The FSI Spanish Programmatic Course, Volume I, comprising this textbook and accompanying tape recordings together with an Instructor's Manual, provides introductory learning materials for use by speakers of English who want to acquire a style of Spanish which is neither very formal nor overly casual.

The term programmatic has been adopted to denote a course which uses some techniques of programmed instruction and is adaptable to classroom use, to self-instruction or to combinations of the two. Part of each unit is in programmed form; other parts follow a more conventional audio-lingual format. In all parts, the guiding principles have been simplicity and clarity of presentation, characteristics which are required of materials to be used in self-instruction, although the materials have been written with the teacher-classroom situation also in mind.

The principal difference in approach between this course and the FSI Spanish Basic Course, for example, is the emphasis placed here on advance, pre-class preparation of new material by the student with the help of tapes. The principal difference between this and completely programmed materials is that here the student's self-study is, if possible, regularly punctuated by sessions in the classroom with an instructor.

The linguist in charge has been C. Cleland Harris, Chairman of the Department of Romance Languages. Helpful criticisms and contributions were made by Jack L. Ulsh, linguist in charge of Spanish and Portuguese, Rosalinda L. Pineda (Mexico) and Blanca C. de Spencer (Colombia) and by the following members of the teaching staff who participated in the pre-publication trials: Hortensia T. de Berry (Cuba), Marta L. de Gowland (Argentina), Susana K. de Framinan (Argentina), Gladys F. de Telford (Paraguay), Isabel B. de Lowery (Bolivia), Vicente N. Abelaez (Colombia), Jorge Krichmar (Argentina), Jose A. Mejia (Colombia), Juan Jose Molina (Honduras) and Bolivar M. Cobos (Ecuador). Manuscript and final copy were prepared by Sra. Pineda, Irma C. de Ponce and Marie Litvinoff.

The recordings were made in the studios of the FSI Language Laboratory with the technical assistance of Charles P. Monat and Jose M. Ramirez under the general supervision of Gary Alley. The bilingual contrasts on the tapes were voiced by Dr. Harris. Mr. Ulsh read the English announcements, and Sra. de Spencer, Sr. Cobos and Sr. Mejia voiced the Spanish script.

James R. Frith, Dean
School of Language Studies
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May 31, 1967
FOREWORD

This text is accompanied by an Instructor's Manual which contains the script of all the recorded portions. Since many of the recorded exercises do not appear in printed form in this, the student's book, the Instructor's Manual serves as a handy, quick reference and guide for the teacher. Students who are using this text for self-instruction will find the manual a useful aid in checking the accuracy of their own performance.

FSI Spanish Programmatic Course is designed primarily for the student who has access to a tape player for study purposes. If one is not available, these materials should be used in the same manner as are more conventional materials. After pre-publication trials with over 200 students, FSI is convinced that the rate of progress is greater and the quality of performance higher if the student has an opportunity to study new material before reporting to class through the use of facilities that allow him to listen to the recorded portions of the lessons.

The authors like to believe that greater progress and higher quality performance are inherent in some small way in the materials themselves; however the general improvement in achievement is probably attributable more to technique than to anything else. For example, a student who prepares an assignment by himself, with his own tape player, will normally be participating with the language at the enormous rate of 400 to 600 participations per hour. If the same material were being learned in a class shared with only three other students, his participation rate would be reduced accordingly: to 100 to 150 per hour. This participation rate, of course, begins to approach insignificance with a class of twenty or more students. In such large classes, teachers have to resort to choral
response techniques in order to counteract the low participation rates. Much of the success of these materials is due, then, not necessarily to the material itself but to the arrangement of material, an arrangement that allows learning to take place profitably outside of the classroom and thereby fosters unusually high participation rates for the individual students.

A typical unit covers a cycle of work requiring from three to five hours from the average or above-average student. The learning that takes place during a typical cycle has been sequenced as follows:

1. **Observation** of the language.
2. **Practice** with what has been observed.
3. **Variation** of that which has been practiced.
4. **Application** of what has been learned in the first three stages.

The sectioning of a unit relates to these four learning modes as follows:

Sections within a unit: Learning Mode:

- **Introduction** → **Observation**
- **Dialog**
- **Grammatical Observation and Practice** → **Practice**
- **Variations** → **Variation**
- **Application** → **Application**

The last section of each typical unit (the Application section) contains no recorded portions. It is always a summary of the present unit plus a recycling of important features of the preceding two units. No new material is presented. It serves, therefore, (1) as a testing device to determine how well the material has been learned, and (2) as a useful 'homework' assignment where students do not have a tape player available outside of class. This Application section can serve as a time-saver for students with a limited but active knowledge of Spanish; they should work the Application section first; if they can work it successfully, then that unit does not have to be studied, and they should proceed to the next unit until areas are encountered where errors are made, indicating the need to
study that unit.

Volume I contains twenty-five units of a course planned to have about 100 units. The course as a whole is intended to lead the student to a minimum professionally useful level of proficiency. The objective of this first phase is to emphasize structure: word structure and, particularly, phrase structure. Therefore, this volume — especially through Unit 20 — displays equal concern with phrase relators and connectors and with verb morphology and shows considerably less concern with vocabulary. During this introductory phase, the authors are more interested in the student's ability to perform in multi-phrasal and multi-clausal sentences using the proper connectors and relators than in his stockpiling of vocabulary items. Subsequent units will develop the remaining verb morphology and expand the vocabulary.

The average student requires approximately 100 hours to go through Volume I. Since there are 417 'words' in this volume, he assimilates at the rate of 4.2 'words' per hour. (A 'word' is defined as a preposition, a verb form, an infinitive, a number, an adjective, etc.) This rate is 1.2 'words' per hour higher than had been anticipated, but it is still comparatively low. The distribution of vocabulary items ('words') is as follows: 115 Nouns; 130 Verbs, Verb Forms or Phrases; 172 Other.

To encourage the feeling of realism while learning a foreign language, the study of verb morphology commences with a past tense ('Preterit' or 'Past of Events'), as it is more natural to ask the student 'What did you bring last night?' than 'What do you bring (at night):NO? However, the present tense is not ignored; most of the common verb phrases (e.g. tener que --r, querer --r, ir a --r, acabar de --r, aprender a --r and so forth) are treated also in the Present with the result that the student becomes as capable in the Present as in the Past. The Imperative Mood is also taught, as well as several frequent patterns of the Present Subjunctive.

FSI has used these materials in intensive, six-hours-per-day classes as well as in one-hour-per-day classes. In the former, approximately two hours of preparation followed by 30 minutes or more of classroom recitation and application is the normal pattern, although variations have been employed with equal success. (In one-hour-per-day classes, the class
schedule is no different from that of classes using conventional materials but the 'homework' is done where possible as pre-class work on a tape player.) The normal practice of our teaching staff during the recitation periods has been to spend ten to fifteen minutes checking briefly the material studied by the student, followed by an equal or longer period relating this material to the student's own experience. Depending on the exigencies of scheduling, the instructor may follow these recitation periods with instruction in new material, or, more usually, dismiss the class for further self-study in the language laboratory.
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**VOCABULARIES**

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UNIT 1

Word Stress
and
Intonation

During the early lessons in this book, you will find what appears to be an excessive amount of English text. These are instructions on how to use these materials.

If you are to get the most out of each exercise, be sure you understand from these instructions what the goal is for each one, and how to prepare each exercise.
Intonation is the 'envelope' which transmits the meaning of an utterance. It is an important feature in any language. For example, a student who may acquire an excellent pronunciation of vowels, consonants, and words of a foreign language, but who does not utter these inside the envelope used by speakers of that particular language, will have difficulty making himself understood. Conversely, a student who may have a weaker pronunciation but who has acquired the ability to utilize the proper intonation shapes, does communicate successfully.

'Intonation' refers to the rise and fall of the voice. 'Stress' refers to the varying loudness of the voice. When we speak, this rise, or fall, or loudness characteristic of speech conveys information that is not only revealing of our emotions, but also revealing of other vital information such as:

- that a question is being asked
- that a statement is being made
- that emphasis is being injected
- that the speaker anticipates agreement with him
- that the speaker anticipates disagreement
- that the speaker outranks you
- that the speaker is 'kidding'
- that the speaker is making a fool of you
- that the speaker is sure of something
- that the speaker is not sure of something
- that the speaker is insecure
- etc.

An exhaustive listing of the kind of information that is revealed by stress and intonation would require several pages. The point is that this information is not available from just words or phrases, or even sentences, if these are stripped of their stress and intonation.

There must be dozens of patterns of intonations in any language. Of these, however, usually four or five patterns are the 'work horses' of most discourse. The purpose of the following exercises is to call your attention to this thing referred to as 'intonation' and to get you acquainted with the forms of these 'work horses' in Spanish. In so doing, we hope that you will be more careful in both listening for these patterns and in making a serious effort to imitate them.
(If you are utilizing a tape recorder for this exercise, keep in mind that you will have to START and STOP the recorder for each one of the questions below. First, read what is said under number 1, then start the tape and listen. When the items under number 1 are completed, stop the tape and read number 2. Then, start the tape and listen to the items under number 2 and, again, stop the tape before going on to number 3, and so forth. This start-stop procedure is to be followed throughout this manner of presentation.

(The parentheses '()' indicate that you will hear something that will be spoken by your instructor's voice on the tape. The number of times you see a pair of parentheses indicates how many times the utterance will be repeated. Thus '( ) ( )' indicates that you will hear the utterance said two times.)

**Part 1.**

Note: Listen carefully, and work conscientiously, because every so often you will be tested without a chance to review.

1. Listen to this word, which we will call word 'a'.
   
   (a) (a) (a)

2. Now listen to this word, which we will call word 'b'.
   
   (b) (b) (b)

3. These two words may sound very similar to some people, and to some other people, they may even sound exactly the same. But to a Spanish person, these words are 'as different as night is from day'. Here are the two words again.
   
   (a) (b) (a) (b) (a) (b)

4. Whatever you hear that makes these two words different is called 'stress'. That is, these words are different because their stress is different. Here they are again.
   
   ( ) ( ) ( ) ( )

5. One of these words means 'potato'. This is the word 'potato'.
   
   ( ) ( )

6. The other word means 'Dad'. This is the word 'Dad'.
   
   ( ) ( )

1.3
7. Here is 'potato' and 'Dad'.
(potato) (Dad) (potato) (Dad)

Frequently, you will be asked a question which we expect you to be able to answer. Any time you are asked a question, the correct answer will appear to the left, in the left margin. You are to keep the answer covered (either with your hand or with a piece of paper) until after you produce your answer. Then, slide your hand (or paper) down, revealing the correct answer. This correct answer lets you know if you are learning what we have designed for you to learn. If your answer is wrong, you need to back up and re-study what you didn’t learn.

We are getting ready to ask you a question for you to answer. Before we do, let’s check what we have done thus far.

8. To Spanish ears, these words are very different.
(a) (b) (a) (b)

9. One of these words means 'potato'. Here it is.
(potato) (potato)

10. The other means 'Dad'. Here it is.
(Dad) (Dad)

11. Question: Which word is being said here, 'potato' or 'Dad'?
(?) (?)
(potato)

12. Which one is being said here?
(?) (?)
(Dad)

13. Which word is 'Dad', No. 1 or No. 2?
(1) (2) (1) (2)
(2)

14. Is this the word 'potato'?
(?) (?)
(no)

15. Is this the word 'Dad'?
(?) (?)
(yes)

16. Which one is 'Dad', No. 1 or No. 2?
(1) (2)
(2)

1.4
17. Which one is 'potato'. No.1 or No.2?
   (1) (2)

(2)
18. Your instructor will now say these words five times in a mixed order. How many times does he say 'Dad'?
   ( ) ( ) ( ) ( ) ( )
   Again: ( ) ( ) ( ) ( ) ( )

(3)
19. Your instructor will again say these words five times in a mixed order. How many times does he say 'potato'?
   ( ) ( ) ( ) ( ) ( )

(2)
20. You have learned to differentiate between two words in Spanish whose only difference is the position of the stress. The stress in 'Dad' falls on the last syllable.
   ( ) ( )

21. That is, we say that the loudest part (or the stressed part) is the last syllable in the word 'Dad'.
   ( ) ( )

22. On the other hand, the word 'potato' is stressed on the first syllable.
   ( ) ( )

23. As you can now tell, this thing called 'stress' acts in Spanish like another letter in the alphabet. There are hundreds of words in Spanish which are different only in the matter of stress. Here is another pair of words which also sound alike, but which are very different to Spanish-speaking people.
   (a) (b) (a) (b)

24. Here is another example.
   (a) (b) (a) (b)

25. Here are (a) 'potato' and (b) 'Dad' again followed by a new word (c). Is this new word stressed like 'potato' or like 'Dad'? (a: potato) (b: Dad) (c: ?)
   (b. Dad)

26. Again, the same words for (a) and (b), but a new one for (c). Is this new one stressed like (a) or (b)?
   (a: potato) (b: Dad) (c: ?)

   (b. Dad)

1.5
27. Same thing again. Is (c) like (a) or (b)?
   (a)  (b)  (c)?
(a. potato)

28. Is (c) like (a) or (b)?
   (a)  (b)  (c)?
(b. Dad)

29. Is (c) like (a) or (b)?
   (a)  (b)  (c)?
(a. potato)

30. Here are two different words, different in that none of the
    sounds in the first word appears in the second word. Listen.
    (x)  (y)

31. Though (x) and (y) are very different, their stress is the same.
    That is, both are stressed on the first syllable. Listen to them
    again.
    (x)  (y)

32. Do these two different words have the same stress?
    (f)  (g)
(yes)

33. Is the stress the same or different with these two words?
    ( )  ( )
(same)

34. Is the stress the same or different with these?
    ( )  ( )
(diff.)

35. Is the stress the same or different with these?
    ( )  ( )
(diff.)

TEST A

For each item, you will hear a word said twice. You are to identify
which is its stressed syllable, the first one or the second one? Put an 'X'
in the appropriate column.

<table>
<thead>
<tr>
<th>First syllable (like 'potato')</th>
<th>Second syllable (like 'Dad')</th>
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<tbody>
<tr>
<td>1. ( ) ( )</td>
<td>_______</td>
</tr>
<tr>
<td>2. ( ) ( )</td>
<td>_______</td>
</tr>
</tbody>
</table>

1.6
Part 2.

36. Thus far, you have listened to short words having only two syllables. Spanish has, of course, words which are longer. Here is a long one.

37. Here is a three-syllable word with stress on the last syllable.

38. And here is another, very similar word having its stress on the second-last syllable.

39. These two words mean different things, of course. Here they are in contrast.

40. As far as stress is concerned, we can say that these two words are similar to 'Dad' and 'potato'. For example, here is 'Dad' and the new word with stress on the last syllable. Notice that it is the last syllable which has the stress.

41. Here is 'potato' and the other new word. Both have the stress on the second-last syllable.
42. If two words are stressed on their last syllable, we can say they are of the same kind, or 'family', as far as stress is concerned. Here are two words which belong to the same 'family' since their stress falls on the last syllable.

( ) ( ) ( ) ( )

43. And listen to these two very different words which belong to the same stress 'family', since their stress is on the same syllable, that is, the second-last syllable.

( ) ( ) ( ) ( )

44. Most Spanish words are of the kind that are stressed on the last or second-last syllable. There are some, however, which are stressed on the third-last syllable, and a very few with stress on the fourth-last syllable. Here is one stressed on the third-last syllable.

( ) ( )

45. And here is one stressed on the fourth-last syllable.

( ) ( )

46. You will now hear a word said two times. It has three syllables, and we will count the syllables from the end of the word, as shown by the numbers under each space. Which is the stressed syllable, No. 1 (last), No. 2 (second-last), or No. 3 (third-last)?

( ) ( )

47. Here is another three-syllable word. Which is the stressed syllable?

( ) ( )

48. Which is the stressed syllable in this word?

( ) ( )

49. And in this one?

( ) ( )

50. Is this one stressed on 3 or 2?

( ) ( )
51. Is this one stressed on 3 or 2?
   ( ) ( ) 3 2 1

(3)

52. And this one?
   ( ) ( ) 3 2 1

(3)

53. Where is this one stressed?
   ( ) ( ) 3 2 1

(1)

54. And this one?
   ( ) ( ) 3 2 1

(2)

55. And, finally, this one?
   ( ) ( ) 3 2 1

(3)

TEST B

For each item, you will hear a word said twice. Identify which is the stressed syllable by putting an 'X' over the proper number. (These are all three-syllable words.)

1. ( ) ( ) 3 2 1

2. ( ) ( ) 3 2 1

3. ( ) ( ) 3 2 1

4. ( ) ( ) 3 2 1

5. ( ) ( ) 3 2 1

6. ( ) ( ) 3 2 1

7. ( ) ( ) 3 2 1

1.9
8. ( ) ( ) 3 2 1
9. ( ) ( ) 3 2 1
10. ( ) ( ) 3 2 1
11. ( ) ( ) 3 2 1
12. ( ) ( ) 3 2 1
13. ( ) ( ) 3 2 1
14. ( ) ( ) 3 2 1
15. ( ) ( ) 3 2 1

(Check with your instructor in class, or with the 'Instructor's Manual', for the right answers.)

56. This is a Spanish sentence.
   ( ) ( )

57. This is an imitation of the rhythm of that sentence.
   ( ) ( )

58. Notice that the voice rises near the beginning of the sentence.
   ( ) ( )

59. Notice also that the voice falls at the end.
   ( ) ( )

60. Listen to this rise and fall, but using the real sentence.
   ( ) ( )

61. We can represent rise and fall of the voice with a line like this:

   ( ) ( )

62. This kind of shape for the line represents a normal, 'uncolored' statement, that is, a statement having no element of surprise.
no element of emphasis, etc.

63. If this same sentence were said as a question, it would be a little different. This is an imitation of the rhythm of this sentence, expressed as a question. (Q)

64. Notice that there is about the same kind of rise at the beginning as there was in the previous, normal statement.

65. But notice that the ending is different:
Statement: (S)
Question: (Q)

66. Listen again to the difference between a statement and a question:
Statement: (S)
Question: (Q)

67. Here is the same thing, but this time using real words:
Statement: (S) (S)
Question: (Q) (Q)

68. A question can be represented like this:

69. Which is the question, No. 1 or No. 2?
1: ( ) 2: ( )

70. Which is the statement, No. 1 or No. 2?
1: ( ) 2: ( )

71. The shape of the rising and falling which has been represented by a line as follows:
Statement: 

Question: 

1.11
is called the intonation of an utterance. Notice that, even though an utterance may be longer than our models, the intonation is basically the same:

Statement: \( (S) \) \( (S) \)

Question: \( (Q) \) \( (Q) \)

72. The intonational pattern for a question that you have now learned to identify is a polite or formal intonation. A very common intonation used in familiar or less formal situations sounds like this:

Familiar Question (FQ): \( (FQ) \) \( (FQ) \)

73. Compare the polite with the familiar intonation:

Polite Question (PQ): \( (PQ) \) \( (PQ) \)

Familiar Question (FQ): \( (FQ) \) \( (FQ) \)

74. The familiar question can be represented like this:

\( (FQ): \) \( (FQ) \) \( (FQ) \)

75. Which is the polite (PQ) question, No. 1 or No. 2?

PQ?: (1) (2)

76. Which is the familiar (FQ) question, No. 1 or No. 2?

FQ?: (1) (2)

77. Which of the following lines represents the familiar (FQ) question intonation?

(1):

(2):

78. This is the FQ with real words:

\( (FQ) \) \( (FQ) \)

79. Notice again, that even though the utterance is longer, the intonation is basically the same.

\( (FQ) \) \( (FQ) \)
80. Is this question said in the FQ pattern?
    ( ) ( )
(yes)
81. Is this one said in the FQ pattern also?
    ( ) ( )
(no)
82. Identify this utterance as a statement (S), a polite question (PQ), or familiar question (FQ).
    ( ) ( )
(FQ)
83. Identify this utterance.
    ( ) ( )
(S)
84. Identify this one.
    ( ) ( )
(FQ)
85. Identify this one.
    ( ) ( )
(PQ)
86. If a person should ask you this question, is he being formal or informal?
    ( ) ( )
(formal)
87. If a person should ask you this question, is he being formal or informal?
    ( ) ( )
(informal)
88. If you heard the following utterance, would the speaker be asking or telling you something?
    ( ) ( )
(telling)
89. If you hear this one, would the speaker be telling or asking?
    ( ) ( )
(telling)
90. Would he be telling or asking in this one?
    ( ) ( )
(asking)
91. Would he be telling or asking in this one?
92. Would he be telling or asking in this one?

93. And here?

94. As you have observed, a question is signaled by the speaker by the intonation he uses. Similarly, his intonation reveals if he is simply making a statement.

95. But notice what happens here: this, too, is a question.

96. This kind of question has the same intonation as a statement. Observe the similarity between the question (Q) and the statement (S).

97. Since the intonation is the same, by intonation alone there is no way to tell whether it is a question or a statement. However, a native speaker knows which are statements. He can tell them apart by the beginning of the sentence: such questions always have a question-word at or near the beginning. For example, this is one of the several Spanish question-words:

98. This, then, is a question.

99. This, too, is a question

100. A question with a question-word, then, is no different in

1.14
intonation from a statement. The intonation is the same. The
difference is signaled by the question-word. Observe:

Statement (S): (S) (S)

Question w/
question-word
(QW): (QW) (QW)

101. There are, then, three basic types of questions:

PQ:

FQ:

QW:

102. Observe these three patterns:

PQ : ( ) ( )

FQ : ( ) ( )

QW : ( ) ( )

103. As a non-speaker of Spanish at this moment, you would be unable
to tell if someone were telling you something or asking you some­
ting with a question-word, since you do not yet know what the
question-words are for Spanish. However, you have learned to
spot that this is one of the question words:

( ) ( )

104. Therefore, is this a question or a statement?

( )

(question)

105. And, if in these presentations we did not use any other question­
word but the one you have learned to identify, you should be able
to tell which of the following two is a question:

(1) (2)

(2)
106. Are these both questions, or is one a statement and the other a question?

