfect** or **past progressive tense**:

The hours **used to pass** quickly when I **was working** hard.

When I **would slam** my door, the books **would** always **fall**.

Future Tense

If the action or state of being **will take place**, the **future tense** is used. In English, the future tense is formed by adding **will** to the verb.

The hour **will pass** quickly.

Those books **will fall** soon.

Periphrastic Future

The **periphrastic future** refers to our using the present progressive of the verb **to go** to express a future action:

The hour **will pass** quickly. *becomes* The hour **is going** to pass quickly.

Those books **will fall** soon. *becomes* The books **are going** to fall soon.

Conditional Tense

The **conditional tense** is used when an action or state of being **would take place** if another condition is met.

The hour **would pass** quickly, if you **would work** harder.

If you **would fix** the shelf, the book **would** not **fall**.

While the spelling of **would** is exactly the same in both the conditional and the past progressive tenses, there should be no confusion here because one refers to an action in the past and the other refers to an action in the future. The conditional tense is often used after hypothetical clauses or statements of conditions contrary to fact.

If I were you (*condition contrary to fact*), I **would do** it.

If she had the money (*hypothetical*), she **would be** happy.

THE MYSTERIOUS PARTICIPLE

For some reason the word **participle** often frightens people. It seems that many of us have heard teachers talk about **dangling participles** and **participial phrases**, and it is perhaps because we never quite understood how a participle could dangle that we now have no idea what a participle is. Well, it is simply a word formed from a verb that has the qualities of both a verb (showing action) and an adjective (providing description). In English there are two types of participles:

1. Present Participle

The present participle always ends in **-ing**. Using our examples — **take**, **pass**, and **fall** — we can form present participles by adding **-ing** — **taking**, **passing**, **falling**.

2. Past Participle

The past participle in English is often spelled exactly the same as the simple past or preterite verb form (**passed**, **bought**, **looked**); however, there are many irregular past participles which are not at all similar (**taken**, **fallen**, **seen**, **gone**, **eaten**, **run**).

Functions of the Participles

The participle can function as an **adjective**.

The **talking** doll broke. (talking modifies the noun *doll*)
The money **taken** was his. (taken modifies the noun *money*.)

The participle can also function as a **verb** following some form of either the verb **to be** or **to have**.

The books are/were **falling**.
The books have/had/will have/would have **fallen**.

- In the first sentence (*The books are/were falling.*), we see that the present participle is combined with some form of the verb **to be** (**am**, **is**, **are**, **was**, **were**, **etc.**). As we have seen, this combination forms the present progressive and past progressive tenses.
- In the second sentence (*The books have/had/will have/would have fallen.*), we see that the participle is combined with some form of the verb **to have**. The various combinations are labeled in accordance with the tense of the helping verb **to have**.

THE PERFECT TENSES

The four **perfect tenses** are all formed by combining the helping verb **to have** with the past participle of a second verb. By changing the tense of the verb **to have** (to the present, past, future, or conditional tense), we form the present perfect, past perfect, future perfect, and conditional perfect tenses.

- **Present Perfect tense** refers to an action begun in the past which has been completed or is still going on in the present.

I have fallen and I can't get up.

- **Past Perfect tense** indicates a completed past action that occurred before another past action.

I had fallen before I sounded the alarm.

- **Future Perfect tense** indicates a completed action that will occur in the future before a set condition or time.

I will have fallen before my mail order alarm arrives.

- **Conditional Perfect tense** refers to a completed action that might have occurred were it not for another action or condition occurring.

I would have fallen if it were not for the alarm.

THE PASSIVE VOICE

A reference to the passive voice is not a reference to someone speaking in a low or fading voice. It refers to another use of the past participle. When a form of the verb **to be** is used with a **past participle**, the result is the **passive voice**. For example:

Passive Voice

The books **are taken** by John.

The books **were taken** by John.

The books **have been taken** by John.

The books **had been taken** by John.

Active Voice

John **takes** the books.

John **took** the books.

John **has taken** the books.

John **had taken** the books.