(questions)

107. Are both of these questions?

(no)

108. Are both of these questions?

(?) (?)

109. Are both of these questions?

(yes)

110. Which one is a question?

(1) (2)

111. Here is a series of sentences. Identify which ones are questions.

(1) (2) (3) (4) (5)

Again: (1) (2) (3) (4) (5)

(2,3,5)

112. Which ones of these are statements?

(1) (2) (3) (4) (5)

Again: (1) (2) (3) (4) (5)

(2,3)

113. Is this a polite question (PQ) or a familiar question (FQ)?

(FQ)

114. Is this a statement (S) or a question with a question-word (QW)?

(QW)

TEST C

You will hear a number of sentences. Each will be said two times. You are to identify what kind of sentence is being said. Put an 'X' in the appropriate column:

1.15
### SPANISH

<table>
<thead>
<tr>
<th>Statement (S)</th>
<th>Polite Question (PQ)</th>
<th>Familiar Question (FQ)</th>
<th>Question with a question-word (QW)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>1. ( ) ( )</td>
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<tr>
<td>2. ( ) ( )</td>
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<td>5. ( ) ( )</td>
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<td>6. ( ) ( )</td>
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<td>7. ( ) ( )</td>
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<td>8. ( ) ( )</td>
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<td>9. ( ) ( )</td>
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<td>10. ( ) ( )</td>
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<td>11. ( ) ( )</td>
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<td>12. ( ) ( )</td>
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<td>13. ( ) ( )</td>
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<tr>
<td>14. ( ) ( )</td>
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<tr>
<td>15. ( ) ( )</td>
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</tr>
</tbody>
</table>

(Check with your instructor in class, or with the 'Instructor's Manual', for the right answer.)

**NOTE**

The purpose of the foregoing section on intonation has been this: to let you know that intonation is important, and to expect (hopefully) that you will try to imitate it.

You will find that one or more of the four patterns presented to you this far may be repudiated by a native speaker. There are several reasons for this rejection:

1. Intonation is such a subtle matter that most native speakers (like yourself for English) are not aware of intonation.
2. Some patterns vary a little from country to country.
3. And last, but by no means least important, the voicing of these intonations onto the tape may appear unnatural to a native speaker for two reasons:
   a. It is almost impossible to produce natural intonation in isolated sentences out of context, as we have tried to do.
b. We are guilty of over-exaggeration
of the patterns in order to allow
an untrained student to hear these
more distinctly.

If any discrepancies exist between the recorded material and your
instructor, always imitate and follow your instructor's intonation.

END OF UNIT 1
UNIT 2
INTRODUCTION
(Recorded)

Part 1.
1. This is a Spanish syllable.
   ( ) ( )

2. This is the same syllable, but it is pronounced wrong.
   ( ) ( )

3. Here is the same syllable, right (R) followed by wrong (W).
   (R) (W) (R) (W)

4. Which is the right one, No. 1 or No. 2?
   (1) (2) (1) (2)

5. Which is the right one this time?
   (1) (2) (1) (2)

6. Here is a different syllable. Which is the right one?
   (1) (2)

7. Here is a new syllable, first pronounced right and then wrong.
   (R) (W) (R) (W)

3. Which is the right one, No. 1 or No. 2?
   (1) (2)

9. You will now hear this syllable and a previous one, both right:
   (R) (R)

10. Are both of these right?
    ( ) ( )

(no)
11. Are both of these right?  
   ( ) ( )  

(no)

12. Are both of these right?  
   ( ) ( )  

(yes)

13. Here is a new syllable pronounced right then wrong:  
   (R) (W)  

14. Which is the right one?  
   (1) (2)  

(1)

15. Are both of these right?  
   ( ) ( )  

(no)

16. Are these right?  
   ( ) ( )  

(yes)

17. Here are three syllables. Are all three correct?  
   ( ) ( ) ( )  

(yes)

18. Are these three right?  
   ( ) ( ) ( )  

(no)

19. Are these three right?  
   ( ) ( ) ( )  

(no)

20. Are all of these right?  
   ( ) ( ) ( )  

(yes)

21. Here is a new syllable pronounced right then wrong.  
   (R) (W)  

22. Which one is right. No. 1 or No. 2?  
   (1) (2)  

(1)

23. Are both of these right?  
   ( ) ( )  

(no)

2.2
24. Are these right?
   ( ) ( )

(yes)

25. Here are the four syllables which you have observed thus far. These are right.
   (R) (R) (R) (R)

26. Are all of these right?
   ( ) ( ) ( ) ( )

(no)

27. Are all of these right?
   ( ) ( ) ( ) ( )

(no)

28. Which of the following are wrong?
   (1) (2) (3) (4)

(3,4)

29. Which ones are wrong this time?
   (1) (2) (3) (4)

(3,4)

30. As you have observed, Spanish syllables are rather short and 'clipped off'. They are not drawn out. Observe:
   ( ) ( ) ( ) ( )

31. A speaker of English can duplicate exactly this next Spanish syllable if he can learn to make his lips tense and keep the syllable short. Therefore, pull your mouth back tightly as if to produce a forced grin, and repeat after your instructor's model. (From now on, you will notice that an 'X' is used after some parentheses. This 'X' is a reminder to speak aloud in imitation of what you hear in the parentheses. In this case, the 'X' indicates that you are to repeat after each parentheses.)
   ( )X ( )X

32. Keep making a forced grin, and repeat as often as you hear your instructor's model.
   ( )X ( )X ( )X

33. Similarly, repeat this one:
   ( )X ( )X ( )X

34. With lips still drawn back, repeat this series of syllables.
   ( )X ( )X ( )X ( )X

2.3
35. This next syllable might make you feel a little strange in saying it with your lips drawn back. But you have to.

( )X ( )X ( )X

36. Try these syllables with your lips drawn back:

( )X ( )X ( )X

37. Here is a two-syllable word of a type that is often mispronounced by a speaker of English. You will first hear it right, then wrong.

(R) (W) (R) (W)

38. Here is another two-syllable 'word' pronounced right then wrong. Observe that the wrong part has to do again with the first syllable.

(R) (W) (R) (W)

39. Now, repeat these. Be careful to pronounce the first syllable right, and keep your lips drawn back tightly, the tighter the better.

( )X ( )X ( )X ( )X

40. Which one of these is pronounced wrong?

(1) (2) (3) again: (1) (2) (3)

(2)

41. Are both of these right?

( ) ( ) (no)

42. Are both of these right?

( ) ( ) (yes)

43. Now, with the next syllable, you will want to relax your lips and do not force a grin. Repeat this syllable only where shown by the X. That is, listen to it two times, then repeat it after your instructor's model the third and fourth time.

( ) ( ) ( )X ( )X

44. Do this one the same way.

( ) ( ) ( )X ( )X

45. And this one, too. Be sure you keep it short.

( ) ( ) ( )X ( )X

2,4
46. And keep this one short also:

   ( ) ( ) ( )X ( )X

47. We will now begin an exercise with two syllables. The first syllable requires no effort on your part, but the second requires that you pull your lips back in a tight grin. First, just listen, don't repeat.

   (a) (b) (a+b) (a+b)

48. Now repeat where shown by the X. Remember to draw your lips back before saying the 'b' part.

   (a)X (b)X (a+b)X (a+b)X

49. Listen to this combination.

   (a) (b) (a+b) (a+b)

50. Now, imitate it. Remember to draw your lips back for 'b'.

   (a)X (b)X (a+b)X (a+b)X

51. Now, listen to this one. Don't repeat.

   (a) (b) (a+b) (a+b)

52. Now, repeat where shown. Again, remember to draw your lips back for 'b'.

   (a)X (b)X (a+b)X (a+b)X

53. And, finally, listen to this last combination which is similar to the others. Don't repeat.

   (a) (b) (a+b) (a+b)

54. Now, try it, and be sure to draw your lips back for 'b'.

   (a)X (b)X (a+b)X (a+b)X

Part 2.

55. Listen to this English word.

   ( ) ( )

56. Now, we will change it a little.

   ( ) ( )

57. Now, we will change it just a little more.

   ( ) ( )
58. And this is our last change.

59. Here is a Spanish word involving the last sounds you heard. Listen.

60. Now, listen for two times, then repeat where shown by the X:

61. You will now hear this word pronounced more rapidly and more normally. Is this word stressed on the last or second-last syllable?

62. The previous word occurs in a dialog which you will soon be asked to memorize. Here is another word from this dialog.

63. Is this word stressed on the last or second-last syllable?

64. Here is another word from the dialog. Where is this one stressed?

65. Here is another word from the dialog. Where is it stressed?

66. Here is another one. Where is this one stressed?

67. And here is still another one. Where is it stressed?

68. All languages make 'funny' changes at times (not always) when certain words are said in proximity to certain other words. For example, if 'don't' is said with 'you', the -t of don't and the
y- of you change to something resembling the sound '-ch-', and we normally say something like 'donchou'. In the dialog of this Unit, you will find a change of the kind called a reduction, or 'shortening'. Here are the two words,

(a) (a) (b) (b)

69. In normal speech, there is this reduction.

(a) (b) (a+b) (a+b)

70. Here is another example from the dialog of a change. First, listen to the two words said separately.

(a) (b) (a) (b)

71. Listen to the combination.

(a) (b) (a+b) (a+b)

72. In order to 'pin-point' it more clearly, let's illustrate this by using word (a) but followed only by the first sound of word (b).

(a) (-) (a+-) (a+-)

73. Finally, here it is again, in its natural form.

(a) (b) (a+b) (a+b)

74. (You are now ready to begin learning the dialog.)

DIALOG
(Recorded)

Every Unit will have a conversation in Spanish which must be memorized. To help you achieve this memorization, the conversation has been recorded in four different manners, each of which is a progression toward complete memorization:

Step 1. Comprehension.
Step 2. Pronunciation.
Step 3. Fluency.
Step 4. Participation.

Before working each Step, read the instructions for that particular Step.

Person A: Hi! How are you? (1)
Person B: Fine. And you? (2)
Step 1: Comprehension.

Listen to the tape, and don't repeat. The purpose of Step 1 is to learn the meanings of each line. So, just listen, and then take these small Identification 'tests' as they are announced on the tape.

Identification test 1. (Lines 1 & 2)

You will hear lines 1 and 2 read to you in Spanish several times, in a mixed order. You are to 'keep score' and identify how many times you hear line 1 or line 2, by making a little mark in the appropriate 'box' in the chart that follows.

Identification test 2.

Same procedure as in No. 1, but using lines 1, 2, and 3.

Identification test 3.

Same procedure, using lines 1, 2, 3, and 4.

Identification test 4.

Same procedure, using lines 3, 4, and 5.

Identification test 5.

Same procedure, using lines 1 through 5.

CHART (Answers on last page of Unit 2.)

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
<th>Test 4</th>
<th>Test 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. 1: Hi! How are you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. 2: Fine! And you?</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. 3: So-so.</td>
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<td></td>
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<tr>
<td>No. 4: Where is S</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>No. 5: In his office.</td>
<td></td>
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</tbody>
</table>
Step 2: Pronunciation.
Imitate everything you hear to the best of your ability.
Replay Step 2 two or three times, or more to assure yourself of a good pronunciation.

Step 3: Fluency.
This time, each full line will be said twice. Repeat each time, paying close attention to the rhythm and the intonation.
Replay this part several times, four or five times or more, until you feel completely relaxed with the entire group of sentences.

Step 4: Participation.
Your instructor will engage you in the conversation which you have been memorizing. As a preparation for this exercise with your instructor, Step 4 has been prepared.

Part A: Your instructor's voice on the tape will take the role of 'Person A', and he will leave a blank space for you to insert the role of 'Person B'.

Practice Part A three or four times before going to Part B.

Part B: Your instructor's voice will now take the role of 'Person B', and you are to fill the blank spaces with 'Person A'. Since 'Person A' begins the conversation, the voice on the tape will announce when you are to begin.

As in Part A, repeat this part three or four times.

If you are not able to perform Step 4 smoothly and without any effort, you need to work Steps 2 and 3 a little more.

Answers to Identification Tests:

<table>
<thead>
<tr>
<th>Test 1</th>
<th>Test 2</th>
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<th>Test 4</th>
<th>Test 5</th>
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<td>No. 1</td>
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<td>No. 2</td>
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<td>No. 4</td>
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<td>No. 5</td>
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<td>6</td>
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</tbody>
</table>

END OF UNIT 2
UNIT 3

INTRODUCTION
(Recorded)

1. This is a Spanish word.
   ( ) ( )

2. This is the same word, but it is now pronounced wrong.
   ( ) ( )

3. Here is the contrast between the right (R) and wrong (W) pronunciation.
   (R) (W) (R) (W)

4. You will now hear the syllables several times. How many are right?
   ( ) ( ) ( ) ( )
   (3)

5. How many are wrong?
   ( ) ( ) ( ) ( )
   (2)

6. Here is another Spanish syllable.
   ( ) ( )

7. Here is the same syllable pronounced wrong.
   ( ) ( )

8. Here is the contrast between the right and wrong pronunciation.
   (R) (W) (R) (W)

9. How many of these are right?
   ( ) ( ) ( ) ( )
   (All of them)

10. How many are wrong?
    ( ) ( ) ( ) ( )
    (1)

3.1
11. Here is the same syllable with another sound added to the front of it.

( ) ( )

12. Here it is in its new form, with the first sound wrong.

( ) ( )

13. Here is the contrast.

(R) (W) (R) (W)

14. How many are correct?

( ) ( ) ( ) ( )

(3)

15. How many are wrong?

( ) ( ) ( ) ( )

(1)

16. This is what the first word of this series, plus this last word, sound like in Spanish.

( ) ( )

17. This is what they sound like if pronounced wrong.

( ) ( )

18. These two words will now be said four times. How many are correct?

( ) ( ) ( ) ( )

(3)

19. One of these is wrong. Which one is it?

(1) (2) (3)

(1)

20. Listen carefully. Is this pronunciation right in every respect?

( )

(no)

21. How about this one?

( )

(no)

22. Is this one correct?

( )

(yes)
23. The R/W difference you have been working with is based on the English speaker's unknowing habit of producing a puff of air with certain sounds. (This is right for English, but it is wrong for Spanish.) This is the English way of saying these words.
   (a) (a) (b) (b)

24. This is the Spanish way of saying these words. The difference is simply that there is no puff of air:
   (a) (a) (b) (b) (c) (c)

25. Listen two times, then --with lips spread back-- imitate the last two times.
   ( ) ( ) ( ) X ( ) X

26. Again, listen two times, then imitate the last two times with lips spread back.
   ( ) ( ) ( ) X ( ) X

27. Now, let's combine the two.
   ( ) ( ) ( ) X ( ) X

28. Which of the following sounds shorter, more 'clipped'?
   (1) (2)

29. Which sounds closer to Spanish?
   (1) (2) (1) (2)

30. Listen to the right and wrong pronunciation of this word:
   (R) (W) (R) (W)

31. The previous word is the name of one of the men in the conversation. Which of the following pronunciations is the right one?
   (1) (2)

32. Are these about the same or different?
   ( ) ( )

(different)

33. Which one is right?
   (1) (2)

34. Sometimes, this same name is said wrong like this:
   (W) (W)
35. Which is the right one?
   (1) (2) (1) (2)
   (1)

36. Are both of these wrong?
   (1) (2) (1) (2)
   (yes)

37. Are both of these right?
   (1) (2) (1) (2)
   (yes)

38. Which ones are right?
   (1) (2) (3) (4)
   (1, 3)

39. Listen to words (a) and (b).
   (a) (a) (b) (b)

40. Notice how the a-sound tends to 'buzz' a little when these two
    words are combined.
   (a) (b) (a+b) (a+b)

41. This 'buzzing' is normal for many speakers; many others say it like
    this. (Both are 'right'.)
   (a+b) (a+b)

42. Listen to this word.
   ( ) ( )

43. We will put a syllable in front of this new word, and say the
    combination slowly. Listen carefully.
   (a) (b) (a+b) (a+b) (a+b)

44. Listen again.
   (a) (b) (b) (a+b) (a+b) (a+b)

45. The combination you are hearing is an entirely new experience for
    the average speaker of English. Therefore, you will probably feel
    a little strange when you try to say it. Chances are, however, that
    you will be doing it right. Listen and then repeat as best as you
    can where shown.
   ( ) ( ) ( )X ( )X

46. We will now develop a new word. Listen carefully, and repeat where
    shown.
   ( ) ( ) ( )X ( )X

3.4
47. We will now add another syllable.
   ( ) ( ) ( ) X ( ) X

48. Here is another part of the word.
   ( ) ( ) ( ) X ( ) X

49. Now try it this way.
   ( ) ( ) ( ) X ( ) X

50. And, finally, this is the word.
   ( ) ( ) ( ) X ( ) X

51. Do these sound the same?
   ( ) ( ) ( ) ( )
   (no)

52. Which is the more Spanish one?
   (1) (2)

53. Do these sound the same?
   ( ) ( ) ( ) ( )
   (no)

54. Which is the right one?
   (1) (2)

55. Here is this same word, said wrong but in another syllable.
   (W) (W)

56. Which is the right one in this case?
   (1) (2)

57. In conclusion, listen and repeat correctly.
   ( ) ( ) ( ) X ( ) X

58. (You are now ready to begin your study on the new dialog.)

3.5
Review.

Repeat the phrases that you hear as often as you hear them and at the speed that you hear them.

New Material.

As before, the same four steps will be used to assist you in your memorization.

Person A: Hi, S_____! How are you doing? (6)
Person B: Pretty good. And you? (7)
Person A: Fine! When is the party? (8)
Person B: Tomorrow. (9)
Person A: Tomorrow?! (10)
Person B: Yes. At five. (11)

Step 1: Comprehension.

(Same procedure as before.)
Identification test 1: Lines 6 & 7.
  " test 2: " 6, 7 & 8.
  " test 3: " 6, 7, 8, 9, and 10.
  " test 4: " 9, 10, and 11.
  " test 5: " 6 through 11.

CHART

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<th>Test 4</th>
<th>Test 5</th>
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<td>9</td>
<td>Tomorrow.</td>
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<td>10</td>
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<td>11</td>
<td>Yes. At five.</td>
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Step 2: Pronunciation.

Imitate, as before, to the best of your ability. Replay Step 2 two or three times to assure yourself of a good pronunciation.

Step 3: Fluency.

Work as in Step 3 of the previous Unit. Replay this part several times, until you feel completely relaxed with the entire group of sentences.

Step 4: Participation.

Prepare as in Unit 2. Replay Part A several times before going to Part B. And then, replay Part B a few times.

Part A: Your instructor's voice will begin.

Part B: You are to begin.

3.7
Grammatical Observations and Practice

1. 'Counter-words' and 'counter-phrases'.

When a person is learning a foreign language, he will frequently run across words, utterances, and grammatical features which do not equate with his own language. In such instances, the learner feels that there is something unreal about what he is saying, and such a feeling --especially in adults-- sometimes brings on the additional feeling of insecurity. And this insecurity develops the consequence of making something difficult to remember and to use. Now, when you get right down to it, this situation is silly, because it does not have to exist. Nevertheless, it does exist in some people, and if you are one of these, perhaps we can help you overcome this problem early so that you can get on with the learning before you. Let's start by looking at the English word 'pretty'.

If we were to ask native speakers of English for the meaning of 'pretty', we would more likely find considerable uniformity in the definition. True, there may be some additional shades of meaning which some people will 'feel' for the word, but in general, there will be a 'hard core' of meaning --perhaps around the idea of beauty-- on which most everybody agrees. However, chances are that one of its meanings will be overlooked: the one it carries in a phrase like 'pretty good, thank you.' In this phrase, the word 'pretty' certainly does not mean something of beauty; perhaps here it is closer to the meaning of 'quite' or 'somewhat'. Regardless of what it may mean in such phrases, the point is this: in one's own language, some words are used in rather strange meanings.

If this is true about one's own language, a foreign language strikes the student as being even more filled with this sort of thing. For instance, let's consider line No. 6 in our dialogs, especially the second part which you have learned as meaning 'How're you doing?' The Spanish phrase does not use the word 'how', it does not use the word 'are', nor 'you', nor 'doing'. That is, none of the English words are used in the Spanish sentence. Yet, when a Spanish person uses his words, he means roughly what you mean when you say 'How're you doing?' Notice that we said 'roughly': we have no direct equivalent in English. The translation 'How're you doing?' is, let's face it, an approximation.

And that is our point in these paragraphs: practically everything you learn about the meaning of a word or phrase in Spanish is an approximation, not a direct translation. The two languages do not always 'translate'; they merely equate with each other through approximation. These English approximations are called 'counter-words' and 'counter-phrases'; they are 'counterparts' of what Spanish people say.

Therefore, you can avoid the feeling of insecurity (if you have it) by simply disregarding words and being more conscious of phrases and sen-
tences. Don’t worry about individual words; learn the phrase or the conversation in which it is used.

In conclusion, consider the Spanish word which you have learned as ‘Fine!’ in lines 2 (‘Fine. And you?’) and 8 (‘Fine. When is the party?’). The ‘translation’ as ‘Fine!’ is just a counterpart used in English; that is, ‘Fine’ is a counterword for the Spanish expression. Notice that this Spanish word is also used in line 7 in the counterphrase ‘Pretty good.’ This word does not mean ‘Fine!’ nor ‘good’; it is simply what you say when somebody asks you ‘How are you?’ Therefore, it is more important for you -- and you will have less chance of risking an error -- if, instead of thinking that the Spanish word ‘___’ means ‘fine’ or ‘good’ you simply learn that when someone asks you how you are, you will reply with ‘________.’

How do you learn to do this well? By absolute, masterful memorization of the dialogs.

2. ‘being’.

You may have noticed that there is a certain word that occurs in the following two lines that is the counterword for ‘is’ or ‘are’.

No. 1: Hi! How are you?
No. 4: Where is S____?
but which appears differently in line 8:

No. 8: When is the party?

If you did notice it and are bothered by the difference, simply remember that if you are talking or asking about somebody’s health or where somebody is, you use the form the way it appears in lines 1 and 4. If you are asking or telling when something takes place, you use the form as it shows up in line 8.

For example, which form would you use in the following sentences?

1. Hello. John! How is Mary feeling today?
2. When is the meeting?
3. Where is Joe?
4. My youngest son is sick.
5. Joe is in his new office now.
6. The election for ‘Miss Cotton’ is Tuesday.

3.9
Variations
(Recorded)

Comprehension.

Listen to the following sentences and phrases. Each phrase or sentence has been assigned a number. If any of these is not quickly (and absolutely) clear to you, write its number down, and let your instructor know which ones these are.

Answers to Identification Tests:

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END OF UNIT 3
UNIT 4

INTRODUCTION
(Recorded)

Review.

1. Speakers of English normally have an 'uh' sound in certain syllables, a sound that is produced automatically and, therefore, unknowingly. This is a correct thing for English, but it is something to get rid of when pronouncing Spanish. For example, here is the word 'tomorrow' pronounced right (R) and then (W). Notice the 'uh' sound at the end of the word in the (W) manner.

(R) (W) (R) (W)

2. This same word may be said wrong by an English speaker by producing this 'uh' sound in the first syllable. Listen.

(R) (W) (R) (W)

3. An English speaker with considerable resistance to Spanish, will put this 'uh' sound in both the first and last syllables. Listen.

(R) (W) (R) (W)

4. You must guard against this 'uh' sound. It does not exist in Spanish, and when an English speaker uses it, it sounds objectionable to Spanish ears. You can help avoid this sound by keeping your facial muscles tense, as if grinning. Repeat clearly and without any "uh's":

( )X ( )X ( )X

5. Which one of these has an 'uh' sound?

(1) (2) (1) (2)

(2)

6. Which sounds closer to Spanish?

(1) (2) (1) (2)

(1)

7. Is this Spanish word being said with an 'uh' sound in it? Listen carefully.

( ) ( ) ( )

(ves)
8. Do you hear an 'uh' sound in this version?
   ( ) ( ) ( )
(no)

9. Is there an 'uh' sound somewhere in this version of the same word?
   ( ) ( ) ( )
(yes)

10. Repeat the word correctly.
   ( )X ( )X ( )X

11. Here is a word from Unit 3. Is this being said (R) or (W)?
   ( ) ( )
(W)

12. Is it now right, or is it still wrong?
   ( ) ( )
(W)

13. Here it is in the phrase as it occurs in the Dialog. Which is the right one, No. 1 or No. 2?
   (1) (2) (1) (2)
(1)

14. The word 'party' is well known to Americans. Is this pronunciation right or wrong?
   ( ) ( )
(W)

15. Is this the right version?
   ( ) ( )
(Yes)

New material.

16. Here is a word from the new dialog.
   ( ) ( )

17. If not careful, once in a while you may unknowingly say it this way:
   (W) (W)

18. Which one is right?
   (1) (2) (1) (2)
(2)

19. Here is another word from the new dialog.
   ( ) ( )

20. Here, too, you may unknowingly say it this way at times.
   (W) (W)
21. Which is the right one?
   (1) (2) (1) (2)

22. And here is another new word.
   ( ) ( )

23. And here, too, you are apt at times to say it wrong:
   (W) (W)

24. Which is the right one?
   (1) (2) (1) (2)

25. In the new dialog, you will run across this name which is well known to Americans.
   ( ) ( )

26. One of the mispronunciations commonly made is putting the stress on the wrong syllable.
   (R) (W) (R) (W)

27. Another error made with this word is, again, the use of this 'uh' sound in the last syllable.
   (W) (W)

28. Which is the right one?
   (1) (2) (3) (1) (2) (3)

29. In the new dialog, you will find a combination where a slight change may (does not have to) occur. Observe this combination:
   (a) (b) (a+b) (a+b)

30. Listen to this combination.
   (a) (b) (a+b) (a+b)
   (a) (b) (a+b) (a+b)

31. Which is the right combination?
   (1) (2) (1) (2)

32. Now, you try it. Repeat where shown, keeping your mouth drawn back in a tight grin.
   ( ) ( )X ( )X ( )X
33. Listen to this syllable:
   ( ) ( ) ( ) ( )

34. Listen to this one.
   ( ) ( ) ( )

35. Listen to these two syllables.
   ( ) ( ) ( )

36. Now listen to this phrase.
   ( ) ( ) ( )

37. And now listen to this combination.
   (a) (b) (a+b) (a+b)

   Again: (a) (b) (a+b) (a+b)

38. Imitate where shown, exactly as you hear it.
   ( ) ( ) ( )X ( )X

39. And finally here is the word used in frame 11 as a review of the 'uh' sound error. Which of the following four is right? (Three are wrong.)
   (1) (2) (3) (4) (1) (2) (3) (4)
   (3)

40. (You are now ready to begin work with the dialog.)
Review.

Repeat the phrases that you hear as often as you hear them and at the speed that you hear them.

New Material.

As before, the same four steps will be used to assist you in your memorization.

(At the party:)

Person A: Say, S____! (13)

Do you know that girl? (14)

Person B: Which one? (15)

Person A: The one dancing with____. (16)

Person B: Sure. I know her. (17)

She's G____'s daughter. (18)

Step 1: Comprehension.

(Same procedure as before.)
" test 2: " 12, 13, & 14.
" test 3: " 13, 14, & 15.
" test 4: " 14, 15, & 16.
" test 5: " 14, 15, 16, & 17.
" test 6: " 16, 17, & 18.
" test 7: " 12 through 18.

CHART
Test 1 Test 2 Test 3 Test 4 Test 5 Test 6 Test 7
No. 12: (At the party.)
No. 13: Say, S_____!
No. 14: Do you know that girl?
No. 15: --- Which one?
No. 16: The one dancing with ____.
No. 17: --- Sure, I know her.
No. 18: --- She's G____'s daughter.

Step 2: pronunciation.
Imitate, as before, to the best of your ability. Replay Step 2 two or three times to assure yourself of a good pronunciation.

Step 3: Fluency.
Work as in the previos Unit. Replay this part several times, until you feel completely relaxed with all the sentences.

Step 4: Participation.
Prepare as in the previous Unit.

Part A: Your instructor's voice will begin.

Part B: You are to begin.

4.5
1. The verb.

   The Spanish verb presents a problem for the native speaker of English because of its many possible 'spellings'. Therefore, you will be spending nearly 50% of your study time throughout the entire course learning verbs and their formations.

   The verb changes its form (i.e., changes its 'spelling') to reflect who is doing the action. For example, if you were to say 'I go', in Spanish, the word 'go' would be said in the form used when 'I' is the doer of the action. That is, there is a certain 'form' for 'go' which means 'I-go' and, therefore, the word for 'I' does not have to be used; the special shape of 'go' indicates that it means 'I-go'. Similarly, if you were to say 'We go', the shape would again be different, and this time the shape would indicate 'We-go'. And, as before, the word for 'we' does not have to be used since this special shape of 'go' would mean 'we-go'.

   That is, in Spanish, you will find that 'I-go' is different in form from 'We-go', and that this difference makes it clear as to whether it is 'I' or 'We' who are going. Therefore, it is possible for Spanish people to speak without using 'I', 'We', and so forth. They do have words for 'I', 'We' and so on, but since the verb reflects these words, you will find that they usually get along without them.

   (You have learned the word for 'you' in 'And you?' but notice that it is not used in 'How are you?' nor in 'How are you doing?'. As you will begin to learn a little later, there is really no need to include the word 'you' in many, many situations.)

2. 'In', 'at'

   Notice how the first word of lines No. 5 ('In his office') and No. 12 ('At the party') is rendered by the English language. Since Spanish uses the same word in both phrases, as a student your assumption would be that Spanish does not differentiate between our meaning of 'at' and 'in'; your assumption would be correct.

   This kind of thing happens frequently; and some students are bothered by such things. They think that this is a problem when, in reality, it is just the opposite: it is a simplification. For one thing, it is one less word that you have to learn. That is, don't try to make a conscious difference in Spanish between 'In his office' and 'at his office' (or, 'at the party' and 'in the party.') There isn't any difference in Spanish.
Variations
(Recorded)

Comprehension.

Listen to the following sentences and phrases. If any of these are not quickly (and absolutely) clear to you, write its number down, and let your instructor know which ones these are.

Answers to Identification Tests:

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END OF UNIT 4
UNIT 5

INTRODUCTION
(Recorded)

Review.

1. Which of the following is right?
   (1) (2) (1) (2)

(1)

2. Which is the right one?
   (1) (2) (1) (2)

(2)

3. Which is the right one?
   (1) (2)

(1)

4. Practice saying this word where indicated.
   ( ) ( ) ( )X ( )X

5. Listen to this combination.
   (a) (b) (a+b) (a+b)

6. Practice saying this phrase where indicated.
   ( ) ( ) ( )X ( )X

7. Listen to this combination.
   (a) (b) (a+b) (a+b)

8. Practice saying this phrase where indicated.
   ( ) ( ) ( )X ( )X

'New material.'

9. Listen to this syllable.
   ( ) ( ) ( )

10. Now, listen to it again with another syllable in front.
    ( ) ( ) ( )

11. And now listen to these sounds.
    ( ) ( ) ( )

   5.1
12. Repeat where shown, exactly as you hear it.
   ( ) ( ) ( )X ( )X

13. And here is the full word. Repeat where shown.
   ( ) ( ) ( )X ( )X

14. Different areas speak the same language with some regional differences. Here is the English word 'park' said, for example, in three different ways used in the United States.
   ( ) ( ) ( )

15. Of course, Spanish exhibits differences also. The one difference that we are going to illustrate, however, does not have any social implications. That is, all three variants are equally acceptable; none is objectionable. Teacher A may say it one way, Teacher B the other way, and Teacher C the third way, depending on where they grew up.
   A: ( ) ( ) ( )
   B: ( ) ( ) ( )
   C: ( ) ( ) ( )

16. This word occurs in the new dialog in the following sentence, and we will use this regional variant in pronunciation.
   ( ) ( ) ( )

17. Listen to these sounds.
   ( ) ( ) ( )

18. Listen to these.
   ( ) ( ) ( )

19. Listen to these.
   ( ) ( ) ( )

20. And listen to this word.
   ( ) ( ) ( )

21. Listen, and repeat where shown:
   ( ) ( ) ( )X ( )X

22. Listen again, and repeat where shown.
   ( ) ( ) ( )X ( )X

5.2
23. Which one of these pronunciations of the last word is said wrong with an 'uh' sound?
   (1) (2) (1) (2)

24. Which is the right one? (1)(2) (1)(2)

25. Listen to another word. Which one has the 'uh' sound and, therefore, is wrong?
   (1) (2) (1) (2)

26. Listen and repeat where shown:
   ( ) ( ) ( )X ( )X

27. Listen and repeat where shown:
   ( ) ( ) ( )X ( )X

28. Listen to this new word, and repeat where shown.
   ( ) ( ) ( )X ( )X

29. Listen to these sounds.
   ( ) ( ) ( ) ( )

30. Now listen again as we shift the stress to the last syllable.
   (a) (b) (a) (b)

31. Listen to this same word (b), and repeat where shown.
   ( ) ( ) ( )X ( )X

32. Listen again, and repeat.
   ( ) ( ) ( )X ( )X

33. Now listen to the full word. Don't repeat; just listen.
   ( ) ( ) ( ) ( )

34. Now listen and repeat where shown.
   ( ) ( ) ( )X ( )X

35. Here is a new word. Listen only.
   ( ) ( ) ( ) ( )

36. Listen and repeat.
   ( ) ( ) ( )X ( )X

5.3
37. Listen to the same word as we drop the final sound in (b). Listen; DON'T repeat.
   (a)  (a)  (b)  (b)  (b)

38. Listen again. DON'T repeat.
   (a)  (a)  (b)  (b)  (b)

39. Now, listen and repeat.
   (a)  (a)X (a)X (b)X (b)X (b)X

40. Here is a new word. Listen; DON'T repeat.
   ( )  ( )  ( )

41. Here is the same word followed by another one. The two often sound the same to speakers of English. Listen carefully.
   (a)  (b)  (a)  (b)  (a)  (b)

42. Listen to these two words again.
   (a)  (b)  (a)X (a)X (a)X  (a)X

43. Now, listen and repeat where shown.
   (b)  (b)X (b)X

44. Now, listen and repeat where shown.
   (b)  (b)X (a)X (b)X (a)X (b)X (a)X

45. Word 'b' above does not exist in Spanish. Word 'a' does, however. Listen to it again, and repeat where shown.
   ( )  ( )X ( )X

46. This is the same word pronounced right and wrong.
   (R)  (W)  (R)  (W)  (R)  (W)

47. In the wrong one, you will hear a puff of air accompanying the first sound of the word. Listen again.
   (R)  (W)  (R)  (W)

48. In the right one, there is no puff of air. Listen once again.
   (R)  (W)  (R)  (W)

49. Which is the right one?
   (1)  (2)  (1)  (2)

(1)
50. Finally, repeat where shown.

   ( )  ( )X  ( )X  ( )X

51. Here is a review of the words from the new dialog with which we have been working. Repeat where shown.

   (a)  (a)X  (a)X
   (b)  (b)X  (b)X
   (c)  (c)X  (c)X

   etc.

52. (You are now ready to work with the new dialog.)
Review.
Repeat the phrases that you hear as often as you hear them and at the
speed that you hear them.

New material.
As before, the same four steps will be used to assist you in your mem-
orization.

(Person B had just finished saying at the end of the previous dialog
portion, 'Sure. I know her. She's G____'s daughter.' The conversation con-
tinues.)

Person A: Really? What's her name? (19)
Person B: Her name's N___. (20)
Person A: But -- isn't she married? (21)
Person B: No. N____ is single. (22)
               The married one is M____. (23)
Person A: Of course. M____ is the
             older one. (24)

Step 1. Comprehension.
Same as before.
Identification test 1: Lines 19 & 20.

- test 2: " 19, 20, & 21.
- test 3: " 19, 20, 21, & 22.
- test 4: " 21, 22, & 23.
- test 5: " 21, 22, 23, & 24.
- test 6: " 19 through 24.

CHART

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<td>No. 22: ---No. N____ is single.</td>
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<tr>
<td>No. 23: ---The married one is M____.</td>
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<tr>
<td>No. 24: Of course. M____ is the older one.</td>
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</tr>
</tbody>
</table>

Step 2. Pronunciation.

Imitate as before. Replay Step 2 two or three times to assure yourself of a good pronunciation.

Step 3. Fluency.

Work as before. Replay this part several times, until you feel completely relaxed with all the sentences.

Step 4. Participation.

Prepare as before.
Grammatical Observations
and
Practice

1. The verb.

You will hear a short list of verbs illustrating how they differ in their forms.

Practice 1. (Recorded)

Part A: Listen to the difference between the we-form and the I-form. In each case, the first one you hear means 'We-(do something)', and the second one means 'I-(do something)'.

We-(do something)   I-(do something)
1. _________________________
2. _________________________
3. _________________________
4. _________________________
5. _________________________
6. _________________________
7. _________________________
8. _________________________
9. _________________________
10. _________________________

Part B: You will again hear a short list of we-forms and I-forms, but this time they are not arranged neatly into pairs. Instead, they are given in a randomized order. You are to identify which one is being said by placing an X in the appropriate column.

We-(do something)   I-(do something)
1. ( ) ( ) _________________________
2. ( ) ( ) _________________________
3. ( ) ( ) _________________________
Practice 2. (Recorded)

**Part A:** Now learn to hear the difference between 'I-(do something)' and 'I-(did something)'.

<table>
<thead>
<tr>
<th>I-(do something)</th>
<th>I-(did something)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
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<td>3.</td>
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<td>9.</td>
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<td>10.</td>
<td></td>
</tr>
</tbody>
</table>

**Part B:** And now, identify which is being said, 'I-(do something)' or 'I-(did something)', by putting an X in the appropriate column.

<table>
<thead>
<tr>
<th>I -(do something)</th>
<th>I-(did something)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. ( ) ( )</td>
<td></td>
</tr>
<tr>
<td>2. ( ) ( )</td>
<td></td>
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<tr>
<td>3. ( ) ( )</td>
<td></td>
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<td>4. ( ) ( )</td>
<td></td>
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<tr>
<td>5. ( ) ( )</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5.9</td>
</tr>
</tbody>
</table>
Practice 3. (Recorded)

Part A: In a few moments we will start asking you questions which you will answer in Spanish. But first, we need to make a few points clear.

First, listen to the difference between 'I-(do something)' and 'You-(did something)'.

Notice that the difference is the change of stress:

<table>
<thead>
<tr>
<th>I-(do something)</th>
<th>You-(did something)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I ____________</td>
<td>You did ____________</td>
</tr>
<tr>
<td>2. I ____________</td>
<td>You did ____________</td>
</tr>
<tr>
<td>3. I ____________</td>
<td>You did ____________</td>
</tr>
<tr>
<td>4. I ____________</td>
<td>You did ____________</td>
</tr>
</tbody>
</table>

Therefore, if you use the wrong stress rhythm, you not only make a mistake, but you change the meaning drastically.

For now, we want you to pay attention and learn only the rhythm that goes with 'You-(did something)' forms, being careful to imitate the right rhythm.

a. ____________  c. ____________
b. ____________  d. ____________
Part B: Now (still moving along to get you ready to answer questions), listen to the difference between the question 'Did you _______?' and the answer 'I-(did_______).'

Did you ______? I did_________.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________

Part C: Which one is being said?

Did you_______? I did _________.

1. ( ) ( ) ________________________
2. ( ) ( ) ________________________
3. ( ) ( ) ________________________
4. ( ) ( ) ________________________
5. ( ) ( ) ________________________
6. ( ) ( ) ________________________
7. ( ) ( ) ________________________
8. ( ) ( ) ________________________
9. ( ) ( ) ________________________
10. ( ) ( ) ________________________

Practice 4. (Recorded)

Part A: You will now be asked some questions, and you are to reply. Here are three examples. Listen to them.

a. Did you ______? ---(your reply)---I did_______.

5,11
b. Did you ______? ---(your reply)--- I did ______.

c. Did you ______? ---(your reply)--- I did ______.

Now, you furnish the reply. (The voice on the tape will give you the right reply, following the brief pause during which you are to produce the reply. Be sure to say your reply before the voice on the tape gives it to you.)

1. Did you ______? ---(your answer)--- I did ______.
2. Did you ______? ---(your answer)--- I did ______.
3. And so forth.

**Part B:** Let's make your answer more natural by saying 'Yes, I did ______.' Here are two examples:

(a) Did you ______? -------------------Yes, I did ______.
(b) Did you ______? -------------------Yes, I did ______.

1. Did you ______? ---(Your answer)---Yes, I did ______.
2. Did you ______? ---(Your answer)---Yes, I did ______.
3. And so forth.

**Variations**

**Comprehension. (Recorded)**

Listen to the following sentences and phrases. Write the number down of those that you do not understand quickly and easily.

**Application**

Here are four short conversations. Be prepared to carry out these conversations in Spanish with your instructor.

A:

Say, S____! Where is Jones?
--- In his office.
In his office?
--- Yes, of course!

5.12
B: Say, do you know that young girl?
   -- Sure.
   What's her name?
   -- Her name is N___.
Really? But isn't she married?
   -- No. N___ is single.

C: Hi! How are you?
   -- Fine. And you?
   So-so. When is the party?
   -- Tomorrow.
   Tomorrow?
   -- Of course. At 5:00.

D: Sure. Which one?
   -- The one dancing with____.
At the party?
   -- Yes, at the party!
Her name's N___.
   -- N___? But, isn't she married?
No, N___ is single.
   -- Of course. The married one is M___.
   M___ is the older one.

Answer to Identification Tests:

<table>
<thead>
<tr>
<th>No.</th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
<th>Test 4</th>
<th>Test 5</th>
<th>Test 6</th>
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<td>4 4 5</td>
<td>4 5 5</td>
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<tr>
<td>No.24</td>
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</tr>
</tbody>
</table>

END OF UNIT 5

5.13
UNIT 6

INTRODUCTION
(Recorded)

Review.