By making **John** the subject of all of the above sentences (*John takes/took/has taken/had taken the books.*), we perform an act of grammatical wizardry — we transform the sentences from the passive voice to the active voice. In the active voice the subject acts upon the verb: John (*the actor*) takes (*action*) the books (*the object*). In the passive voice, the subject is acted upon and we have a passive description of an event.

PAST PARTICIPLE vs. PRETERITE OR SIMPLE PAST

We mentioned earlier that the past participle is often spelled the same as the simple past or preterite (*returned, bought, sold, etc.*), and this similarity in spelling has caused great havoc in our speaking correct English. Since we know that so many simple past or preterite forms are the same as the past participles, we sometimes tend to use one in place of the other even when the past participle form is completely different from the preterite or simple past. We hear, for example:

"I have went."	<i>instead of</i>	I have gone.	<i>or</i>	I went.
"He seen."	<i>instead of</i>	He has seen.	<i>or</i>	He saw.

This confusion is most often made with the irregular preterites and participles. One of the ways to correct this is to do a lot of reading; another is to get a college English grammar handbook or a dictionary and look up irregular preterites and past participles.

THE INFINITIVE

We have seen that the different forms of the verb indicate different time periods — **present, future, past**, etc. But we have not spoken about the form of the verb that is **timeless**, the verb that simply names the action without telling us anything about the subject or about the tense (*when*). This form is called the **infinitive**. The infinitive in English is preceded by **to**.

to run	to read
to be	to pass
to jump	to fall

Infinitives have a restricted usage. They can never be used as the main verb and are frequently used after **conjugated verbs**.

What are conjugated verbs?

Let's take a minute to clarify the term "conjugate." When you **conjugate** a verb, you simply arrange the forms of the verb to match the changes in person, number (singular or plural), and tense. As an example, we will conjugate two verbs: the regular verb "to jump" and the irregular verb "to be." **Regular verbs** don't vary, except in the present tense when **-s** is added to the third person singular. **Irregular verbs** change throughout their conjugation.

TO BE			TO JUMP		
Singular			Singular		
	<i>Subject Pronoun</i>	<i>Conjugated Verb</i>		<i>Subject Pronoun</i>	<i>Conjugated Verb</i>
1st person	I	am	1st person	I	jump
2nd person	you	are	2nd person	you	jump
3rd person	he/she/it	is	3rd person	he/she/it	jumps
Plural			Plural		
1st person	we	are	1st person	we	jump
2nd person	you	are	2nd person	you	jump
3rd person	they	are	3rd person	they	jump

For regular English verbs in the present tense the letter **-s** in the third person singular is the only distinguishing feature in the conjugation. But it is, indeed, an important one. One of the most common errors in spoken English is the omission of this third person singular **-s**. All of us have heard people say, "It don't matter." If we remove the contraction, we see that we are really saying, "It *do not* matter." Obviously, it should be, "It doesn't matter."

As one learns a language, one must learn to conjugate verbs — to add proper endings to indicate person, number, and tense. It is interesting to note that the English tense system has few variations. Look at the tense system of any regular verb (such as, *jump, sing, work*) and you will see little or no variation with the person and number:

I jumped.	I used to jump.	I will jump.
You jumped.	You used to jump.	You will jump.
He jumped.	He used to jump.	He will jump.
We jumped.	We used to jump.	We will jump.
All of you jumped.	All of you used to jump.	All of you will jump.
They jumped.	They used to jump.	They will jump.

Because of this lack of variation, the subject pronoun or noun must always be there. In other languages the conjugated form of the verb often tells us who the subject is, and, therefore, the subject pronouns are not required and often are omitted.

Now before we go astray, let's return to the infinitive and its dependence on a conjugated verb. While an infinitive can be the subject of a sentence (**To dine** here is a delight.), most infinitives will be found following a conjugated verb:

I want **to go**. They hope **to win**. She intends **to sing**.

AUXILIARY OR HELPING VERBS

Auxiliary verbs are not verbs that come to your rescue if you have a problem speaking. They are verbs that help to form tenses when combined with main verbs, or they help the main verb express an action or make a statement. The verbs **to have**, **to be**, **to do**, **may**, **can**, **must**, and **will** are some of the most common helping verbs.

- The verb **to do** is used to ask a question or to show emphasis:

Do you understand? We **do** learn!
Did she go? They **did** go!