1. Which of the following three is the right one?
   (1) (2) (3)

2. Which is the right one?
   (1) (2)

3. Which is the right one?
   (1) (2)

4. Repeat these where shown.
   (a) (a)X (a)X
   (b) (b)X (b)X
   (c) (c)X (c)X
   (d) (d)X (d)X
   (e) (e)X (e)X
   (f) (f)X (f)X
   (g) (g)X (g)X

New Material

5. Listen, and repeat where shown.
   ( ) ( ) ( )X ( )X

6. Listen, and repeat where shown.
   ( ) ( ) ( )X ( )X

7. Listen, and repeat where shown.
   ( ) ( ) ( )X ( )X
8. Listen to these two words. 
   (a) (b)  (a) (b) 

9. Repeat this second word exactly as you hear it. 
   (b)  (b)X (b)X 

10. Listen and repeat this word. 
    ( ) ( ) ( )X ( )X 

11. Listen and repeat this one. 
    ( ) ( ) ( )X ( )X 

12. Listen and repeat this one. 
    ( ) ( ) ( )X ( )X 

13. Listen to this word. 
    ( ) ( ) 

14. Now repeat what you hear, where shown. 
   1. ( ) ( )X ( )X ( )X 
   2. ( ) ( )X ( )X ( )X 
   3. ( ) ( )X ( )X ( )X 
   4. ( ) ( )X ( )X ( )X 
   5. ( ) ( )X ( )X ( )X 
   6. ( ) ( )X ( )X ( )X 
   7. ( ) ( )X ( )X ( )X 

15. Listen to this word. 
    ( ) ( ) 

16. Now, repeat what you hear, where shown. 
   1. ( ) ( )X ( )X ( )X 
   2. ( ) ( )X ( )X ( )X 
   3. ( ) ( )X ( )X ( )X 
   4. ( ) ( )X ( )X ( )X 
   5. ( ) ( )X ( )X ( )X 
   6. ( ) ( )X ( )X ( )X
17. Listen to this word.
   ( ) ( )

18. Now, repeat what you hear, where shown.
   1. ( ) ( )X ( )X ( )X
   2. ( ) ( )X ( )X ( )X
   3. ( ) ( )X ( )X ( )X
   4. ( ) ( )X ( )X ( )X
   5. ( ) ( )X ( )X ( )X
   6. ( ) ( )X ( )X ( )X

19. Listen to this syllable.
   ( ) ( ) ( ) ( )

20. Listen to the difference between the same syllable and another one.
   (1) (2) (1) (2) (1) (2)

21. Now, listen and repeat where shown.
   ( ) ( )X ( )X ( )X

22. And now, listen and repeat this word.
   ( ) ( )X ( )X ( )X

23. Listen to this difference. Just listen.
   (a) (b) (a) (b)

24. Listen again.
   (a) (b) (a) (b)

25. These last two words are different. This same difference is observable in these two words.
   (c) (d) (c) (d)

26. Now, pronounce the syllable that you hear just as you hear it.
   ( ) ( )X ( )X ( )X

27. Now, listen to this change.
   ( ) ( ) ( ) ( )

28. Now, repeat where shown.
   ( ) ( ) ( )X ( )X

6.3
29. Try it again where shown.
   ( ) ( ) ( )X ( )X

30. Now try this similar one where shown.
   ( ) ( ) ( )X ( )X

31. Now try it in this form.
   ( ) ( ) ( )X ( )X

32. Now, smooth it out.
   ( ) ( ) ( )X ( )X

33. Again, smooth it out.
   ( ) ( ) ( )X ( )X

34. Try the other word, smoothed out.
   ( ) ( ) ( )X ( )X

35. Listen to this TARGET WORD, and remember it in order to answer a question in the next frame.
   ( ) ( ) ( )

36. Which of the following two words contains the sound that is found in the middle of the target word?
   (1) (2) (1) (2)

37. Listen to the target word again.
   ( ) ( ) ( )

38. Which of the following contains the same middle sound of the target word?
   (1) (2) (1) (2)

39. Which one of this pair contains this sound of the target word?
   (1) (2) (1) (2)

40. Repeat the word you hear, where shown.
   (a) (a)X (a)X
   (b) (b)X (a)X
   (c) (c)X (c)X
   (d) (d)X (d)X
   (e) (e)X (e)X
41. (You are now ready to start work on the new dialog.)
DIALOG
(Recorded)

Review.
Repeat the phrases that you hear as often as you hear them and at the speed that you hear them.

New Material.
As before, the same four steps will be used.
(Still at the party.)

Person B: Are you planning to stay here? (25)
Person A: Well, only until 8:00. (26)
      Why? (27)
Person B: Because I didn't bring my car. (28)
      And I want to leave early. (29)
Person A: If you want to, you can go with me. (30)
Person B: Thanks. I accept your invitation. (31)

Step 1. Comprehension.
Same as before.

<table>
<thead>
<tr>
<th>Test</th>
<th>Lines</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>25, 26, &amp; 27</td>
</tr>
<tr>
<td>3</td>
<td>27 &amp; 28</td>
</tr>
<tr>
<td>4</td>
<td>25, 26, 27, &amp; 28</td>
</tr>
<tr>
<td>5</td>
<td>28 &amp; 29</td>
</tr>
<tr>
<td>6</td>
<td>28, 29, &amp; 30</td>
</tr>
<tr>
<td>7</td>
<td>29, 30, &amp; 31</td>
</tr>
<tr>
<td>8</td>
<td>25 through 31</td>
</tr>
</tbody>
</table>

### CHART

<table>
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<tr>
<th></th>
<th>Test 1</th>
<th>Test 2</th>
<th>Test 3</th>
<th>Test 4</th>
<th>Test 5</th>
<th>Test 6</th>
<th>Test 7</th>
<th>Test 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>Are you planning to stay here?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>26</td>
<td>--Well, only until 8:00.</td>
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<td></td>
</tr>
<tr>
<td>27</td>
<td>--Why?</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>28</td>
<td>Because I didn't bring my car.</td>
<td></td>
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</tr>
<tr>
<td>29</td>
<td>And I want to leave early.</td>
<td></td>
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<tr>
<td>30</td>
<td>--If you want to, you can go with me.</td>
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<tr>
<td>31</td>
<td>Thanks. I accept your invitation.</td>
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</tbody>
</table>

### Step 2. Pronunciation.

Imitate as before. Replay Step 2 two or three times to assure yourself of a good pronunciation.

### Step 3. Fluency.

Work as in the previous Unit. Replay this part several times.
Step 4. Participation.
Prepare as before.

Grammatical Observations
and
Practice

1. Review Practice. (Recorded)

You will be asked 'Did you (do something)--?' You are to reply, 'Yes, I did (whatever is being asked).'. Here are three models as examples. Be sure to imitate the right stress rhythm and to insert your answer during the pause.

a. Did you_____? (Pause) Yes, I did________.
b. Did you_____? (Pause) Yes, I did________.
c. Did you_____? (Pause) Yes, I did________.

Now, you reply. Be sure to give your answer before your instructor does on the tape.

(There are 10 questions, numbered 1-10.)

2. New Material.

Suppose that you wanted to deny that you did whatever is being asked. This is what you would say in English:

Question: 'Did you (eat, go, write, etc.)?'
Your denial: 'No, I didn't (eat, go, write, etc.)'

Practice 1. (Recorded)

Part A: Listen to a few of these questions and denials.

1. 'Did you (_____)?' --'No, I didn't (____).'
2. 'Did you (_____)?' --'No, I didn't (____).'
3. 'Did you (_____)?' --'No, I didn't (____).'
4. 'Did you (_____)?' --'No, I didn't (____).'

6.8
Part B: (Recorded)

This time, you will hear one instructor ask another instructor if he did something. The second instructor will sometimes deny that he did, and other times he will admit that he did.

You are to listen for this second instructor's reply, and mark whether he admitted or denied having done something.

<table>
<thead>
<tr>
<th>He denied it:</th>
<th>He admitted it:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
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<td>2.</td>
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<td>8.</td>
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<td>9.</td>
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<td>10.</td>
<td></td>
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</tbody>
</table>

Practice 2. (Recorded)

Here is a short list of questions addressed to you. Reply by admitting that you did these things. Be sure to reply before the correct reply is given by your instructor's voice.

(There are 5 of these.)

Practice 3. (Recorded)

Here is the same, short list of questions. This time, deny that you did these things before your instructor's voice gives you the right answer.

(There are 5 of these.)

6.9
Practice 4.

Here is a list of questions that is longer. You are to reply according to the indications below:

1. Admit it. 6. Admit it. 11. Admit it.
5. Deny it. 10. Admit it. 15. Admit it.

Variations

Comprehension. (Recorded)

Listen to the following sentences and phrases. Write down the number of those that you do not understand quickly and easily.

Application

Part 1.

How would you say the following short phrases and sentences in Spanish?

1. Hi! How're you doing?
2. Tomorrow?!
3. Yes, tomorrow.
4. Yes, in his office.
5. No, at the party.
6. No, at his office.
7. How is Jones?
8. How is S______?
9. Where is S______?
10. Where is Jones?
11. How're you doing? Fine?
12. When is the party?
13. Where is S____? In his office?
14. The party is at 5:00.
15. Hi! How are you?
16. That young girl is G____'s daughter.
17. Say, G____! How are you?
18. She's S____'s daughter.
19. Sure, I know her.
20. Do you know that young girl?
21. Which one? The one dancing with J____?
22. Of course. M____ is the older one.
23. Of course. The married one is M____.
24. Of course. The single one is N____.
25. Yes. M____ is the older one.
26. M____ is married; she is the married one.
27. N____ is single; she's the single one.
28. Where is S____?
29. Where is the single one?
30. The single one is at the party.

Part 2.

Be prepared to be engaged in these conversations by your instructor.

A:

Hi, M____! How're you doing? Fine?
-- Pretty good. And you?
Fine, thanks. Where's Jones?
-- In his office.

B:

Say, S____! Do you know that young girl?
-- Sure. The one dancing with J____?
Yes, of course.
-- Yes, I know her. She's G____'s daughter.
Yes, but, what's her name?
-- Her name's N____.
C:
But isn't she married?
-- No, the married one is M____.
Really?
-- Of course. N____ is single. N____ is
the single one. M____ is the married one.

D:
Do you plan to stay here?
-- Sure. But only until 8:00. Why?
Because I want to leave early.
-- Fine. If you want to, you can go with me.
Thanks. I accept your invitation.
-- When, at 5:00?
No! At 8:00!

Answer to Identification Tests:

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<th></th>
<th>No. 25</th>
<th>No. 26</th>
<th>No. 27</th>
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</table>

END OF UNIT 6
UNIT 7

INTRODUCTION
(Recorded)

Writing awareness. (Part 1.)

1. Listen to this syllable.
   ( ) ( ) ( )

2. Now, listen and look.
   (la) (la)

3. Does this syllable end with the same sound of the syllable la?
   ( ) ( )

(Yes)

4. How would you write this syllable? Write it on the blank line.
   ( ) ( ) ________

(Ma)

5. How would you write this one?
   ( ) ( ) ________

(Fa)

6. How would you write this one?
   ( ) ( ) ________

(Sa)

7. Listen to this syllable.
   ( ) ( ) ( )

8. Now, listen and look.
   (lo) (lo)

9. The same syllable will be said twice, once right and the other time wrong. Listen.
   (R) (W) (R) (W)

7.1
10. How would you write this syllable?
( ) ( ) ______
(mo)

11. How would you write this one?
( ) ( ) ______
(so)

12. Write the word you will hear next.
( ) ( ) ______
(fama)

13. Write this word.
( ) ( ) ______
(mala)

14. Write this one.
( ) ( ) ______
(masa)

15. Write this one.
( ) ( ) ______
(mosa)

16. Write this one.
( ) ( ) ______
(malo)

17. Write this one.
( ) ( ) ______
(solo)

18. Write this one.
( ) ( ) ______
(sola)

19. Listen to these syllables.
(1) (2) (3)

20. Listen and look.
(se) (se)

(fe) (fe)

22. How would you write this syllable.
( ) ( ) ______
(me)

7.2
23. How would you write this one?
( ) ( ) ______

(se)

24. Write this word.
( ) ( ) ______

(mese)

25. Write this one.
( ) ( ) ______

(mele)

26. Look and listen: is this word being said right or wrong?
(mele) (mele)

(wrong)

27. Look and listen: is this word being said right or wrong?
(mese) (mese)

(right)

28. Which is the right one?
Mele: (1) (2)

(2)

29. How would you write this word?
( ) ( ) ______

(mesa)

30. How would you write this one?
( ) ( ) ______

(mase)

31. How would you write this one?
( ) ( ) ______

(mole)

32. Which of these syllables is being said?
se? sa? ( ) ( )

(se)

33. Read this syllable, then listen to see if you were right.
se: (Read it)... ( ) ( )

34. Read this one:
sa: ... ( ) ( )

35. Now, read this word, then listen.
mesa:... ( ) ( )
36. Now, read this one, then listen.
\[ \textit{mese:} \ldots ( ) ( ) \]

37. Which is the right pronunciation for this word?
\[ \textit{mese:} \quad (1) \quad (2) \]

38. This one may be a little tricky. Listen carefully. Which is the right one?
\[ \textit{mesa:} \quad (1) \quad (2) \quad (1) \quad (2) \]

39. This syllable occurs as a word by itself, and it is also a widely used syllable inside many words. Listen:
\[ ( ) \quad ( ) \quad ( ) \]

40. This is a word in which this syllable occurs.
\[ ( ) \quad ( ) \]

41. Here is another word in which this syllable occurs.
\[ ( ) \quad ( ) \]

42. There is only one way to write this syllable. That is, no matter under what circumstances this syllable occurs, it is always written as follows:
\[ \textit{que} \]

43. Write this word.
\[ ( ) \quad ( ) \quad ( ) \quad ( ) \]
(queena)

44. Write this word.
\[ ( ) \quad ( ) \quad ( ) \quad ( ) \]
(saque)

45. Write this word.
\[ ( ) \quad ( ) \quad ( ) \quad ( ) \]
(queeme)

46. Write this word.
\[ ( ) \quad ( ) \quad ( ) \quad ( ) \]
(queemo)

47. Listen to the right and wrong pronunciation of this word that occurs in the new dialog:
\[ (R) \quad (W) \quad (R) \quad (W) \]
48. This is very similar to a word that occurred in an earlier Unit. Which is the right pronunciation?
   (1) (2) (1) (2)

49. Here are two words which occurred in an earlier Unit. They are said separately, and then in combination. Notice the reduction that occurs in the combination.
   (dónde) (está) = (dónd(e)está)
   Again: (dónde) (está) = (dónd(e)está)

50. Listen to the change that occurs in the d in this combination:
   (sala) (de clase) = (sala de clase)
   Again: (sala) (de clase) = (sala de clase)

51. The above change is a very common thing in Spanish. This change occurs, almost invariably, when 'd' comes after a vowel. You have already learned to pronounce it right in the following word.
   ( ) ( )

52. You have also learned to say it right in this other word.
   ( ) ( )

53. Here are two words in print. Look and listen.
   usted: ( ) ( )
   casada: ( ) ( )

54. The authentic Spanish writing system writes these words like this.
   usted
casada

   But we will, for a while, write these words with this kind of a '¿' to show you where it is to be pronounced this special way.

55. Listen to this word. Does the sound '¿' occur in this word?
   ( ) ( )

56. Listen to this one. Does the sound '¿' occur in this word?
   ( ) ( )

57. Does the sound '¿' occur in this word?
   ( ) ( )

(yes)
58. Does it occur in this one?
   ( ) ( )

(yes)

59. Here is a sentence from an earlier Unit. Does 'd' occur in the sentence?
   ( ) ( ) ( )

(yes)

60. This change from 'd' to 'd' occurs any time a 'd' falls after a vowel. Thus, sala + de clase = sala de clase since when spoken, the three words are said together as if they were one word, as sala de clase, and in which case, the 'd' of de now follows the vowel '-a' of sala.

61. Would the 'd' in this word be said as a 'd' or a 'd'?
   ( 'd' )

deme

62. Is the 'd' in this phrase said as a 'd' or a 'd'?
   ( 'd' )

   no me de

63. Is the 'd' in this phrase said as a 'd' or a 'd'?
   ( 'd' )

   pero deme

64. Earlier, you learned that there is only one way to write the syllable that you are now going to hear. Listen to it, and then write it.
   ( ) ( ): ______

(que)

65. This other syllable is very similar. Listen.
   ( ) ( )

66. There is only one way to write this other syllable. Look and listen.
   (qui) (qui)

67. Therefore, how do you write this word? Listen and write.
   ( ) ( ) ______

(aqui)

68. Pronounce this word, then listen to it.
   quinta: (say it) ( ) ( )

69. Pronounce this word, then listen to it.
   quiso: (say it) ( ) ( )
70. Does the syllable 'qui' occur in this long word?

( ) ( ) ( )

(Yes)

71. Note:
The little mark that appears over some letters that you will see in the new dialog will be dealt with in some detail later on.

72. (You are now ready to start your work on the new dialog.)

**DIALOG**

(Recorded)

**Review.**
Same as before. Repeat aloud everything you hear.

**New procedure on Dialogs.**
Since in this Unit you start learning how to read Spanish, the procedure will be slightly modified. Complete memorization, of course, is still the goal.

From this Unit on, the Dialog will appear printed in Spanish as well as English. The Steps are as follows:

**Step 1: Meaning.** (Book closed)

(a) The sentences will be said for you several times with their English meaning.

(b) The above will be followed by a short test for you to determine if you have or have not learned the meaning well enough. The test is simple: You will hear one of the dialog lines in Spanish, followed by a very brief pause which in turn is followed by the English meaning. Do not go to Step 2 until you can say the English meaning **without any hesitation** during this very brief pause.

**Step 2:**

(a) Pronunciation. (Book closed.)

(b) Reading. (Book open.)

It is a well-known fact that you cannot be as accurate as you could be in your pronunciation if you are looking at the print-
ed page. Therefore, in order to give yourself every opportunity to develop and maintain a high level of pronunciation accuracy, work Step 2 as follows:

Run through Step 2 several times with book closed. Listen carefully and try to imitate to the best of your ability. Then, run through it a few more times with book open, repeating and at the same time observing how these sounds are written.

**Step 3: Fluency. (Book closed.)**

You will hear each sentence said twice, but this time they are said at a normal-to-rapid speed. Repeat each time. You should stay working with Step 3 until you feel perfectly relaxed with all the lines. Then go to Step 4.

**Step 4: Participation.**

This is the same as before. You may practice with this step either with book open or closed. If open, though, don't look at the Spanish; look only at the English.

Check: If you feel that you need to look at the Spanish, this is an indication that you have not worked Step 2 and 3 enough. Go back and work these steps again.
Spanish

Instructor

estamos
estamos en
sala
la sala
Estamos en la sala...
sala de-clase
la sala de-clase
Estamos en la sala de-clase.

¿Dónde...
¿Dónde estamos?

Estamos en la sala de-clase.

1st Student

Instructor

¿Dónde está?

2nd Student

estoy
Estoy en la sala de-clase.

And you, where are you?

3rd Student

también
aquí
También estoy aquí; en la sala de-clase.

I'm also here; in the classroom.

7.9
Grammatical Observations
and
Practice

1. The verb.

Every Spanish verb has six forms. One of these is hardly ever used any more, so it will be ignored until much later in this course. Another one, though used practically all the time, can be conveniently delayed for a while, so we will postpone learning it until a little later on. This leaves us with only four forms to start learning for the time being.

Some students have a little difficulty at first in determining which of these four forms is to be used in what sentence. Others don't. If you are one of the former, this may help clarify the situation:

(a) One of the forms is used whenever 'I' is the doer of the action. That's why we have called it the 'I-form'. In the case of the idea of 'being somewhere', and the idea of 'how someone feels', the form is estoy. Therefore, estoy would be used in all of the
following sentences:

'I am here.'
'I am in my office.'
'I am not in my office.'
'I'm fine.'
'I'm sick.'
Etc.

(b) Another form is used whenever the doer of the action is 'I' (or, 'me') and somebody else, the sort of thing that we associate in English with the word 'we'. That's why we call it the 'We-form'. In the case of the idea of 'being somewhere', and the idea of 'how someone feels', the We-form is estamos. Therefore, estamos would be used in all of the following sentences:

'We are not here.'
'Bill and I ('We') are in his office.'
'You and I ('We') are at the party.'
'"Me and Joe" ('We') are in the classroom.'
'We're fine.'
'We're not feeling well.'
Etc.

(c) Under any and all other circumstances where the I-form or the We-form does not apply, you would make your choice on the basis of whether one person (or thing) is doing the action, or whether more than one person (or, thing) is doing the action. Thus, one form would be used in any of the following sentences in the left column, but the right column would use the other form.

<table>
<thead>
<tr>
<th>(One person or thing)</th>
<th>(More than one person or thing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>'Bill is here.'</td>
<td>'Bill and Joe are here.'</td>
</tr>
<tr>
<td>'Where is Bill?'</td>
<td>'Where are Bill and Joe?'</td>
</tr>
<tr>
<td>'She is in class.'</td>
<td>'They are in class.'</td>
</tr>
<tr>
<td>'The book is on the table.'</td>
<td>'The books are on the table.'</td>
</tr>
<tr>
<td>'It is in my office.'</td>
<td>'They are in my office.'</td>
</tr>
<tr>
<td>'You (one person) are here.'</td>
<td>'You (&quot;you-all&quot;) are here.'</td>
</tr>
<tr>
<td>'He is at the party.'</td>
<td>'They are at the party.'</td>
</tr>
<tr>
<td>'The doctor is in the office.'</td>
<td>'The doctors are in the office.'</td>
</tr>
</tbody>
</table>
'Bill is fine.' ..................... 'The boys are fine.'

In the case of 'being somewhere' and 'how a person feels', the form used for one person (or thing) is está, and for more than one person (or thing) the form is están. Thus, in the left column above we would use está in all the sentences, but están would be used in the sentences of the right column.

The form used for one person or thing could be called the 'he-she-it-you-form', and the other form could be called the 'they-'you-all'-form'; or, they could be called the 'X-form' and the 'Y-form'; we prefer to call them the 'He-form' and the 'They-form'. Thus, está is the 'He-form' (but it is also used with 'she', 'you', 'it', 'book', 'Bill', etc.), and están is the 'They-form' (but it is also used with 'you-all', 'Bill and Joe', 'the books', etc.)