- The verb **to have** is used with the past participle to form the **perfect tenses**:

I **have** fallen. (*present perfect*)
I **had** fallen. (*past perfect*)
I **will have** fallen. (*future perfect*)
I **would have** fallen. (*conditional perfect*)

- The verb **to be** is used with present participles to form the **progressive tense** and with the past participle to form the **passive voice**:

The book **is falling**. (*present progressive*)
The book **was falling**. (*past progressive*)
The books **are read** by me. (*passive voice*)

- The verb **may** and its past tense **might** and the verb **can** and its past tense **could**, unlike the above three verbs, cannot ever stand alone without a main verb:

The books **may fall**.
They **might fall** later.
She **can learn**, but they **could not learn**.

- **Must** and **will** also require a main verb all of the time.

We **must go** now.
The books **will fall** quickly.

PRONOUNS

In several places in our discussion we have used the term **pronoun**, and it is time to focus on this important part of speech. **Pronouns** take the place of **nouns**.

- **Personal pronouns** take the place of specific persons or things. **I, you, he, she, it, we, you,** and **they** are the personal pronouns. When they provide a subject for a sentence or phrase, they are called **subject pronouns**.

- **Indefinite pronouns** refer to vague or nonspecific persons, things, or quantities:

No one is here.

Something is wrong.

The more, the merrier.

- **Possessive pronouns** denote ownership: **mine, yours, his, hers, ours, theirs**.
- **Reciprocal pronouns (each other, one another)** indicate the relationship between individual members of a plural subject. For example:

They see **each other** and we write to **one another**.

- **Reflexive pronouns** are used when the object of the verb refers back (*flexes back*) to the subject:

He washes **himself** and they bathe **themselves**.

The key to the reflexive pronouns is the **-self** or **-selves** which must always be present.

- **Object pronouns** stand for objects of the verb, be they persons or things. There are direct and indirect object pronouns. The **direct object** — the initial receiver of the action — answers the question **whom** or **what**.

For example:

(Whom) They see **John**.

John is the **direct object noun**.

They see **him**.

Him is the **direct object pronoun**.

(What) Maria has **the books**.

Books is the **direct object noun**.

Maria has **them**.

Them is the **direct object pronoun**.

- **Direct object pronouns**

Singular

Plural

me

us

you

you

him / her / it (objects)

them (objects/persons)

- The **indirect object** can be identified because it answers **to whom** or **for whom** the action is done.

For example:

(to whom) He gives the money **to John**. **John** is the **indirect object noun**.

He gives the money **to him**. **Him** is the **indirect object pronoun**.

(for whom) We buy the books **for Jane**. **Jane** is the **indirect object noun**.

We buy the books **for her**. **Her** is the **indirect object pronoun**.

One of the confusing things about indirect object pronouns in English is that sometimes they are not preceded by the prepositions **to** and **for** and, therefore, appear to be direct object pronouns.

He gives **me** the money.

We buy **her** the books.

He gives the money **to me**.

We buy the books **for her**.

If you are in doubt about whether you have a direct object or indirect object pronoun, you should first see if it answers **to whom** or **for whom** the action is done. If there is still doubt, then rearrange the sentence and insert the prepositions **to** or **for** accordingly.

- **Indirect object pronouns**

	Singular		Plural
to/for	me	to/for	us
	you		you
	him / her / it (<i>object</i>)		them (<i>objects/persons</i>)

- **Direct and Indirect Object Pronoun Combinations**

Whenever we use direct and indirect object pronouns in the same sentence, the direct object pronoun goes before the indirect object pronoun and both follow the verb.

	Direct Object	Indirect Object
John gives	it	to them.
We bring	them	to her.

Note: Transitive Verbs. Certain verbs like *give*, *bring*, *show*, and *write* take both a direct object and an indirect object. These verbs are called **transitive verbs**. Verbs like *sleep*, which cannot take a direct or an indirect object, are called **intransitive verbs**.

PREPOSITIONS

A preposition relates a noun or pronoun to some other word in the sentence with regard to time, place, position, or direction.

I saw him at noon.	(<i>time</i>)
Hang your coat in the closet.	(<i>place</i>)
They go to school from here.	(<i>direction</i>)
The books are on the table.	(<i>position</i>)

Prepositions link words together and form larger units. The two larger units which tend to cause students some difficulty are **clauses** and **sentences**. First let us look at the clauses.

CLAUSES

A clause is any group of words that contains a verb and its subject. Clauses may stand alone or function as a dependent part of the complete sentence. Let us examine two kinds of clauses:

- **Main/Independent Clauses**

If a clause makes an independent statement, a statement that expresses a complete thought, then it is a **main** or **independent** clause.

He gives me the money when I ask him.

- **Dependent Clauses**

If a clause must depend on another clause to complete a thought, then it is a **dependent** or **subordinate** clause.

He gives me the money **when I ask him**.

Dependent clauses are often introduced by:

since, as, when, because, who, that, or which.

Now let's look at three kinds of dependent clauses:

adjective clauses, adverbial clauses, and noun clauses.

1. An **adjective clause** functions like an adjective. It modifies a noun or pronoun in the sentence:

We need a computer system **that really works**.
(noun) (adjective clause)

Anyone who has seen it can tell you what happened.
(pronoun) (adjective clause)

2. An **adverbial clause** functions as an adverb by modifying *a verb, an adjective, or another adverb*.

The child **cried** **when the dog appeared**.
(verb) (adverbial clause)

I am **sorry** **that he is ill**.
(adjective) (adverbial clause)

The car runs more **quietly** **when you add that oil**.
(adverb) (adverbial clause)

3. A **noun clause** functions as a noun in a sentence. It can serve as the **subject** or **object** of the verb.

What John wants is a better job.
(subject)

He asks **that I be early**.
(object)

THE SENTENCE

Now that we have an idea of what clauses are about, let us turn to the sentence. The term **sentence** is another word for an independent clause. There are three kinds of sentences: **declarative**, **exclamatory**, and **interrogative**.

1. The **declarative sentence** primarily conveys information (it makes a declaration) and ends with a period. It is a statement.
2. The **exclamatory sentence** expresses a strong emotion on the part of the speaker and ends with an exclamation point.
3. The **interrogative sentence** asks a question and ends with a question mark.

MOODS

Sentences and clauses reflect the speaker's attitude toward what is said. The different verb forms that indicate this attitude are called **moods**.

In English we have the **indicative**, **imperative**, and **subjunctive moods**:

1. The Indicative Mood

If the speaker states a fact or asks a factual question, then the sentence is in the **indicative mood** (something is indicated).

He buys the books.

2. The Imperative Mood

If the speaker expresses a command, then the sentence is in the imperative mood.

Buy the books!

3. The Subjunctive Mood

If the speaker expresses a condition contrary to fact or a hypothesis, contingency, possibility, wish, request, order, etc., rather than actual fact, then the sentence is in the **subjunctive mood**.

If I **were** you, I would buy the books. *(contrary to fact)*

John requests that Joe **be** there at 5:00. *(request)*

It is possible that she **may** buy the books. *(possibility)*

Now that you have gone through our brief introductory grammar, we hope that you have a better understanding of grammatical concepts and will be able to recognize and identify them when you examine an English sentence. Your knowledge of English grammar will give you an enormous advantage in your study of Spanish since many of the grammatical concepts are similar in both languages.

REVIEW

The exercises below are designed to improve your familiarity with the terms and concepts we have just covered. If you get any wrong, go back and study the concept or term until you have a thorough understanding of it.

Match the term with the definition:

- | | | |
|----------------------------|-------|--|
| a. noun | _____ | Used with the verb to have to form the perfect tenses. |
| b. pronoun | _____ | If a speaker expresses a condition contrary to fact, a hypothesis, contingency, wish, request, or order. |
| c. adjective | _____ | the |
| d. infinitive | _____ | Adjectives that distinguish one item from other items in the same class. |
| e. simple past | _____ | Used to name a person, place, or thing. |
| f. passive voice | _____ | a or an |
| g. demonstrative | _____ | An adjective that asks a question. adjectives |
| h. past progressive or | _____ | A word that modifies or describes a noun or pronoun. imperfect |
| i. dependent clause | _____ | The action or state of being is taking place now. |
| j. past participle | _____ | The action or state of being used to take place, would take place in the past, or was taking place. |
| k. reflexive pronoun | _____ | The form of the verb that is timeless . In English, this form is preceded by to . |
| l. indirect object | _____ | It takes the place of a noun. |
| m. subjunctive mood | _____ | Is used when the object of the verb refers to the same person as the subject. |
| n. indefinite article | _____ | The secondary receiver of the action of the verb. It answers to whom or for whom it is done. |
| o. interrogative adjective | _____ | to be + past participle. |
| p. present tense | _____ | An action that took place or did take place. Sometimes called the preterite. |
| q. definite article | _____ | A group of words which contain a subject and verb but which must depend on another clause to complete the thought. |