Practice 1.

Which of the four forms (I-form, We-form, He-form, They-form) would be used if you were saying these sentences in Spanish?

1. I brought it upstairs this morning.
2. We finished yesterday.
3. Joe and I did it.
4. I didn't do it.
5. He did it.
6. They ate it all up.
7. 'Me and Bill' will arrange it.
8. Did 'you all' fix it?
9. You finished already?
10. Mr. and Mrs. Jones will arrive at 5:00.
11. I thought so.
12. Let's you and me tend to it.
13. He refuses to do it.
15. Where is Bill?
16. Are they coming today?
17. Are the officers already here?
18. The report was sent yesterday.
19. The collision occurred yesterday.
20. The army is on the move.
2. The verb: The affix 'lo'.

Here are four verbs which you will begin to learn in this Unit:

- **termin-** Idea of 'finishing'
- **prepar-** Idea of 'preparing'
- **recomend-** Idea of 'recommending'
- **confirm-** Idea of 'confirming'

Practice 2. Review. (Recorded)

Without worrying about meaning, answer the questions you will be asked, just as you have been doing, according to the instructions below.

1. Admit it. 9. Deny it.
2. Admit it. 10. Admit it.
7. Admit it. 15. Admit it.

The syllable **lo** in Spanish is frequently, but not always, used where English would say 'it'. For example, **lo** is used in sentences like 'I finished it', etc. But it is not used in sentences like 'It is necessary', 'It is here', etc. (We will explain this later.)

This **lo** is an affix; this means that it is attached to something, and that it cannot stand alone. It is attached to the front of the verb. Thus, **¿lo-terminó?** equals English 'Did you finish it?' The reply is either: **Sí, lo-terminé.** 'Yes, I finished it.'

or: **No, no lo-terminé.** 'No, I didn't finish it.'

Practice 3. (Recorded)

The same questions of Practice 2 will be repeated. You are to simply identify what is the meaning of the questions. Say the meaning of each
one before your instructor's voice gives it to you on the tape. (If you are using the tape, replay this Drill a few times, or until you can produce the right meaning every time.)

Practice 4. (Recorded)

The same questions will be asked again. This time answer them according to the instructions below. (If you are using the tape, replay this section a few times in order to feel relaxed with the rhythm that you are supposed to use in your reply.)

1. Admit it. 9. Deny it.
2. Admit it. 10. Admit it.
7. Admit it. 15. Admit it.

Variations

Comprehension. (Recorded)

Listen to the following sentences and phrases. Write down the numbers of those that you do not understand quickly and easily.

Application

Part 1.

How would you say the following short phrases and sentences in Spanish?

1. Hi, S____! How're you doing?
2. Which one? The one dancing with J____?
3. Really? Why?
4. The married one is M____.

7.14
5. M____ is the married one.
6. Of course. M____ is the older one.
7. The older one is M____.
8. No, N____ is the single one. She isn't married.
9. She isn't married?
10. No. She is single.
11. Do you plan to stay here?
12. Do you plan to stay at the party?
13. Do you plan to stay at the office?
14. Yes, and I want to leave early.
15. Because I didn't bring my car.
16. And I want to go early.
17. And I want to go in my car.
18. And I want to go at 5:00.
19. If you want to, you can go with me.
20. If you want to, you can leave with me.
21. If you want to, you can go in my car.
22. Can you go with me? (Same as, 'You can go with me?')
23. Can you go in my car?
24. Can you leave early?
25. Thanks. I accept your invitation.
26. Thanks. I accept, because I want to leave early.
27. Do you plan to stay here?
28. Do you plan to leave early?
29. I finished it.
30. I prepared it.
31. No, I didn't prepare it.
32. No, I didn't recommend it.
33. Yes, I recommended it.
34. Yes, I confirmed it.
35. No, I didn't confirm it.
Part 2.

Prepare an oral answer to the following questions:

1. ¿Dónde estamos? ¿En la clase o en la oficina?
2. ¿Dónde está usted?
3. ¿Dónde están (José, María y Nora)?
4. ¿Cómo están usted y Nora?
5. ¿Cómo está la clase?
6. ¿Cómo estamos, (José y yo)?
7. ¿Dónde estoy?
8. ¿Cómo estoy?
9. ¿Y Nora? ¿Cómo está?
10. Y usted y _______ ¿Cómo están?

Part 3.

Be prepared to be engaged by your instructor in the following short conversations.

A:  
   -- Say, Bill. Where are we?
   We're at the party.
   -- Really?
   Of course!
   -- Bill, I want to leave.
   Fine! If you want to, you can go with me.

7.16
B:
-- Say, Jim. Where are you?
I'm here, in my office.
-- Can you leave early?
If you want to. When?
-- At 5:00.
At 5:00? Why?
-- Because I want to leave early.

C:
-- Hi! How are you?
Pretty good. And you?
-- So-so. When is the party?
Tomorrow. At five.
-- Where?
In my office. Do you plan to go?
-- Yes, I want to go.
Fine!
-- If you want to, you can go with me.
UNIT 8

INTRODUCTION
(Recorded)

Writing awareness. (Part 2.)

1. Look and listen

me: ( ) ( )

2. You will now hear a similar syllable said ten times. Write it every time you hear it. Caution: It is important that you write your syllable right after you hear it -- not before, and not during, but immediately after you hear each one.

( ) ( ) ( ) ( ) ( ) ( )

(se)

3. Do the same with this syllable.

( ) ( ) ( ) ( ) ( ) ( )

(le)

4. How would you pronounce this syllable?

sa: ... ( ) ( )

5. Now, as before, write the syllable you hear right after you hear it.

( ) ( ) ( ) ( ) ( ) ( )

(sa)

6. Write this one.

( ) ( ) ( ) ( ) ( ) ( )

(ma)

7. Now, write only once what you hear.

s1
Check your answers below:

(1. ma) (6. la)
(2. me) (7. mesa)
(3. sa) (8. mese)
(4. se) (9. mase)
(5. le) (10. mele)

8. Write this word.
   ( ) ( )

(gue, or qué)
9. Write this word.
   ( ) ( )

(laque)
10. Write this word.
    ( ) ( )

(aquí)
11. Write this word.
    ( ) ( )

(oficina)
12. Write this word.
    ( ) ( )

(clase)
13. Here is a word that will occur in the dialog of this Unit. It is pronounced in three different ways:
    1. Probably the most common pronunciation: ( ) ( )
    2. Common in some places: ( ) ( )
    3. 'Argentine' Spanish: ( ) ( )

14. This is what it looks like, followed by the three varying pronunciations.
    silla: (1) (2) (3)

15. Here is another new word. Listen.
16. Listen and repeat where shown.

17. This is what it looks like.

18. Listen and repeat again where shown.

19. Write the word that you are going to hear. If you can't remember how to write it, look back to frame 14.

20. Again, write this variation.

21. And, write this one.

22. Spanish writing employs two question-marks: an up-side-down one at the beginning of the question and a right-side-up one at the end. Observe:

23. Where is the first question-mark placed, at the beginning of the sentence, or at the beginning of the question part of the sentence? Observe, then answer.

24. The up-side-down question mark is written by starting at the top:

--- --- (writing line)

Then make something that looks like the letter 'c':

--- --- --- --- --- ---

And, finally, dot it:

8.3
25. Insert the up-side-down question-mark where needed in the following:

_ Dónde estamos?
_ Y usted, dónde está?
_ Dónde están Sánchez y Gómez?

Masculine/Feminine concept.

26. A 'noun' is the name of something, what you call something. For example, this sentence has a noun: 'The house is big.' In the sentence 'The boy is big' the noun is ____________.

(boy)

27. A noun does not have to be something physical as 'house' or 'boy'; it may be a concept, as in 'The analysis is interesting', or 'A trend is being established', etc. As a matter of fact, any word that can be used with 'a' or 'the' is a noun: 'a/the period', 'a/the justification', 'a feeling', 'an opinion', etc.

28. In Spanish, there are two kinds of nouns which we may call 'kind X' and 'kind Y'. As a student of Spanish, you will not only have to learn what the meaning of a noun is, but you will also have to learn to what category it belongs.

29. It is essential to know whether a certain noun is an 'X kind' or 'Y kind' since other words in a sentence will change their shape according to the kind of noun they might be used with. One of these words is the counterword for English 'a' or 'an', as in 'a table', 'an ashtray', etc.

30. In the dialog for this Unit, you will learn three new nouns:

- mesa  'table'
- silla  'chair'
- libro  'book'

31. 'a book' is un libro, but
'a table' is una mesa, and
'a chair' is una silla.

32. Grammarians call this difference a matter of 'gender'. And, traditionally, they have referred to one of the kinds of nouns as 'masculine nouns', and to the other as 'feminine nouns'. Masculinity and femininity have little to do with whether some-
thing is grammatically 'masculine' or 'feminine'. A bracelet, for example, though usually worn by women, is grammatically masculine; a shirt, though usually worn by men, is feminine; and there is certainly nothing feminine or masculine about tables, chairs, books, etc.

33. _Mesa_ and _silla_ are feminine nouns. Write the word for 'a' as it is used before these two nouns: _____

(un)

34. Write the word for 'a' that is used before feminine nouns: _____

(un)

35. _libro_ is a masculine noun. Write the form of the word 'a' as it is used before _libro_: _____

(un)

36. Write the word for 'a' in the form that it is used before a masculine noun: _____

(un)

37. The counterword in Spanish for 'a' (or 'an') has two shapes. Write them in the blanks.

Masculine: _____

Feminine: _____

(un)

38. You are now ready to begin the new dialog

**DIALOG**

(Recorded)

Review. Repeat aloud everything you hear.

New Dialog.

The same four steps will be employed as in Unit 7. Keep these in mind as you prepare each step:

Step 1: Meaning. (Book closed.)

Step 2: (a) Pronunciation and (b) Reading.

For pronunciation: work with book closed, two or three times.

For Reading: work with book open, two or three or more times, repeating aloud and looking at the way the words are written.

Step 3: Fluency. (Book closed.)

Step 4: Participations.
¿Qué es esto?

Instructor

¿Qué es esto?

Student

¿Qué es esto?

Instructor

¿Qué es esto?

Student

¿Qué es esto?

Instructor

¿Qué es esto?

Student

¿Qué es esto?

Instructor

¿Qué es esto?

Student

¿Qué es esto?

Instructor

¿Qué es esto?

Student

¿Qué es esto?
Student

libro
un
un libro

Eso es un libro.

That's a book.

Grammatical Observations

and Practice

1. 'Being'

In Unit 3 we pointed out that if you are talking about where somebody is, or how somebody feels, the form of the verb for 'is' or 'are' is a little different from talking about when something (i.e. the party) is. In this Unit, you have observed that the form used for 'when something is' is also used in telling what something or somebody is.

In Unit 7 you learned the four forms used with where and how, and thus far you have learned only one form to be used with when and what:

<table>
<thead>
<tr>
<th>'am, is, are'</th>
<th>'when/what'</th>
</tr>
</thead>
<tbody>
<tr>
<td>I-form: estoy</td>
<td>We-form: estamos</td>
</tr>
<tr>
<td>He-form: estás</td>
<td>They-form: están</td>
</tr>
</tbody>
</table>

In Unit 9, we will complete the picture for when/what.

2. Practicing with They- and We-forms.

Thus far, you have been asked to admit something, or to deny it, using only I-forms and He-forms. In this Unit, you will be asked similar questions including the They-form and the We-form.

Practice 1.

Without bothering to translate these sentences into Spanish, write in Spanish the proper form that would be used for the underlined word in each of the following:

1. ___________ We are not at the airport yet.
2. _________ Where is the doctor?
3. _________ This is a chair.
4. _________ She is an American.
5. _________ Are you in town now?
6. _________ Are you a teacher?
7. _________ The wedding is tomorrow.
8. _________ Hi! How's your wife?
9. _________ She's fine.
10. _________ Are they here already?
11. _________ They are well, thank you.
12. _________ Bill and I are in Washington now.
13. _________ What's that?
14. _________ He is a bachelor.
15. _________ The married one is Betty.
16. _________ Where are Bill and Joe?
17. _________ This is my oldest son.
18. _________ This is a picture of the church.
19. _________ We're fine, thanks.
20. _________ Is she your girlfriend?

**Practice 2. (Recorded)**

Using the same four bases that you worked with in Unit 7, listen and repeat the *They-* and the *We-*forms that follow. Be sure you pronounce these right.

<table>
<thead>
<tr>
<th>They-form</th>
<th>We-form</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. termin-</td>
<td>( )X ( )X</td>
</tr>
<tr>
<td>2. prepar-</td>
<td>( )X ( )X</td>
</tr>
<tr>
<td>3. recomend-</td>
<td>( )X ( )X</td>
</tr>
<tr>
<td>4. confirm-</td>
<td>( )X ( )X</td>
</tr>
</tbody>
</table>

**Practice 3. (Recorded)**

Imagine that these questions are addressed to you and your friend. And reply to these, admitting that both of you did these things.

Example:

'Did "you-all" (do something)\?'

'Yes, we did (do something).'

(There are fifteen questions of this type.)
Practice 4. (Recorded)
These are essentially the same questions of Practice 3. This time, deny that both of you did it.
Example:
'Did "you-all" (do something)?' 'No, we didn't (do something).'
(There are fifteen questions of this type.)

Practice 5. (Recorded)
Using more or less the same questions, reply as indicated below. This time, include the word 'it' (lo).
1. Deny that you two did it.  11. Deny ............
2. Admit that you two did it. 12. Admit ............
3. Admit ............  13. Admit ............
5. Deny ............  15. Admit ............
7. Deny ............  17. Deny ............
8. Deny ............  18. Admit ............
9. Admit ............  19. Admit ............

Practice 6. 'Listen-speak.' (Recorded)
You will be given instructions in English to get something said in Spanish. Following each instruction, there is a pause for you to speak in Spanish. This pause is then followed by the correct version of what you should have said. Rework this exercise as often as you need to, in order to get your responses correct every time, before going on to the next exercise.

Practice 7. 'Listen-speak.' (Recorded)
This is the same as Exercise 6, but the items will be sequenced in a different order. Again, rework this exercise until you get your responses correct every time.

Variations

Comprehension. (Recorded)
Listen to the following sentences and phrases. Write down the number of those that you do not understand quickly and easily.

8, 9
Application

Part 1.

How would you say the following in Spanish?

1. María and Nora are at the party.
2. Sánchez is not at the party; he's in the office.
3. María and Nora are at the party. They're with me.
4. No, we're not in the classroom; we're at the party.
5. Thanks. I accept your invitation.
6. Thanks. I accept your car.
7. Say, Sánchez! If you want to, you can go with me.
8. Sure. If you want to.
9. Do you plan to stay here?
10. Do you plan to go with me?
11. I'm here, at the party.
12. We're here, in the classroom.
13. No, that is not a book; that's a table.
14. This is a chair.
15. Is this a chair?
16. Well, only until tomorrow.
17. But I didn't bring my car.
18. I don't want to leave early.
19. We're also in the class.
20. Sure! The married one is María.
21. Of course! Why?
22. Is that a chair?
23. No, that is a book.

Part 2.

Prepare an oral answer to the following questions:

1. ¿Qué es esto?
2. ¿Qué es eso?
3. ¿Es esto un libro?
4. ¿Es esto una sala de clase?
5. ¿Es esto una oficina?
6. Y eso, ¿es un libro?
7. ¿Es eso una fiesta?
8. ¿Es eso un libro, o una mesa?
9. Y eso, ¿qué es?
10. Y esto, ¿qué es?

Part 3.

Be prepared to be engaged by your instructor in the following short conversations.

A:
--Say, Jones! I want to leave.
Fine, if you want to.
--Do you plan to stay here?
Yes, but only until 8:00.
--Where is Sánchez?
He's here. If you want to, Sánchez can go with me, too.
--Thanks.

B:
--Say, Sánchez! Where are we?
We are in the classroom!
--Really?! Where are you?
I'm in the classroom, too!
--Where's Jones?
He is here also! Are you O.K.? (i.e. 'fine')
--No, I'm not O.K. I want to leave early.
Fine! You can go with me.

END OF UNIT 8
UNIT 9

INTRODUCTION
(Recorded)

Writing awareness. (Part 3.)

1. Read these words aloud, then listen to see if you were correct.
   a. me ................. ( ) ( )
   b. mesa ................ ( ) ( )
   c. oficina ............. ( ) ( )
   d. que .................. ( ) ( )
   e. quema ............... ( ) ( )
   f. saque ................ ( ) ( )
   g. sega .................. ( ) ( )
   h. puede ................. ( ) ( )
   i. Si quiere .......... ( ) ( )
   j. acepto ............... ( ) ( )

2. Dictation. Write the words that you hear. Then, check your answers below.
   a. ( ) ( ): ______________
   b. ( ) ( ): ______________
   c. ( ) ( ): ______________
   d. ( ) ( ): ______________
   e. ( ) ( ): ______________
   f. ( ) ( ): ______________
   g. ( ) ( ): ______________
   h. ( ) ( ): ______________
   i. ( ) ( ): ______________
   j. ( ) ( ): ______________

Check your answers:
   a. esto f. una silla
   b. oficina (only one 'f') g. un libro

9.1
New material:

3. Listen to this new word.
   ( ) ( )

4. The same word will be pronounced right (R) then wrong (W):
   (R) (W) (R) (W)

5. Which is the right pronunciation?
   (1) (2) (1) (2)

6. Here is the same word; this time, it will be pronounced wrong in a different way.
   (R) (W) (R) (W)

7. Is this the right pronunciation?
   ( ) ( )

8. Which is the right pronunciation?
   (1) (2) (1) (2)

9. The word above will be combined in the new dialog with this other word:
   ( ) ( )

10. In the combination, two things happen. For one thing, the 's' at the end of the first word develops a little bit of 'buzzing'. Listen.
    ( ) ( ) ( )

11. And the 'd' sound in the second word changes to the sound of 'd' that you learned in _puede_. Listen again.
    ( ) ( ) ( )

12. The sound 'd' usually changes to 'g' after any vowel, after an 's', and after an 'r'. Therefore, we can say that the following combination is correct:
    'buenos' + 'días' = 'buenosdías'

13. Is this combination correct?
14. Would this one be correct?
\[ \text{'de'} + \text{'donde'} = \text{'de donde'} \]
(yes)

15. Write in the blank the correct combination for the following:
\[ \text{'por'} + \text{'donde'} = \text{ } \]
\[ \text{por donde} \]
(no)

16. Is this combination correct?
\[ \text{'los'} + \text{'dos'} = \text{'los dos'} \]
(no)

17. If 'buenos' + 'dias' = 'buenos dias', finish this combination correctly.
\[ \text{'los'} + \text{'dos'} = \text{ } \]
\[ \text{los dos} \]
(los dos)

18. Finish this combination correctly.
\[ \text{'ver'} + \text{'dónde'} = \text{' } \]
\[ \text{ver donde} \]
(vers donde)

Written accent.

Compared to English, the Spanish writing system is one of the most modern, up-to-date systems in the world. It is not without some flaws, but these are few, and they are easy to handle. The system as a whole works, and it works well: so well, in fact, that Spanish dictionaries do not find it necessary to include the pronunciation of words.

Since part of the pronunciation involves the feature of loudness, the writing system includes a marker for this loudness. Thus, once you learn how to pronounce the various combinations of letters and then how to interpret this loudness marker, you will be able to pronounce correctly any word in the dictionary.

19. The loudness marker is a little line placed over a vowel, like this: Ñ. This line is called 'an accent mark', or simply 'an accent'.

20. This accent serves to indicate where the loudness is. Thus, aquí indicates that the loudness is on the last syllable. Therefore, in speaking Spanish you would pronounce this word with loudness on the last syllable. And in writing this word, you would indicate where this loudness is by accenting the appropriate vowel.

Write this word correctly:
106 SPANISH

'aqui':  

Similarly, write these words correctly.

'termina':  

'prepare':  

Listen to this word, and write it correctly.

( ) ( ):  

Listen to this word, and write it correctly.

( ) ( ):  

Listen to this word, and write it correctly.

( ) ( ):  

Listen to this word, and write it correctly.

( ) ( ):  

Listen and write correctly.

( ) ( ):  

The next word is the name of a person. It starts with a capital 'J'. Listen and write it correctly.

( ) ( ):  

Sometimes --in fact, most often-- you will notice that many words do not have an accent mark. With words that end in a vowel, the absence of an accent mark indicates that the loudness is supposed to be on the second-last syllable.

Would this word require a written accent mark? Answer 'yes' or 'no'.

( ) ( )

Listen and write correctly.

( ) ( ):  

Listen and write correctly.

( ) ( ):  

Listen and write correctly.

( ) ( ):  

9.4
32. Listen and write correctly.

( ) ( )

33. Listen and write correctly.

( ) ( )

34. This is a word that you already know. Does it need an accent?

( ) ( )

35. You have not heard this word before. Does it need an accent?

( ) ( )

36. You have not heard this word before. Does it need an accent?

( ) ( )

37. Does this word need an accent?

( ) ( )

38. You have heard only one of these words before. Which one needs an accent?

Word 1: ( ) ( )
Word 2: ( ) ( )

39. Which one of these two words needs an accent?

Word 1: ( ) ( )
Word 2: ( ) ( )

40. Read this word, then check with the tape.

papá ............ ( ) ( )

41. Read this one, then check.

papa ............ ( ) ( )

42. Read this one, then check.

terminó ............ ( ) ( )

43. Read this one, then check.

termino ............ ( ) ( )

9.5
44. Here are some words you have never seen. Read them, and check after each word.

   a. casa ........... ( ) ( )
   b. casó ........... ( ) ( )
   c. dame ........... ( ) ( )
   d. niño ........... ( ) ( )
   e. colé ........... ( ) ( )

45. You have now learned about 40% of the principles involving accent marks. We will conclude the presentation in Unit 10. You are now ready to start work with the new dialog.