Segundo paso

Fonética española y frases útiles

The Spanish Sound System and Useful Phrases

Before we begin our *Journey into Spanish*, we must master the sounds and sound combinations found in Spanish. In English, when we put stress on the wrong syllable (*désert* vs. *dessért*), we change the meaning of the word. Likewise in Spanish, when an accent is misplaced (*hablo* [I speak] vs. *habló* [he spoke]), or when we improperly pronounce a word or combination of words, we will not communicate *our intended idea*. Since a student must be familiar with the sound system, punctuation, and capitalization of a language in order to make progress in learning that language, the following material should be reviewed thoroughly before beginning the actual text, which starts with Capítulo 1.

Sounds of the Spanish Language

SPANISH VOWELS

	English Sound	Spanish Sound
a	car, ah	Ana, llamar
e	set, met	Elena, beber
i	rout ine , eat	Isabel, vivir
o	rogue, Rose	Rodolfo, como
u	true, soon	Ursula, su

All Spanish vowels are pronounced clearly and distinctly. Their sound is constant and does not vary in length when pronounced in a stressed or unstressed syllable. The simple vowel sound is produced in Spanish by keeping the tongue, lips, and jaws in a fixed position. Avoid the *glide* sound or *slur* resulting from moving the tongue, lips, and jaws to form the vowel sounds in English.

For example: tea / té

EJERCICIOS. Repeat after your instructor:

a	Adela, Clara, mamá, papá, ala
e	Pepe, Teresa, ese, este, café
i	Isabel, Israel, visita, lista, así
o	Paco, Ramón, oso, oro, loco
u	Jesús, Raúl, suyo, usted, un

DIPHTHONGS / DIPTONGOS

A diphthong is a combination of a **strong** vowel (**a, e, o**) and a **weak** vowel (**i, u**), and is pronounced as **one** syllable, with the strong vowel being the more audible of the two. Spanish has 14 diphthongs:

ia, ai (ay), **au, ua, ie, ei** (ey), **eu, ue, io, oi** (oy), **uo, ou** (rare), **ui, iu**.

pi ano	ba ile	hay
ca usa	cu atro	pie
se is	le y	ne utro
fue	vi o	bo ina
voy	anti guo	Bou soño
fu imos	ci udad	

Nota: If the weak vowel **i** or **u** has a written accent over it to show stress, the diphthong is dissolved, forming separate syllables:

mío (mí -o)	día (dí -a)
continúa (con-ti- nú -a)	María (Ma- rí -a)
oímos (o- í -mos)	envíe (en- ví -e)

HIATUS / HIATO

Any combination of the strong vowels (**a, e, o**) will form separate syllables:

feo (fe -o)	traes (tra -es)
creen (cre -en)	canoas (ca- no -a)
poseo (po- se -o)	caos (ca -os)

SPANISH CONSONANTS

The Spanish consonants are listed below with pronunciation descriptions. The column in the middle represents the **name** of the letters in Spanish (la **be**, la **ce**, etc.).

- b** (be) Pronounced like **b** in **boy** when it begins a word or follows **m, n** or **l**: **balada, Berta, combate, alba**. In other positions the letter **b** is softer.
- c** (ce) (1) In southern Spain and in South America **c** before **e** and **i** is pronounced like **s** in **sin**: **cinco, cemento, cierto, central**.
 (2) In northern Spain (Castilian pronunciation), **c** before **e** and **i** is pronounced like **th** in **thin**: **cinco, cemento, cierto, central**.
 (3) Before **a, o, u** and **consonants**, the letter **c** is pronounced like the **c** in **can**: **cable, color, cura, Clara**.
- ch** (che) Pronounced like **ch** in **China**: **chocolate, Chile, muchacho**.
- d** (de) Pronounced like **d** in **dog** when it begins a word or follows **m, n** or **l**: **Domingo, donde, tilde**.
 Between vowels the letter **d** is softer and is similar to the **th** sound in **this**: **vida, cuidado, adiós**.
- f** (efe) Pronounced the same as in English: **fama, café, sofá**.

- g** (ge) (1) Before **e** and **i** the letter **g** is pronounced like **h** in **hat**: **gente, general, imaginación.**
(2) Before **a, o, u** and **consonants** the letter **g** is pronounced like the **g** in **go**: **legal, gusto, globo, Gómez.**
- h** (hache) The **h** in Spanish is silent (not pronounced) like the letter **h** in **honor**: **hospital, habilidad, historia, ahora, alcohol.**
- j** (jota) Pronounced like **h** in **him** but with a stronger guttural sound: **José, ajo, jefe, ajustar.**
- k** (ka) Pronounced like **k** in **skin**, but softer: **kilómetro, Alaska, kilogramo.**
- l** (ele) Pronounced like **l** in **let**: **local, bilateral, tilde.**
- ll** (elle) Pronounced like **y** in **yes**: **llamo, calle, valle.**
- m** (eme) Pronounced like the **m** in English: **mamá, imitación, temporal.**
- n** (ene) Pronounced like the **n** in English: **no, son, nación.**
- ñ** (eñe) Pronounced like the **ny** in **canyon**: **mañana, año, niño.**
- p** (pe) Pronounced like **p** in **spin**, but softer: **Pedro, apartamento, hispano.**
- q** (ku) Pronounced like **k** in **skin** and *always followed by a silent u*: **queso, querer, aquí.**
- r** (ere) Pronounced like the **r** in **or** when the letter **r** is **not** in the *initial position*: **motor, oro, internal.**
- rr** (erre) Pronounced by making the tip of the tongue flutter right behind the upper front teeth as when one tries to imitate a motorcycle's sound. This trilled sound is used when **r** is in the *initial position* and when the word has a **double rr**: **Ricardo, perro, barrio.**
Nota: The **r** and **rr** are distinct sounds: **caro, carro.**
- s** (ese) Pronounced like **s** in **Sam**: **sin, gusto, salsa, locos.**
- t** (te) Pronounced like **t** in **stop**, but softer: **tabla, total, tribu, Tito.**
- v** (be) Pronounced like the Spanish **b** (the **b** and **v** are identical in pronunciation): **vino, ver, valor, voy, convento.**
- w** (doble ve) Pronounced like the **w** in **Wilson**: **Wilfredo, whiskey, Willie.**
- x** (equis) (1) Pronounced like **x** in **exact** between vowels: **examen, existir, exhibir.**
(2) Pronounced like **s** in **so** before consonants: **experto, externo, experimento.**
- y** (i griega) Pronounced like the **y** in **yes**: **ya, yuca, vaya.** When **y** appears alone and means **and**, it is pronounced like the vowel **i**.
- z** (zeta) (1) In southern Spain and in South America, **z** is pronounced like **s** in **sin**: **zapato, taza, luz.**
(2) In northern Spain (the Castilian pronunciation), **z** is pronounced like **th** in **thin**: **zapato, taza, luz.**

LINKING

In the spoken language, words are usually linked since they generally form phrase or breath groups. Linking occurs as follows:

1. If a word ends in a **vowel**, and the next word begins with the **same vowel**, the two blend into one sound:

Luis compraa alli.

Ella va a alli.

Pedro salió hoy.

2. If a word ends in a **consonant** and the next word begins with a **vowel**, the two blend to form one syllable.

Juan anda apurado.

Él quiere comprar eso.

¿Quieres helado?