**DIALOG**

Review. Repeat everything you hear as often as you hear it.

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English counterwords and counterphrases</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>(En la clase.)</em></td>
<td><em>(In class.)</em></td>
</tr>
<tr>
<td><strong>Profesor</strong></td>
<td></td>
</tr>
<tr>
<td>Buenos días.</td>
<td>Good morning!</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Estudiante</strong></td>
<td></td>
</tr>
<tr>
<td>señor</td>
<td>sir; mister</td>
</tr>
<tr>
<td>profesor</td>
<td>teacher</td>
</tr>
<tr>
<td>señor profesor</td>
<td>'mister professor'</td>
</tr>
<tr>
<td><strong>Buenos días, señor profesor.</strong></td>
<td>Good morning, teacher!</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>¿Cómo ... se llama ...?</td>
<td>How ...?</td>
</tr>
<tr>
<td>¿Cómo se llama ...?</td>
<td>are called (Ne-form)</td>
</tr>
<tr>
<td>¿Cómo se llama usted?</td>
<td>How are you called ...?</td>
</tr>
<tr>
<td></td>
<td>What's your name?</td>
</tr>
</tbody>
</table>

9.6
Estudiante
me-llamo
Me-llamo Jones.

Profesor

Mucho gusto, señor Jones.

¿Es usted americano?

Estudiante

sí, señor. Soy americano.

Profesor

¿Y su esposa?

Estudiante

Mi esposa es americana, también.

Profesor

Los dos somos americanos.

Los dos somos americanos.
Profesor

muy bien

son

Muy bien. Ustedes son americanos.

yo

¿Y yo? 

soy

que

¿Qué soy?

¿Y yo? ¿Qué soy?

I

And I? (And me?)

idea of 'being something' (I-form)

what

What am I?

Estudiante

colombiano

creo

Usted es colombiano, creo.

colombiano (male)

idea of 'believing' (I-form)

You’re Colombian, I believe.

Observations

and

Practice

1. 'Being.'

You have now learned the eight forms of 'being'. One set of forms is used in indicating WHAT somebody, or something, is ('American', 'teacher', 'son', 'a car', 'a book', etc.) and WHEN something is (The party is tomorrow, etc.)

The other set of forms is used in indicating WHERE somebody, or something, is ('in the office', 'on the table', etc.) and HOW somebody feels ('I'm fine', 'How are you?' etc.)

<table>
<thead>
<tr>
<th>WHAT or WHEN</th>
<th>WHERE or HOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>soy</td>
<td>I-form</td>
</tr>
<tr>
<td>somos</td>
<td>We-form</td>
</tr>
<tr>
<td>es</td>
<td>He-form</td>
</tr>
<tr>
<td>son</td>
<td>They-form</td>
</tr>
<tr>
<td></td>
<td>estar</td>
</tr>
<tr>
<td></td>
<td>estamos</td>
</tr>
<tr>
<td></td>
<td>estás</td>
</tr>
<tr>
<td></td>
<td>están</td>
</tr>
</tbody>
</table>

Practice 1. 'Being'.

Without bothering to translate these sentences, write in Spanish the

9.8
proper form that would be used for the underlined word in each of the following:

1. _______ We **are** not at the airport yet.
2. _______ My wife **is** American.
3. _______ Are they Colombians?
4. _______ Is the party tomorrow?
5. _______ How **are** you!
6. _______ We **are** Venezuelans.
7. _______ Bill and Bob **are** here now.
8. _______ I'm **at** the drugstore.
9. _______ This **is** my son.
10. _______ Yes, sir. I'm **American**.
11. _______ This **is** my new car.
12. _______ I'm **fine**, thank you.
13. _______ I'm **sick**.
14. _______ I'm **tired**.
15. _______ We're **teachers**.
16. _______ Are they **ill**?
17. _______ I'm **a student**.
18. _______ They're **students**, too.
19. _______ Where **is** Joe?
20. _______ They're **in his office**.
21. _______ We're **sick**.
22. _______ We're **Texans**.
23. _______ The books **are** in your office.
24. _______ Bill and I **are** downtown.
25. _______ Those **are tables**.
26. _______ It's **a new shipment**.
27. _______ I'm **the new secretary**.
28. _______ We're **new employees**.
29. _______ We're **happy**.
30. _______ These **are books** on economics.

2. **Nationality**.

Notice that words which denote nationality, like **americano** and
colombiano, are not written with capitals.

3. Plural forms.

    If a word refers to more than one thing, it is 'pluralized'. Thus, americanos refers to more than one person. Similarly, usted (you) refers to one person, but ustedes ('you-all') refers to more than one person.

Practice 2. Singular and Plural. (Recorded)

Listen to the list of words that your teacher will say, and respond by saying 'One' or 'More than one' depending on whether what you hear refers to one something or more than one something. Make your response before the correct answer is given by your teacher.

4. Gender.

Practice 3. Masculine and feminine identification. (Recorded)

Part 1:
   a. Listen to this group of ten words. These are all feminine words.
   b. Listen to this group of ten words. These are all masculine words.

Part 2:
   a. Listen to these pairs of words. In every pair, the first word is feminine and the second is masculine.
   b. The next list of words contains feminine and masculine words in a mixed order. You are to respond by saying 'something feminine' or 'something masculine' as the case may be. Be sure to make your response before your teacher's voice gives you the right answer.

5. Indefinite article.

    'a' (or 'an') in Spanish is either una or un.

Practice 4. Identification of una and un. (Recorded)

Part 1: Listen to these words and observe the occurrence of una and un. Observe also the rhythm.

Part 2: You will hear a mixed list of words used with una or un. You are to respond to each word by saying 'a something feminine' or 'a something masculine'. Notice that your response now is not 'something...', but 'a something...'. Be sure to make your response before your teacher gives you the right response.
Part 3: You will hear a word said once, followed by a pause. Insert in this pause your response. Your response is to say 'una' or 'un' with the word you hear. For example, if you hear the word 'cosa', you should respond with 'una cosa'. Following your response, your teacher will give you the right response. Be sure to follow the rhythm correctly.

6. He- and They- forms. (Concluded)

Sí, lo-terminó can be the answer to any of the following questions:

a) Did José finish it?
b) Did Nora finish it?
c) Did he finish it?
d) Did she finish it?

Sí, lo-terminaron can be the answer to any of the following questions:

a) Did they finish it?
b) Did María and Nora finish it?
c) Did he and she finish it?
d) Did Sánchez and Gómez finish it?

Practice 5. Denying and accusing.

Part 1: Using the four model verbs, you will hear your teacher asking you if you did so-and-so. You are to reply in English by denying that you did it and immediately accuse Bill of having done it. Your teacher's voice will then give you the correct response. Make your response before your teacher gives it to you.

Replay Part 1 several times before going on to Part 2. It is important that you learn to respond correctly every time before starting Part 2.

As a refresher, the meaning of the four model verbs are:

termin- Idea of finishing
prepar- Idea of preparing
recomend- Idea of recommending
confirm- Idea of confirming

Part 2: The same questions of Part 1 will be asked. This time your response will be in Spanish: deny it, and immediately accuse José.

It is important that you imitate the proper rhythm and intonation. Therefore, play this part a few times just
listening; then, play it a few more times inserting your response in the short pauses that follow each question.

**Part 3:** This time, the question will be addressed to you and your friend. Your reply will be in English: deny that you and your friend did it, and immediately accuse Jane and Jill of having done it.

Replay this part several times. It is important that you learn to respond correctly every time before going on to Part 4.

**Part 4:** Now, make your response in Spanish: deny that you and your friend did it, and immediately accuse Nora and María of having done it.

**Caution:** Be sure you learn to imitate the proper intonation.

**Practice 6. Listen-Speak. (Recorded)**

You will be given instructions in English to get something said in Spanish. After you make your response, your teacher's voice will give the correct response. Work each part several times in order to get your responses right every time.

**Part 1:** Asking.

**Part 2:** Asking or telling, mixed order.

**Variations**

**Comprehension. (Recorded)**

Listen to the following sentences. Write down the number of any sentence that is not immediately clear to you, and let your instructor know which ones these might be.

**Variations on 'es/está'**

**Part 1.** Begin each of the following by saying, 'Mi hija _______'.

Example: 'Mi hija _______'. (soltera)

'Mi hija está soltera'. (My daughter is single).

Notice that the verb in 6 through 10 would be different from the verb in 1 through 5.

1. soltera  2. casada  3. la que Vaila con José  4. americana

5. colombiana.

9,12
6. en su oficina
7. aquí
8. en la sala de clase
9. en la fiesta
10. en mi carro.

Part 2. Using the same ten completions, but now in a mixed order, ask questions starting with '¿Esa chica ________?'

Example:
'¿Esa chica ________?' (soltera)
'¿Esa chica es soltera?' ('Is that girl single?')

5. en mi carro? 6. en la sala de clase? 7. colombiana?

Application

How would you say these thoughts in Spanish?

1. I'm here. 2. I'm American. 3. He's here. He's American, too.
4. Nora is single; the married one is María. 5. The married one is in the classroom.
6. I'm in the classroom. 7. We're at the party.
8. That girl is my daughter. 9. Really? What's her name? 10. Her name is Betty. She's here at the party.
11. Her name is Alice. She is married.
12. Her name is Nora. She's the one dancing with José. 13. I'm fine, thank you.
14. We're fine, thank you. 15. Bill and Joe are fine, too. They're in the classroom.
16. Bill and Joe are Americans. They're here with me at the party.
17. We're here in my office. 18. Are you American? 19. No, I'm not American; I'm Colombian.
22. We're both Colombians. 23. What's your name?
27. Her name is Nora. 28. His name is Bill.* 29. We're here, in his office.
30. They're here, in my office. 32. They're here with me, in my car.
31. She's here with me, in my office. 34. He's here with me, in my office.
35. I'm here in his office. 36. Bill is here at the party; he's American.
37. José is here at the party, too; he's Colombian. 38. What's this?
42. And this? 43. That's a table. 44. Is this a chair or a table?
45. That's a
table.  44. Is this a chair or a table?  45. That's a table.  46. We're both Americans. (Or, 'both of us are Americans.')  47. Both of us are at the party. (Or, 'We are both at the party.')  48. We're both Colombians.  49. We're both in my office.  50. We're both fine, thank you.  51. Why?  52. Why are we here?  53. Why are we in his office?  54. Why are you here?  55. Because I want to leave early.  56. Because Nora is the one dancing with José.  57. Because Nora is at the party.  58. The party is tomorrow.  59. Bill and Joe are here; they're in my office.  60. Where is José?

*Note: se-llama='his or your name is' as well as 'her name is'.

Part 2.

Prepare an oral answer to the following questions:

1. ¿Dónde está usted?
2. ¿Qué es usted? ¿Americano?
3. ¿Qué es Jones? ¿Profesor?
4. ¿La esposa de Jones es colombiana?
5. ¿Dónde están ustedes?
6. ¿Ustedes dos son colombianos?
7. ¿Cómo se-llama usted?
8. ¿Es usted americano?
9. ¿Cómo se-llama su esposa?
10. ¿Su esposa es colombiana?

Part 3.

Be prepared to be engaged by your instructor in the following conversations.

A:

Are you American?
--Yes, sir. And you, what are you?
I'm Colombian.
--Is your wife Colombian, too?
No. She's American. And your wife?
--She's American; we're both American.
B:

Where's José?
--José? He's in his office.
Where're Sánchez and Gómez?
--They're in his office, too.
Where are you?
--I am here, and you, too.
Really?
--Of course! We're both here in the classroom!

C:

Hi, Joe! Why are you here at the party?
--Because Nora is here, too.
Nora? I don't know her.
--Nora is my daughter. She's the one dancing with José.
Is she the married one?
--No, Nora is single. The married one is María.

D:

Good morning!
--Good morning! How are you?
Fine, thank you. How are you?
--Pretty good.
Where's Sánchez? He's not in the classroom.
--He's in his office. He is with Gómez.
Is he your teacher?
--Which one? Sánchez or Gómez?
Sánchez.
--Yes, he's my teacher.

END OF UNIT 9
UNIT 10

INTRODUCTION
(Recorded)

Part 1. Practice

1. Repeat these words accurately.
   a. ( )X ( )X ( )X
   b. ( )X ( )X ( )X
   c. ( )X ( )X ( )X

2. Now, listen and write these words in the blanks. Check your spelling after each one.
   a. ( ) ( ): ___________________
      (c)nta)
   b. ( ) ( ): ___________________
      (parte)
   c. ( ) ( ): ___________________ 
      (c)nte)

3. Repeat these words accurately.
   a. ( )X ( )X ( )X
   b. ( )X ( )X ( )X
   c. ( )X ( )X ( )X

4. Now, listen and write these words in the blanks. Check your spelling after each one.
   a. ( ) ( ): ___________________
      (targe)
   b. ( ) ( ): ___________________
      (borge)
   c. ( ) ( ): ___________________
      (cordero)

5. Repeat these words accurately.
   a. ( )X ( )X ( )X
6. Now, listen and write these words in the blanks. Check your spelling after each one.

a. ( ) ( ):

`paíre`

b. ( ) ( ):

`maíre`

c. ( ) ( ):

`cuadro`

7. Try to make these contrasts accurately.

a. (a)X (a)X (b)X (b)X

b. (a)X (a)X (b)X (b)X

c. (a)X (a)X (b)X (b)X

8. Now, listen and write these words in the blanks. The second one of each pair contains `-rr-`.

a. ( ) ( ):

`pero`

b. ( ) ( ):

`perro`

c. ( ) ( ):

`caro`

d. ( ) ( ):

`carro`

e. ( ) ( ):

`para`

f. ( ) ( ):

`parra`

9. Notice that the second word in each of the following pairs begins with the sound similar to `-rr-`. Listen and repeat.

a. (a)X (a)X (b)X (b)X

b. (a)X (a)X (b)X (b)X

10. When this `-rr-` sound is at the beginning of a word, it is written as a single `-r-`. Listen and write, and check each one.

a. ( ) ( ):
Part 2. New material.

11. Listen to the way this word is pronounced.
   basto: ( ) ( )

12. Listen to this one.
   vasto: ( ) ( )

13. Here are the last two words again. Do they sound different?
   (basto) (vasto)  (basto) (vasto)

14. A difference in the pronunciation between 'b' and 'v' began to
disappear early in the history of the Iberian Peninsula, as
evidenced in the early hispano-romanian inscriptions. Today,
practically all speakers of Spanish pronounce them as one and
the same sound. A few speakers may at times make a difference,
but these are very much in the minority. In the opinion of the
leading Spanish phonetician, T. Navarro Tomás (p. 92 Manual de
pronunciación española, 6a. edición; Madrid 1952) to make a
distinction between 'b' and 'v' is not in any fashion a requirement
of Spanish pronunciation.

15. Read these words in accordance with the pronunciation adopted for
this text, and check your pronunciation.
   a. basto: ...................... ( ) ( )
   b. vasto: ...................... ( ) ( )
   c. vaca: ...................... ( ) ( )
   d. verde: ...................... ( ) ( )
   e. busque: ...................... ( ) ( )
   f. verde: ...................... ( ) ( )
   g. vino: ...................... ( ) ( )

16. Listen to 'b' in these words:
   saje: ( ) ( )
   sañor: ( ) ( )

10.3
17. Now, listen to the 'ñ' in these words:
   pavor: ( ) ( )
   lañe: ( ) ( )

18. Here they are in pairs. Notice that there is no difference between the 'ñ' and the 'y'.
   a. (sañe) (lañe)
   b. (sañor) (pavor)

19. The sound represented by 'ñ' or 'y' is heard by 'English-speaking ears' as approximately the sound of English 'v'.

   This explains why the capital of Cuba is spelled in English as 'Havana' even though it is spelled in Spanish 'Habana'.

20. The sound for 'b' or 'v' that we represent as 'ñ' or 'y' in our text occurs after any vowel:
   lava = 'lava'
   cabo = 'caño'

21. Write these words using the writing principles used in this text:
   lava: __________________________
   cabo: __________________________
   Díva: __________________________
   llave: __________________________
   vino: __________________________
   (lava, caño, Díva, llave, vino)

22. Does this represent our text's writing system?
   'la yaca'
   (yes)

23. Does this represent our writing system?
   'de vino'
   (no)

24. Write this phrase using our system.
   de vino: __________________________
   (de vino)

25. As in the case of 'g', 'b' and 'v' become 'y' and 'y' after an 's' or 'r'. Thus:
   las + veces = las voces
   dar + voces = das voces

10.4
26. According to our system, is this right?

'las nocalas'

(Yes)

27. Is this one right according to our system?

'los veranos'

(No)

28. Write this according to our system.

'los veranos: _______________________

(los Veranos)

29. Listen how the 's' before y or ñ tends to 'buzz' a little, just as it did before 'g'.

'las nocalas: ( ) ( )

'las yeces: ( ) ( )

30. The 'd' is pronounced 'ð', as you know, after a vowel, after 's', and after 'r'. That is, the 'd' becomes 'ð' after the same kind of things that make 'b' or 'v' become 'b' or 'y'.

cada = 'cada'

tarde = 'tarde'

lava = 'lava'

larva = 'larva'

cabo = 'cabo'

árbol = 'árbol'

desde = 'desde'

desvelo = 'desvelo'

asbesto = 'asbesto'

31. The 'b' or 'v' become 'b' or 'y' after one more letter: 'l'. Thus,

Melba = 'Melba'

32. Is this one right or wrong?

selva = 'selva'

(Right)

33. Is this one right or wrong?

al ver = 'al ver'

(Wrong)

34. Write this one correctly.

'al ver: ________________________

(al Yer)

35. Now let us shift our attention to another matter. Here is a word from the dialog of this Unit.

( ) ( ) ( )
36. This is what the word looks like: 'hoy'

37. Now look at the word while you are listening to it, then repeat where shown.
   (hoy) (hoy) (hoy)X (hoy)X

38. Do you hear an 'h' sound?
   (no)

39. The Spanish letter 'h' does not represent any sound. It is commonly referred to as 'silent'. For the time being, we will remind you that the 'h' is not pronounced by drawing a slant line through it, like this: 'X'.

40. Here is a familiar word from a previous dialog. Listen and repeat where shown.
   ( ) ( )X ( )X

41. This is how the word is written using our system: 'Hola.'

42. Write this word, using our system.
   'hola': ____________

43. Here's another familiar word. Listen and repeat where shown.
   ( ) ( )X ( )X

44. In print this word looks like this: 'hasta'. However, we are going to write it like this: ____________.

45. Read this word aloud, then check your rendition with the voice on the tape.
   'Hola': ...................... ( ) ( )

46. Now, once again, here is the new word from the present dialog. Read it aloud, then check with the tape.
   'Hoy': ...................... ( ) ( )

Part 3. The written accent mark. (Cont'd)

47. You know this word. Is it written correctly?
   (yes)

48. Listen and then decide if this word has been written correctly.
   ( ) ( ) : papa

   (wrong)
49. Listen, and then write this word.
   ( ) ( ) : ______________
   (papá)

50. Listen, and then decide if this word is written correctly.
   ( ) ( ) : mesa
   (right)

51. Is this one written correctly?
   ( ) ( ) : lata
   (right)

52. Is this one right?
   ( ) ( ) : tāpa
   (wrong)

53. Re-write this word correctly.
   'tāpa': __________
   (tāpa)

54. Is this one right?
   ( ) ( ) : pēso
   (wrong)

55. Re-write this word correctly.
   'pēso': __________
   (pēso)

56. Is this one right?
   ( ) ( ) : mayesā
   (right)

57. Listen, and write this word correctly.
   ( ) ( ) : ______________
   (māsə)

58. Listen, and write this word correctly.
   ( ) ( ) : ______________
   (casē)

59. Is this statement apparently right or apparently wrong? 'Words ending in a vowel, and which are loudest on the last part, should have a written accent mark on that last vowel.'
   (right)

60. Is this statement apparently right or apparently wrong? 'If you are reading a word that has been correctly written, and it ends in a vowel and there is no accent mark, you should pronounce the second-last syllable the loudest.'
   (right)

10.7
61. Of course, all words don't end in a vowel. A great number end in a consonant. Listen to these; they are all written correctly, that is, these do not need an accent mark.

- papel: ( ) ( )
- costar: ( ) ( )
- señor: ( ) ( )
- profesor: ( ) ( )

62. Does this word need an accent mark?

( ) ( )

63. Does this one?

( ) ( )

64. Is this word written correctly?

( ) ( ) : sacar

65. Re-write it correctly.

'sacar' : _______________

66. Is this word written correctly?

( ) ( ) : necesitar

67. Listen to this word, and write it correctly.

( ) ( ) : _______________

68. Listen to this one, and write it correctly.

( ) ( ) : _______________

69. Listen to this one, and write it correctly.

( ) ( ) : _______________

70. Listen to this one, and write it correctly.

( ) ( ) : _______________

71. In this Unit, you will be asked to use some verbs which resemble their English counterparts. This resemblance will more than
likely make you mispronounce them. One of these verbs is the 'idea of defending'.