ACCENTUATION OR STRESS RULES

- Words ending in a **vowel** or in **-n** or **-s** are stressed on the **next to the last syllable**:

pun-to

co-**men**-tan

co-ma

tie-ne

ca-sas

tri-bu

pa-**la**-bra

ha-blan

- Words ending in a **consonant**, except **-n** or **-s**, are stressed on the **last syllable**:

ver-**dad**

re-**loj**

ha-**blar**

ra-pi-**dez**

co-men-**tar**

us-**ted**

a-ni-**mal**

con-quis-ta-**dor**

- Words not following these rules have a written accent (´) over the appropriate vowel (á, é, í, ó, ú) to indicate the proper pronunciation:

gramática teléfono artículo óptico útil café habló

CAPITALIZATION

Spanish **does not capitalize** the first letter of any word in the following categories, unless it is used as the first word of a sentence:

- (1) the pronoun **I**: **yo**;
- (2) names of languages: **alemán** (German);
- (3) names of days of the week, months of the year, and seasons:

martes (Tuesday), **j**unio (June), la **p**rimavera (spring);

- (4) adjectives denoting nationality: **r**uso (Russian).

Spanish **does capitalize** the following:

- (1) proper names: **J**uan **V**alera, **M**aría **E**lena **G**ómez.
- (2) the first letter of the title of a book, play, article, etc.

La *rebelión de las masas*

The Rebellion of the Masses

La *vida es sueño*

Life is a Dream

(3) abbreviations:

usted	(ustedes)	you	becomes	Ud. (Uds) or Vd. (Vds.)
señor	(señores)	Mister	becomes	Sr. (Sres.)
señorita	(señoritas)	Miss	becomes	Srta. (Srtas.)
señora	(señoras)	Mrs.	becomes	Sra. (Sras.)

(4) the first letter of a sentence:

La casa es grande. The house is large.

Written Accents Over Capitalized Letters

Typesetters, especially in the United States, are often unable to indicate a written accent over a capitalized vowel. The result is that some books, periodicals, and newspapers do not have written accents over capitalized vowels which require them.

Frequently appears: El habla español. *Should appear:* Él habla español.

PUNCTUATION

The rules of punctuation in English and Spanish are the same except that in Spanish:

- An inverted question mark (¿) is placed at the point where the question begins, which may not necessarily be at the beginning of the sentence:

Hola, María, ¿cómo está usted? Hi, Mary, how are you?

- An inverted exclamation point (¡) precedes an exclamatory phrase, a command, or an emphatic statement; it is placed at the point where the exclamation begins, which may not necessarily be at the beginning of the sentence:

Él dijo, ¡qué horror! He said, how horrible!

¡Cálmese! Calm down!

¡No me diga! You don't say!

FRASES ÚTILES PARA LA CLASE

Listed below are “frases útiles para la clase” (useful phrases for class). By learning these words, phrases, and expressions you will be able to greet your instructor, identify yourself, ask questions and directions, count to 50, and say goodbye. You will also be able to understand instructions given in Spanish by your instructor and directions in Spanish in your text. Listen carefully to the way these **frases útiles** are pronounced so that you may immediately begin your **JOURNEY INTO SPANISH**.

SALUDOS / GREETINGS

Buenos días, clase.	Good morning, class.
Buenos días, profesor(-a).	Good morning, professor.

Buenas tardes, clase.	Good afternoon, class.
Buenas tardes, profesor(-a).	Good afternoon, professor.
Buenas noches, clase.	Good evening, class.
Buenas noches, profesor(-a).	Good evening, professor.

¿QUIÉN ES QUIÉN? / WHO'S WHO?

Mi nombre es . . .	My name is . . .
Me llamo . . .	My name is . . .

MANDATOS ÚTILES PARA LA CLASE / USEFUL COMMANDS FOR CLASS

1. ¡En voz alta!	<i>(Speak in a) loud voice!</i>
2. ¡Más alto, por favor!	Louder, please!
3. ¡Todo el mundo/Todos!	Everyone!
4. ¡Escuche/Escuchen!*	Listen <i>(one person)</i> /Listen <i>(several)</i> !
5. ¡Repita/Repitan!	Repeat!
6. ¡Lea/Lean!	Read!
7. ¡Continúe/Continúen!	Continue!
8. ¡Siga/Sigan!	Continue!
9. ¡Conteste/Contesten!	Answer!
10. ¡Espacio!	Slowly!
11. ¡Deletree/Deletreen!	Spell!
12. ¡Vamos a la página . . . !	Let's turn to page . . . !
13. ¡Estamos en la página . . . !	We're on page . . . !
14. ¡Abra/Abran a la página . . . !	Open to page . . . !
15. ¡Cierre/Cierren el libro!	Close the book!

* The command forms for addressing more than one person end in **-n**.

MANDATOS IMPORTANTES EN EL LIBRO / IMPORTANT COMMANDS IN THE BOOK

- | | |
|--|--|
| 1. Cambie . . . | Change . . . |
| 2. Complete la frase. | Complete the sentence/phrase. |
| 3. Conecte . . . | Connect . . . |
| 4. Consulte . . . | Consult . . . |
| 5. Conteste . . . | Answer . . . |
| 6. Dé la forma apropiada del verbo. | Give the appropriate form of the verb. |
| 7. Describa . . . | Describe . . . |
| 8. Escriba . . . | Write . . . |
| 9. Haga el ejercicio según el modelo. | Do the exercises following the model. |
| 10. Indique . . . | Indicate . . . |
| 11. Ponga . . . | Put/Insert . . . |
| 12. Pronuncie . . . | Pronounce . . . |
| 13. Seleccione . . . | Select . . . |
| 14. Traduzca al español/inglés. | Translate into Spanish/English. |
| 15. Transforme/cambie la frase. | Change the sentence/phrase. |
| 16. Vamos a escribir. | Let's write. |

DESPEDIDAS / GOOD-BYES

- | | |
|---|--------------------------------|
| 1. Hasta la próxima clase. | See you in the next class. |
| 2. Hasta luego. | See you later. |
| 3. Hasta más tarde. | See you later. |
| 4. Hasta entonces. | Until then. |
| 5. Hasta la vista. | Until we meet again. |
| 6. ¡Que le vaya bien! }
¡Que lo pase bien! } | I hope all goes well with you. |
| 7. Adiós. | Good-bye. |

COMENTARIOS Y PREGUNTAS DE LOS ESTUDIANTES/

COMMENTS AND QUESTIONS FROM THE STUDENTS

- | | |
|---|--|
| 1. Perdóneme profesor,
¿en qué página estamos?
¿en qué línea estamos?
¿en qué ejercicio estamos? | Pardon me, professor . . .
on what page are we?
on what line are we?
on what exercise are we? |
| 2. No entiendo/comprendo. | I don't understand. |
| 3. ¡Repita la pregunta, por favor! | Repeat the question, please. |
| 4. ¡Ayúdeme! Estoy perdido(-a). | Help me! I am lost. |
| 5. Ya/ahora entiendo/comprendo. | Now I understand. |
| 6. Ya/ahora veo. | Now I see. |

- | | |
|---|--|
| 7. Gracias. | Thanks. |
| 8. ¿Cómo se dice . . . en español? | How do you say . . . in Spanish? |
| 9. ¿Cómo se escribe . . . en español? | How do you write . . . in Spanish? |
| 10. ¿Cómo se pronuncia . . . en español? | How do you pronounce . . . in Spanish? |

CORTESÍAS/COURTESIES

- | | |
|---------------------------------------|-------------------|
| 1. Muchas gracias/mil gracias. | Thanks a lot. |
| 2. De nada/no hay de qué. | Don't mention it. |
| 3. Cómo no/claro. | Of course. |

VAMOS A CONTAR/LET'S COUNT

0 — cero	15 — quince
1 — uno	16 — diez y seis/dieciséis
2 — dos	17 — diez y siete/diecisiete
3 — tres	18 — diez y ocho/dieciocho
4 — cuatro	19 — diez y nueve/diecinueve
5 — cinco	20 — veinte
6 — seis	21 — veinte y uno/veintiuno
7 — siete	22 — veinte y dos/veintidós
8 — ocho	23 — veinte y tres/veintitrés, etc.
9 — nueve	30 — treinta
10 — diez	31 — treinta y uno, etc.
11 — once	40 — cuarenta
12 — doce	41 — cuarenta y uno, etc.
13 — trece	50 — cincuenta
14 — catorce	51 — cincuenta y uno, etc.