( ) ( ) ( )

72. Listen to the right and wrong pronunciation.
(R) (W) (R) (W)

73. This is what it looks like; repeat it.
defender: ( )X ( )X ( )X

74. Which is the right pronunciation, 1 or 2?
(1) (2) (1) (2)

75. Here is another verb. It is the 'idea of selling'. (Notice its resemblance to English 'vending' as in 'vending machines'.)
vender: ( )X ( )X ( )X

76. Listen to the wrong and right pronunciation:
(W) (R) (W) (R)

77. Which is the right one?
(1) (2) (1) (2)

78. The 'idea of offering' is ofrecer. Here it is pronounced by syllables. Imitate this slow pronunciation exactly as you hear it.
ofre-cer: ( )X ( )X

79. Now imitate it at normal speed. Make an effort to keep the middle syllable right.
'ofercer': ( )X ( )X ( )X

80. The 'idea of permitting' is permitir. Imitate it exactly as you hear it.
per-mi-tir: ( )X ( )X ( )X

81. Now, normal speed. Be careful with the middle syllable.
'permitir': ( )X ( )X ( )X

82. Here are the last two; one is the 'idea of deciding' and the other the 'idea of receiving'.
de-ci-dir: ( )X ( )X ( )X

10.9
83. Now, at normal speed. Watch that middle syllable.

'decìdir': ( )X ( )X ( )X
'recìlir': ( )X ( )X ( )X

84. Finally, here are all of them.

'defender': ( )X ( )X ( )X
'vender': ( )X ( )X ( )X
'ofrecter': ( )X ( )X ( )X
'permitir': ( )X ( )X ( )X
'decìdir': ( )X ( )X ( )X
'recìlir': ( )X ( )X ( )X

85. (You have now learned about 60% of the principles of accenting words. The subject will be concluded in the next Unit.)

86. In the last Unit you were exposed briefly to the use of yo 'I' and nosotros 'we'. Which is the loudest syllable of nosotros?

87. What is the meaning of Estoy aqui?
   a. I'm here
   b. I'M here (but Bill isn't.)

88. What is the meaning of Yo estoy aqui?
   a. I'm here.
   b. I'M here (but Bill isn't.)

89. What is the meaning of Nosotros lo-terminamos?
   a. We finished it.
   b. WE finished it (but they didn't.)

90. What is the meaning of Lo-terminamos?
   a. We finished it.
   b. WE finished it.
91. Apparently, the use of yo or nosotros in a sentence conveys the notion of _________.

(emphasis.)

92. The absence of yo or nosotros is the normal type of statement having no _________.

(emphasis.)

93. Therefore, if you were to use yo and nosotros as often as you do when speaking English, you would give the impression to the Spanish speaker that you speak too often with undue _________.

(emphasis.)

94. The presence of usted or ustedes in a sentence is not entirely the same as with yo or nosotros. The absence of usted or ustedes, of course, is the normal type of statement having ________ emphasis.

(no)

95. The presence of usted or ustedes, however, may or may ________ convey emphasis.

(not)

96. The presence or absence of words like 'he' or 'she' (to be learned later) and of 'they' (also to be learned later) are like yo and nosotros. Spanish 'he' or 'she' does convey some ________.

(emphasis.)

97. (Summary:) Words like 'I', 'we', 'he', etc. are called 'subject pronouns'. These words exist in Spanish, of course, but when a Spanish person uses a ________ pronoun in a sentence, more than likely he is conveying ________.

(subject; emphasis.)

(You are now ready to begin your new dialog.)

**DIALOG**

**Review**

**Spanish**

lección
la lección
estudió
estudió la lección

**Profesor**

lección
la lección
estudió
estudió la lección

**Señor Jones, ¿usted estudió la lección?**

**Mr. Jones, did you study the lesson?**

**Jones**

Hoy

**today**

10.11
¿La lección de hoy?

Profesor

tagoy
yesterday
la tagoy
not yesterday's one

¡Claro! ¡La de hoy, no la de ayer!

Of course! Today's, not yesterday's.

Jones

siento
I regret it
lo-siento mucho
I regret it much
lo-siento
idea of regretting (I-form; present)
estudié
idea of studying (I-form; past)
la-
it (a feminine thing)
no la-estudié
I didn't study it

Lo siento mucho, pero no la-estudié. I'm very sorry, but I didn't study it.

Profesor

la-
it (feminine)
la-preparé
prepared it (He-form)

¿No la-preparé?!

You didn't prepare it?

Jones

la-preparé
prepared it (I-form)

No, no la-preparé.

No, I didn't.

Profesor

¿Por qué no?

Why not?

Jones

tuwe
idea of having (I-form; past)
tiempo
time
no tuwe tiempo
I didn't have time

Porque no tuwe tiempo.

Because I didn't have time.

10.12
Spanish

131

1. The neutral form of the verb.

Sometimes, two verbs will occur as part of the same phrase. In many of these situations, the second verb appears in a special form ending in '-r'. You have used this in the following examples:

Quierto salir temprano.

¿Usted piensa que se quede aquí?

Puede ir conmigo.

Tuve que llevar a mi hijo al hospital.

(To be continued)

Observations and Practice

1. The neutral form of the verb.

Sometimes, two verbs will occur as part of the same phrase. In many of these situations, the second verb appears in a special form ending in '-r'. You have used this in the following examples:

Quiero salir temprano.

¿Usted piensa que se quede aquí?

Puede ir conmigo.

Tuve que llevar a mi hijo al hospital.

(This '-r' form of the verb has been identified by different grammarians as the 'infinitive form', the 'dictionary form', the 'general form', the 'neutral form', and possibly several other terms. We prefer to call it the
neutral form, but the other terms are equally valid. We have found that there is less confusion among English-speaking students if it is called anything other than the 'infinitive'.

All languages have their own set of syntactical (i.e., sequencing) 'laws'. For example, English syntax has a 'law' that says that the only form of a verb that can follow 'have' is an '-ed' form; therefore, we must say 'I have wanted' and not 'I have wanting', or 'I have walked' and not 'I have walking', etc. Similarly, we can't say 'having am' although we are permitted to say 'am having'. These are 'laws' of syntax, 'laws' which determine the order in which things can occur in a language.

One of the hundreds of syntactical 'laws' of Spanish has to do with what happens when two or more verbs are controlled by the same subject. In such cases, the first one changes its form to one of the four forms you have been learning, and with but a very few exceptions (to be learned much later), the second verb is in this neutral form.

Practice 1. (Recorded)
Listen to the comparison between the We-form Past and the neutral form. Observe the rhythm of the neutral form.

Practice 2. (Recorded)
You will now hear the We-form of some verbs. You are to respond by supplying the neutral form before your teacher's voice does on the tape.

2. Verb classes.

There are some verbs that show an '-a-' before the neutral form ending '-r' such as those you have just worked with. There are other verbs that have an '-e-' before the '-r'. And there are still others that have an '-i-' before the '-r'.

Practice 3. (Recorded)
Listen to the difference between the '-a-' verbs and the '-e-' and '-i-' verbs. Notice that the '-e-' and '-i-' verbs are the same in their We-forms.

You will hear the neutral form first, followed by the We-form.

Practice 4. (Recorded)
You will hear the neutral form of a verb, followed by a pause. Respond by giving the We-form. Be sure to make your response before your teacher's voice gives you the right answer.

3. Verb phrases: 'I want to...'

A. 'wanting to do something.'
a) 'I want...' is Quiero.

b) The idea of leaving (in the sense of departing), neutral form, is salir.

Therefore,
'I want to leave.' = Quiero salir.

The idea of defending, neutral form, is defender.

Therefore,
'I want to defend.' = Quiero defender.

And 'I don't want to defend.' = No quiero defender.

B. Position of lo = 'it'

You have been using lo in sentences like ¿Lo-terminó? - Sí, lo-terminé. In verb phrases that contain a neutral form the lo can be attached to this neutral form.

Therefore,
'I want to finish it.' = Quiero terminarlo.
'I want to permit it.' = Quiero permitirlo.

C. List of '-e-' and '-i-' verbs to be used in this Unit.

defender: Idea of defending
vender: Idea of selling
ofrecer: Idea of offering
permitir: Idea of permitting
decidir: Idea of deciding
recibir: Idea of receiving

Practice 5. (Recorded)

'Do you want...? is ¿Quiere...? Therefore, 'Do you want to leave?' would be ¿Quiere salir?

Your instructor's voice on the tape will ask you to get something said in Spanish using the above verbs. After making your response, the correct response will be given on the tape. Work this exercise several times until you feel 'comfortable' with all the items.

Practice 6. (Recorded)

You will be asked a series of questions. Give your reply before the correct response is given on the tape. Work this exercise often enough until you feel 'comfortable' with all items.
4. **Spanish 'the'.**

Spanish has a word 'the' that is used with masculine nouns and another word 'the' that is used with feminine nouns:

- **el carro:** 'the car'
- **la fiesta:** 'the party'

**Practice 7. (Recorded)**

You will hear some statements and some questions. All of them have a noun preceded by either **la** or **el**. As you listen to each one, quickly write down either **la** or **el**, whichever one you thought you heard in that sentence. Then, after listening to all of them, check your answers below.

1. _______   6. _______   11. _______
2. _______   7. _______   12. _______
3. _______   8. _______   13. _______
4. _______   9. _______   14. _______
5. _______   10. _______  15. _______

**Answers:**

1. **la**   6. **la**   11. **la**
2. **la**   7. **la**   12. **el**
3. **el**   8. **el**   13. **la**
4. **la**   9. **la**   14. **el**
5. **el**   10. **el**  15. **el**

**Practice 8. (Recorded)**

You will hear a word, and you are to fit this word into the blank of this question: '¿Dónde está ______?' The purpose of this exercise is to teach you to relate accurately the proper gender of these words. Therefore, repeat this exercise as often as you need to until you have genuinely associated the proper gender with each of these words.

(Incidentally, these are all of the nouns that you have had through Unit 10, with the exception of three that we have omitted since these do not fit into the sample question being used.)

Make your response before your teacher's voice does.

**Practice 9. 'Look-say-listen' (Recorded)**
Below is a list of all the nouns except one which you have learned through Unit 10. Each is to be said with una or un in front.

You will hear each one identified by a number; these numbers will be said out of sequence. Find that number, say the phrase, and then listen for the correct form spoken by your teacher.

1. an office 9. an American (woman) 17. a lesson
2. a party 10. an American (man) 18. a son
3. a 'chica' 11. a Colombian (woman) 19. a room
4. a book 12. a Colombian (man) 20. a class
5. a car 13. a Mister 21. a hospital
6. a daughter 14. a time 22. a professor
7. a married one 15. a wife 23. a chair
8. a single one 16. an invitation 24. a table

Variations

1. Comprehension.

Listen to the following sentences. Let your instructor know of any that were not immediately clear to you.

2. Corrections.

Each of the following items contains an error but not more than one. Re-write the entire item correctly in the blank spaces provided below. (Don’t forget to use accents if needed.)

1. Aquí

2. Sí, señor. Quiero ir con María.

3. José es Colombiano.

6. Usted es americano?
7. No, no quiero recibir un invitación.
8. No, señor, no terminé-lo ayer.
9. ¡Oiga, Sánchez! ¿Quiere lo terminar mañana?
10. Esa chica es el hija de Gómez.

Applications

Part 1.

How would you say the following thoughts in Spanish?

1. I'm María; I'm married. Nora is the single one. 2. I'm American; José is the Colombian. 3. María is Colombian also. 4. Jones is American; Nora is the Colombian. 5. I want to confirm it tomorrow, early. 6. What?! You didn't prepare today's lesson? 7. No, I didn't prepare it. 8. I'm very sorry. 9. I'm sorry. 10. I'm sorry, but Sánchez can't finish it tomorrow. 11. The lesson? Today's or yesterday's? 12. Tomorrow's. 13. I'm very sorry, but I had to take my son to the hospital. 14. And this? What is it? 15. It's today's lesson. 16. Is this an invitation? 17. Yes, I want to receive the invitation today, early. 18. Both of us are Americans. 19. Both of us finished it yesterday. 20. José and I prepared it yesterday. 21. José and Nora recommended it also yesterday. 22. I didn't confirm it; José did. 23. I didn't prepare it; Nora did. 24. María didn't recommend it; Nora did. 25. Is María
single?  26. Is María the single one?  27. No, the single one is Nora; María is the married one.  28. Is Sánchez the Colombian? 29. No the Colombian is José.  30. Is José the teacher?  31. No, sir. The teacher is Gómez.  32. Where's the teacher?  33. He's in his office.  34. Is Gómez your teacher?  35. Yes, he is my teacher.  36. No, he is not my teacher.  37. Did José confirm it?  38. No, José didn't confirm it; I did.  39. You didn't confirm it? Very well. Who did?*  40. María didn't recommend it? Very well. Who did?*  41. Who wants to finish it? You?*  42. Yes, I want to finish it.  43. Which lesson? Today's?  44. José?! When did he prepare it?  45. Nora?! When did she finish it?  46. Which girl? The one dancing with José?  47. Which girl? The one wanting to sell the car?  48. Which girl? The one wanting to decide that?  49. Which Colombian (girl)? The one dancing with you?  50. Which Colombian (girl)? The one wanting to sell a car?  51. I want to receive that tomorrow, at 5:00.  52. I'm sorry, but I don't want to sell my car.  53. I'm sorry, but I don't want to defend it until 8:00.  54. I'm very sorry, but I don't want to decide that until tomorrow.  55. If you want to, you can go with me.  56. If you want to, you can defend it with me.  57. If you don't want to go today, you can go tomorrow.  58. If you don't want to go today, you can leave tomorrow.  59. If you don't want to today, you can decide that tomorrow, early.  60. If you didn't recommend it yesterday, why do you want to recommend it today?

*Note: 'who' is quién.

Prepare an oral answer to the following questions:

1. ¿Dónde están el profesor y el estudiante?
2. ¿El señor Jones estudió la lección de hoy?
3. ¿Cuál lección estudió usted?
4. ¿Por qué no estudió la lección de hoy?
5. ¿Cómo está su esposa hoy?
6. ¿Usted estudió la lección cinco?
7. ¿Usted preparó la lección de hoy?

9.19
8. ¿Cuál lección preparó ayer?
9. ¿Quién estudió la lección de hoy?
10. ¿Quién está en el hospital?

Part 3.

Be prepared to be engaged by your instructor in the following conversations:

A:

Good morning, Bill. How are you?
--Fine, José, and you?
Pretty good, thanks. Do you want to finish today?
--Finish what?
The lesson.
--Which one?
Today's lesson.
--Today's?! I didn't finish yesterday's!
Well, if you want to, you can finish yesterday's with me.
--Very well! Thanks!

B:

Say, José. Are you and your wife Colombians?
--No. I'm Colombian, but my wife is American.
Really? What's her name?
--Her name's Betty. You don't know her?
No, I'm very sorry, but I don't know her.
--Well, I'm very sorry, too.

C:

Hi, Jones! How're you doing?
--Fine! And you?
So-so. Say, do you plan to sell your car?
--Yes. Why?
Because I want to recommend it.
--Fine! Do you know the car?
Sure! I know it. When do you plan to sell it?
--Tomorrow.

END OF UNIT 10
9,20
UNIT 11

INTRODUCTION

(Recorded)

1. Which is the loudest syllable in this two-syllable word, No. 1 (last) or No. 2 (second-last)?

(No. 1, or last)

2. Which is the loudest one in this word, No. 1 (last) or No. 2 (second-last)?

(No. 1, or last)

3. Does this word need an accent mark?

(yes)

4. Does this one need an accent mark?

(yes)

5. Which was the loudest syllable of the previous word, No. 1 (last), No. 2 (second-last), or No. 3 (third-last)? Here is the word again

(No. 1, or last)

6. Does this word need an accent mark?

(No)

7. Does this word need an accent mark?

(No)

8. Which was the loudest syllable of that last word? Here it is again.

(No. 1, or last one)
9. Complete this statement: 'Words that are loudest on the last syllable are accented only if they end in a ________.'

(vowel)

10. Would this word need an accent mark?
    papel: ( ) ( )

(no)

11. Would this word need an accent mark?
    viyi: ( ) ( )

(yes)

12. Now, let's concern ourselves with other 'kinds' of words. Here is a three-syllable word. Which is the loudest one?
    ( ) ( ):
    \[3 \quad 2 \quad 1\]

(No. 2)

13. Here is a two-syllable word. Which is the loudest syllable?
    ( ) ( ):
    \[2 \quad 1\]

(2)

14. Does this word need an accent mark?
    ( ) ( ):
    \[3 \quad 2 \quad 1\]

(no)

15. If the following word were written as shown, which would be the loudest syllable?
    casando
    \[3 \quad 2 \quad 1\]

(2)

16. Therefore, would you say that the accent mark on the following word is necessary?
    Isabéla: ( ) ( )
    \[4 \quad 3 \quad 2 \quad 1\]

(no)

17. Would an accent mark be necessary for this word?
    alla: ( ) ( )

(yes)

18. Would an accent mark be necessary in this word?
    papel: ( ) ( )

(no)

19. Is this word written correctly, as far as an accent mark is concerned?
    marfil: ( ) ( )

11.2
20. Is this one written correctly?

esmeril: ( ) ( )

21. Is this one?

carcel: ( ) ( )

22. Is this one?

nacer: ( ) ( )

23. Is this one?

fácil: ( ) ( )

24. Complete this statement: 'Words that are loudest on the second-last syllable (No. 2 syllable) are accented only if they end in a ________.'

25. Which ones of the following words need an accent mark? Write an accent mark on those that need it.

1. esta: ( ) ( )
2. esta: ( ) ( )
3. arkol: ( ) ( )
4. canal: ( ) ( )

26. Do names like the following need accent marks?

Sanchez, Gomez, etc.

27. Re-write these names correctly:

Sanchez: ____________
Gomez: ____________

28. Now, look at and listen to these words. They are all written correctly.

dígame: ( ) ( )

3 2 1

sáqueles: ( ) ( )

3 2 1

póngalos: ( ) ( )

3 2 1
29. On the basis of the above list of words, complete this statement:
'Words that are loudest on syllables other than No. 1 and No. 2 are always _______.'

(accented)

30. Test.

Listen to these words. Write an accent mark on those that need it. Take the entire test before checking with right answers below, and let your instructor know which ones you missed.

1. papel: ( ) ( )
   2 1

2. carcel: ( ) ( )
   2 1

3. saque: ( ) ( )
   2 1

4. pague: ( ) ( )
   2 1

5. busquemelos: ( ) ( )
   4 3 2 1

6. examenes: ( ) ( )
   4 3 2 1

7. carceles: ( ) ( )
   3 2 1

8. pague: ( ) ( )

9. marfil: ( ) ( )

10. dificil: ( ) ( )

11. mascara: ( ) ( )

12. mascara: ( ) ( )

13. marmol: ( ) ( )

(with accent:
2. cárcel 5. busquemelos 6. examenes 7. carceles 8. pague
10. dificil 11. mascara 13. marmol)

(The subject on accents will be concluded in the next Unit)
Combatting English interference.

31. Listen to this word.
( ) ( ) ( ) ( )

32. If you are not careful, you may pronounce it wrong, like this:
(W) (W)

33. Listen to the difference between right and wrong.
(R) (W) (R) (W)

34. Listen to the same difference with this other word.
(R) (W) (R) (W)

35. Which is the right one?
(1) (2) (1) (2)

36. Now, repeat where shown.
( ) ( )X ( )X ( )X

37. Another area of very strong interference from English is represented by the following word. A careless student will pronounce it as you will hear it here.
(W) (W)

38. When pronounced wrong in that manner, the Spanish person to whom such a student might be speaking will hear this word as being:
cara: ( ) ( )

39. The word cara means 'face'. But the word such a student thought he was saying means 'each'. This is the way 'each' is written.
cada

40. In order for a Spanish person to hear 'each' instead of 'face', the English speaker must pronounce it like this.
( ) ( )

41. That is why we have chosen to remind you of this by marking this ʃ as ʃ:
cada

42. Practice reading the following words, most of which contain 'ʃ' but which we are writing as they normally appear in print. Look at it, say it, and then listen for the correct pronunciation.
1. cada: ................. ( )
43. (You are now ready to begin your study of the new dialog.)

**DIALOG**

**Review.**

**Spanish**

<table>
<thead>
<tr>
<th>English counterwords and counterphrases</th>
</tr>
</thead>
<tbody>
<tr>
<td>(The previous conversation continues here. In the last Unit, Jones had just said, <em>Tuve que llevar a mi hijo al hospital.</em>)</td>
</tr>
</tbody>
</table>

**Profesor**

pasar
pasó
¿Ah, sí? ¿Qué pasó?

Really? What happened?

**Jones**

se-cayó
sofá
el sofá
de
del (de+el)
del sofá
Se-cayó del sofá.

He fell off the couch.
se-lastimó
la cabeza
Y se-lastimó la cabeza.
And he hurt his head.

Profesor
diga
me-
no me-diga
¡No me-diga!
You don't say!
¡Qué lástima!
What a shame!
el niño
the boy-child
¿Cómo está el niño hoy?
How is the boy today?

Jones
se-siente
mejor
Se-siente mejor, gracias.
He feels better, thanks.

Profesor
Me-alegro.
I'm glad.

Observations
and
Practice
1. Gender concordance.
   (a) Observe the word alt- 'tall' occurring in the following:

11.7
Maria es alta. 'Mary is tall.'
José es alto. 'José is tall.'
El profesor es alto. 'The teacher is tall.'
La americana no es alta. 'The American (woman) is not tall.'

(b) Spanish has a large number of words which will end in -o or -a, depending on whether they refer to something masculine or feminine.

2. Position of modifiers.

(a) Words which add some sort of descriptive information about a noun are called noun modifiers. Alt- is a noun modifier.

(b) Modifiers are placed usually after the noun. That is, Spanish prefers to identify what you are talking about, and then describe it. (English describes it first then identifies what you are talking about.) Observe:

<table>
<thead>
<tr>
<th>Object</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>house</td>
<td>a big house</td>
<td>'a house big'</td>
</tr>
<tr>
<td>eggs</td>
<td>fried eggs</td>
<td>'eggs fried'</td>
</tr>
<tr>
<td>tea</td>
<td>iced tea</td>
<td>'tea iced'</td>
</tr>
</tbody>
</table>

Therefore, if you were to say 'a tall American (man)', you would have to say:

un americano alto

3. Unchanging modifiers.

Some modifiers add an -a whether they refer to masculine or to a noun. An example of this is grand- 'big'.

una sala grande 'a big room'
un carro grande  'a big car'

Practice 1: Gender identification (Recorded)

You will hear 20 short phrases, all structured like this:

'un (or, una)   (a)   (b)'

The word occupying position (a) is always a noun, and the word in (b) is its modifier.

The nouns (a) and the modifiers (b) are all unknown to you. You are to identify whether (a) is a masculine or a feminine noun. You can do this by listening closely to una or un; these two little words are very reliable indicators of gender. Of course, if (b) is the kind of modifier that adds -a or -o, this too is a good indicator. However, some of the modifiers in (b) will be the kind ending in -e;
in these cases, your only identification exists in una or un.

Respond by saying 'masculine' or 'feminine' before your teacher's voice gives you the right answer. Let your instructor know which ones you identified erroneously.

Practice 2.

What do the following phrases mean in English?

1. un hospital interesante. 2. una hija grande. 3. una esposa inteligente. 4. un libro flexible. 5. una fiesta inevitable. 6. una invitación diferente. 7. un profesor repulsivo. 8. un hospital exclusivo. 9. un señor activo. 10. una clase brutal. 11. un hijo generoso. 12. un profesor paciente. 13. una chica noble. 14. una fiesta formidables. 15. un tiempo inconveniente. 16. una invitación urgente. 17. un señor artificial. 18. un libro experimental. 19. una colombiana diferente. 20. una esposa activa.

Practice 3. (Recorded)

Listed below are the modifiers to be used with each of the nouns which you will hear from your instructor's voice on the tape. Respond by saying the noun plus the modifier shown below. Those modifiers shown with a hyphen (-) on the end must add an -o or an -a as required by the noun. The right response will be given, following-your response. You should re-work this exercise until your own response feels natural to you. Be sure you learn to imitate the rhythm of the responses.

1. grande 6. noble 11. bonita-
2. grande 7. bonita-
3. alta-
4. alta-
5. alta-

4. 'It', 'Her', 'Him', and 'Me'.

(a) The word that you have been using for 'it' is lo. Whenever 'it' stands for something feminine, the form is la.

(b) lo and la are also used for people. You recall that 'I know her' was la-conozco. Similarly, 'I know him' would be:

11.9
Lo-conozco

(c) 'Me' is the same word in Spanish but, of course, it sounds different: me.

Practice 4.

What do the following mean in English?
1. José quiere recibirme mañana.
2. Sánchez quiere recomendarme.
3. Gómez me-recomendó ayer.
4. ¿María? Sí, la-conozco muy bien.
5. ¿José? Sí, lo-conozco bien.
7. ¿María? El profesor quiere recibirla mañana.
8. ¿La lección? Pues, la-terminé ayer.
10. ¿El niño? Tuve que-llevarlo al hospital.
11. ¿La niña? Tuve que-llevarla al hospital.
16. No, no quiero defenderla.
17. ¿El carro? No quiero ofrecerlo hasta mañana.
18. ¿Usted quiere decirlo hoy o mañana?
19. ¿La silla? Lo siento pero no quiero venderla.
20. ¿La lección ocho? ¡Pero el profesor no puede terminarla hasta mañana!

5. Contractions.

There are only two contractions:

- a + el = al 'to-the'
- de + el = del 'of-the', 'from-the'

Any time a is followed by el, it is always used in its al form.
In other words, a el does not exist.

Any time de is followed by el, it is always used in its del form. In
other words, de el does not exist.

Practice 5.

Part 1. 'Look-say-listen'. (Recorded)

Translate the following expressions. De can mean 'of' or 'from'; a in these expressions always means 'to'.

1. to the office ( ) 16. to the lesson ( )
2. from the office ( ) 17. of the lesson ( )
3. of the office ( ) 18. from the lesson ( )
4. to the party ( ) 19. from the hospital ( )
5. from the party ( ) 20. from the class ( )
6. of the party ( ) 21. of the Colombian (man) ( )
7. to the invitation ( ) 22. of the Colombian (woman) ( )
8. to the class ( ) 23. of the book ( )
9. to the hospital ( ) 24. of the wife ( )
10. to the son ( ) 25. to the teacher ( )
11. from the couch ( ) 26. to the car ( )
12. to the head ( ) 27. from the book ( )
13. from the head ( ) 28. to the couch ( )
14. from the boy ( )
15. to the boy ( )

Part 2.

Write these sentences in Spanish.

1. I want to leave from the class.
2. I want to go from the class to the hospital.
3. You can go to the hospital tomorrow.
4. You can leave from the hospital at eight.
5. Do you want to recommend it to the hospital?
6. Do you want to leave from here, or from the hospital?
7. You can offer it to the hospital.
8. He fell off the couch.
9. He fell off the chair.
10. He fell off the table of the teacher.
Variations

Comprehension. (Recorded)

Listen to the following sentences. Be sure to let your teacher know which ones were not immediately clear to you.

Corrections.

Each of the following has one mistake. Rewrite the items correctly.

1. ¿Me esposa? Tú quieres llevarla al hospital.
2. Gracias, mi alegro.
3. ¿Por qué no puede salir conmigo?
4. Tú quieres ir con mi hijo a el hospital.
5. La silla alto está en mi oficina.
6. El profesor no quiere recordarme.
7. ¡No me diga! ¿Se cayó de la sofá?
8. José no quiere salir de el hospital.
9. La oficina es una grande oficina.
10. La alta americana es soltera.

Practice 6. Response drill. (Recorded)

This type of drill is designed to review, in a rapid manner, previously learned material.
The model sentence is the point of departure. Each question should be answered according to this model.

Two people are involved in this drill: the person who asks the questions (for example, this could be your teacher) and the person who answers these questions (this would be you).

In this drill, do not repeat any of the words used in the question.

Example:

Model: Estamos en la sala de clase.
Teacher: ¿Y José?
Student: Está en la sala de clase.
(The correct response is supplied on the tape following your own response.)

Practice 7. Response drill. (Recorded)

Remember:

americano = masculine
americana = feminine
americanos = two or more people
(americanas = used only for two or more female people)

Example:

Model: Soy americano.
Teacher: ¿Y José?
Student: Es americano.

Application

Part 1.

How would you say the following thoughts in Spanish.

1. I want to leave tomorrow. 2. The child fell off the couch.
3. I had to leave at 5:00. 4. I had to defend it at 5:00. 5. I had to defend him yesterday. 6. My wife feels better, thanks. 7. José is tall, but María is not tall. 8. The child fell off the table.
9. My wife? I had to take her to the hospital. 10. But José......

11.13
11. I want to go from the hospital to the office at 8:00.
12. Sánchez does not want to receive me today.
13. I'm very sorry, but I didn't prepare it (the lesson).
14. But, I didn't have time.
15. Why not? Do you want to go tomorrow?
16. Your wife--how is she? She feeling better today?
17. Yes, thanks, she feels better.
18. I want to leave from the hospital.
19. I want to go from the hospital to the office at 8:00.
20. I want to leave from the hospital.
21. I want to go from the hospital to the office at 8:00.
22. No, only until 5:00.
23. And you--when do you plan to leave?
24. And José--when does he plan to leave?
25. He plans to leave tomorrow, early.
26. Where is Sánchez? Doesn't he plan to leave with me?
27. Are you American or Colombian?
28. I'm Colombian.
29. And your wife--is she Colombian also?
30. Yes, both of us are Colombians.
31. If you want to, you can leave early.
32. Thanks, but I don't want to go until 8:00.
33. Which one? The one dancing with Sánchez?
34. Yes. She's the single one.
35. She's Gómez' daughter.
36. He's Gómez' son.
37. And the lesson--did you finish it?
38. And Nora--did you recommend her?
39. And the book--did 'you-all' confirm it?
40. And the teacher--did they recommend him?
41. Yes. We recommended him yesterday.
42. Yes. We finished it yesterday.
43. I want to decide it today.
44. I don't want to receive that until tomorrow.
45. José can't sell that until tomorrow.
46. I'm very sorry, but he can't permit that.
47. The couch? He can't sell it.
48. The couch? He can sell it.
49. The couch? He finished it yesterday.
51. I recommended him to the teacher yesterday.
52. Did you recommend her to the hospital?
53. I didn't confirm it yesterday; I confirmed it today.
54. They didn't finish it today; they finished it yesterday.
55. Why not? Didn't they recommend it?
56. Why not? Didn't we finish it?
57. Yes, we finished it yesterday, I believe.
58. They confirmed it yesterday, I believe.
59. You don't say! Didn't they finish it?
60. You don't say! Didn't they recommend him?
Part 2.

Prepare an oral answer to the following questions:

1. ¿El señor Jones estudió o no estudió?
2. ¿Por qué no?
3. ¿De dónde se cayó el niño?
4. ¿Qué pasó?
5. ¿Quién se cayó? ¿El señor Jones?
6. ¿Cómo está el niño hoy?
7. ¿Qué se cayó del sofá ayer?
8. ¿Cómo se siente hoy?
9. ¿Quién se lastimó la cabeza?
10. ¿Cómo está el niño hoy? ¿Bien o mejor?

Part 3.

Be prepared to be engaged by your instructor in the following conversations.

A:
Hello, Bill! Did you finish?
--The book?
No, the lesson!
--Which one?
Today's lesson!
--No. I didn't finish today's, but I finished yesterday's. Did you finish?
The book?
--No, the lesson!!
Which one?
--Today's!!
Of course. I finished yesterday's and also today's.

11.15
B:  
Hi, Jones! How's your wife today?  
--She's fine, thanks. And how do you feel?  
Better, thanks.  
--I’m glad.  
Do you plan to stay here until 5:00?  
--Yes, because I didn’t finish today’s lesson.  
What happened? Didn’t you study it yesterday?  
--Yes, I studied it, but not well. I want to prepare it better.  
What a shame! Where do you plan to prepare it?  
--Here, in the classroom. Do you want to prepare it with me?  
Thanks, but I want to prepare tomorrow’s lesson.  
--Well, you can prepare it here with me.  
Thanks; I want to prepare tomorrow’s at the hospital.  
--At the hospital? Why at the hospital?  
Because my son is in the hospital.  
--Really? What happened?  
He fell off the table, and he hurt his head.  
--Don’t tell me! When did he fall?  
Yesterday.  
--How does he feel today?  
He is much better, thanks.  
--I’m glad.  

END OF UNIT 11
UNIT 12

Introduction
(Recorded)

Written accents. (Concluded)

1. Is this statement correct?
   'Words that end in a vowel are accented if their loudest syllable
   is the last one.'

   (yes)

2. Complete this statement:
   'Words that end in a consonant are accented if the loudest
   syllable is the ______-last.'

   (second-last)

3. Complete this statement:
   'Words that are stressed on the ______-last syllable, or
   farther back from the end, are always accented.'

   (third-)

4. The above three statements apply as to when an accent mark is
   used. Since these rules were originally made with a view towards
   being economical in the use of accents, we can say that the rules
   cover a minority of the words. That is, because of the careful
   selection of the 'when' to accent a word, there are fewer words
   that need an accent than there are those which do not. Therefore,
   which of the following two is the more common type of word in
   Spanish?

   1. Words like papá.
   2. Words like papa.

   (2)

5. Which of the following two is the more common type in Spanish?

   1. Words like árbol.
   2. Words like papel.

   (2)

6. The letter 's' is a consonant. It is also a grammatical function
   signal. (For example, it is used to indicate plurals: mesa/mesas,
   libro/libros, etc.) As a grammatical function signal, it can occur
on the end of all nouns and noun modifiers. This means that there are tens of thousands of words which can end in an '-s'. Again, for the sake of economy, it was decided to ignore the '-s' completely as far as its effect on whether or not an accent is needed. Therefore, in deciding whether you ought or ought not accent a word that ends in an '-s', simply ignore this '-s' and decide on the basis of what is left after ignoring the '-s'.

Therefore, the word mesas is to be treated as if it were mesa, without the '-s'. Does this word need an accent mark?

solteras

(sol)

7. Does this one need an accent mark?

americanas

(sol)

8. Listen to the way this word is pronounced, and decide whether or not it needs an accent mark.

además: ( ) ( )

(It does.)

9. Re-write this word correctly.

(Además.)

10. The letter 'n' is also a grammatical function signal. (For example, as you will learn later, it is used in some tenses to differentiate the He-form from the They-form.) This means that there are thousands of words to which an '-n' could be added. As in the case of the '-s', it was decided to ignore the '-n'. Therefore, would this word need an accent mark?

estan (As in Estan en la oficina.)

(Yes)

11. Re-write this word correctly.

estan: __________

(estado)

12. Does this word need an accent?

lección

(Yes)

13. Re-write this word correctly.

lección: __________

(lección)

14. Listen to this word and decide whether or not it needs an accent.

examen: ( ) ( )

(no)
15. Listen to this word and decide if it needs an accent.

margen: ( ) ( )

(no)

16. Complete this statement: 'Words ending in a ________,
excepting "-n" and "-s", are accented if the loudest syllable
is the second-last.'

(consonant)

17. Complete this statement: 'Words ending in a vowel, _____, and
______, are accented if the loudest syllable is the last one.'

(n, s)

18. The loudest syllable in this word is No. 1. Does it need an
accent?

afan
2 1

(yes)

19. The loudest syllable in this word is No. 1. Does it need an
accent?

quizas
2 1

(yes)

20. The loudest syllable in this word is No. 2. Does it need an
accent?

liñretos
3 2 1

(no)

21. Listen to the following pairs.

1. mio: ( ) ( )
2. mio: ( ) ( )

22. Listen to this pair.

1. mia: ( ) ( )
2. mia: ( ) ( )

23. In which one of the following does the letter '-i' seem to be
louder?

1. dio: ( ) ( )
2. dio: ( ) ( )

(2)

24. In which one does the letter '-i-' seem to be louder?

1. dia: ( ) ( )
2. dia: ( ) ( )

(2)

12,3
25. Which word has the louder 'i'?
   1. lei: ( ) ( )
   2. leí: ( ) ( )

(2)

26. When the letter 'i' is next to another vowel (it doesn't matter which side) it is accented only if it is the loudest part of the word.

27. Therefore, would this word be accented?
   caiste: ( ) ( )

(yes)

28. Would this one be accented?
   leiste: ( ) ( )

(yes)

29. Re-write these two words correctly.
   leiste: __________
   caiste: __________

(leíste)

(cáiste)

30. Here is a word from the dialog of this Unit. Is it written correctly?
   seis: ( ) ( )

(yes)

31. Here's another word from the dialog. Is it written correctly?
   diez: ( ) ( )

(yes)

32. Now here's a familiar name. Is it written correctly?
   María:

(no)

33. Rewrite this name correctly.
   María: __________

(María)

34. Now listen to, and look at, another name and decide if it is written correctly.
   Mario: ( ) ( )

(yes)

35. The letter 'u' is like 'i'; it is accented under the same conditions. Which is being said here?
   ( ) ( ): i. baul  2. baú

(2)
36. Which is being said here?
   ( ) ( ): 1. Raul  2. Raúl

37. Should the 'u' in this word be accented?
   causa: ( ) ( )

38. Is this word written correctly?
   auto: ( ) ( )

39. Rewrite this word correctly.
   auto: ______________________

40. Look at this word from the dialog. Is it written correctly?
   cuatro: ( ) ( )

41. Finally, some words have more than one grammatical function. In such cases, one of these functions is accented, the others are not. For example, qué is accented in ¿Qué es eso? but not in ¿Qué va a llevar al... Question words may function as phrase relators as well as interrogatives. As interrogatives, they are always accented. Therefore, are these written correctly? ¿Cuál? ¿Dónde? ¿Quién?

42. In reading a new, strange word, you need to know two things: (1) the principles of accent marks which you have been learning, and (2) the principles of dividing a word into syllables, which you will now start to learn.

43. A word has as many syllables as it has vowels. Therefore, if you count the vowels, you will know how many syllables a word has.

   How many syllables in these words?
   a. pesado
   b. pesaumbre

(a:3;  b:4)

44. An unaccented 'i' or 'u' next to another vowel (on either side of this vowel) does not count. Therefore, a word like diario is considered as having only two syllables. How many syllables are there in these words?
   a. diamante
   b. paulista

(a:3;  b:3)
45. The accented 'í' and 'ú' always count as separate syllables. Therefore, though diario is counted as a two-syllable word, Darío counts as a three-syllable word. How many syllables in these words?
   a. convendría
   b. Raúl (a:4; b:2)

46. The last step you need to know now is simply to learn the conventions for dividing words into syllables. Naturally, a language likes to divide its words into syllables in such a way that each syllable will retain what that language considers a 'normal' characteristic. Most Spanish words end in a vowel; therefore, it is 'normal' for Spanish to want to end its syllables with a vowel. Your first rule, then, is: divide after each vowel that counts as a syllable. For example:
   - temeroso = te-me-ro-so
   - buenos = bue-nos
   - días = di-as
   - Raúl = Ra-úl

47. Re-write these words in syllables.
   - mesa: ___
   - Bonito: ___-___
   (me-sa; bo-ni-to)

48. Re-write these in syllables.
   - paulatino: ___-___
   - atacó: ___-
   (pau-la-ti-no; a-ta-có)

49. Re-write these in syllables.
   - temería: ___-___
   - María: ___-
   (te-me-ría; Ma-rí-a)

50. Re-write these in syllables.
   - automóvil: ___-___
   - quisiera: ___-
   (au-to-mó-vil; qui-sie-ra)

51. If two or more consonants occur together, the first one of the group belongs to the previous syllable. Therefore, in these cases, do not divide after the vowel as you have been doing, but divide after the first consonant following that vowel. (This is
not entirely in keeping with the rules set up by the Royal Academy. We are 'cheating' a little for the sake of simplification. At any rate, what we are about to teach you works equally as well for the purpose of pronouncing a word, and it is considerably simpler.)

Re-write these words in syllables.

santo:  ________
constante: ________

52. Re-write these in syllables.
caldo:  ________
esmeralda: ________

53. Re-write these in syllables.
Israel:   ________
entrante: ________

54. Since 'ch', 'll', and 'rr' are considered single consonants in Spanish, they cannot be 'separated'.

Re-write these words in syllables.
mucho:  ________
silla:  ________
carro:  ________

55. Re-write these in syllables.
leche:  ________
calle:  ________
torre:  ________

56. And finally, the combination 'pr', 'tr', 'cr', and 'br', 'dr', 'fr', 'gr' are not divisible either.

Re-write these words in syllables.
aprendo:  ________
atrás:  ________
decreto:  ________

(a-pren-do; a-trás; de-cre-to)
57. Re-write these in syllables.

    aña:     ——
    cuadro: ——
    agrio:  ——

(a-ña; cua-ndo; a-grio)

58. Re-write these in syllables.

    eipres:  ——
    a-gran-dar: —— ——
    recreo:   —— ——

(ci-prés; a-gran-dar; re-cre-o)

59. Re-write these in syllables.

    atrazar: —— ——
    piefras:  ——
    a-ñril:   ——

(a-tra-zar; pie-fras; a-ñril)

60. In Unit 13, we will let you practice reading strange words correctly.

   (You are ready to begin your new dialog.)

DIALOG

Review.

Spanish                  English counter-words and counter-phrases

Profesor

    escribió         writing (He-form, past)
    el ejercicio     the exercise
    los ejercicios   the exercises

Señor Clark, ¿escribió los ejercicios?

    Mr. Clark, did you write the exercises?

12.8
¡Ya lo creo! Escribí los escribí todos en diez minutos.

¡Ya lo creo! Los escribí todos en diez minutos.

Profesor

Eran fáciles tan fáciles

¿Caramba! ¿Eran tan fáciles?

Gee! Were they so easy?

Clark

muy muy fáciles bastante fáciles

No muy fáciles, pero bastante fáciles. Not very easy, but pretty easy.

Profesor

¿Los entendió...?

¿Los entendió todos?

Did you understand them...? Did you understand all of them?

Clark

entiendo no entiendo la frase número número cuatro

No, señor. No entiendo la frase número cuatro.

No, sir. I don't understand sentence number four.

Profesor

¿De cuál ejercicio?

From which exercise?

12.9
Observations

and

Practice

1. The plural marker

The plural marker in Spanish is '−es'.

Thus,

lección becomes lecciones 'lessons'

señor becomes señores 'sirs'

Hospital becomes Hospital 'hospitals'

profesor becomes profesores 'teachers'

* Notice that the accent is not needed in the plural.

The 'e' of the '−es' drops out when added to a word ending in a vowel.

Thus,

oficina+es becomes oficinas 'offices'

libro + es becomes libros 'books'

Mija + es becomes Mijas 'daughters'

e tc.

Practice 1.

Here is a list of nouns which you have had. Write their plural forms in the spaces provided to the right of each one.

oficina: __________ ejercicio: __________

carro: __________ mesa: __________

fiesta: __________ americano: __________

profesor: __________ frase: __________

señor: __________ lección: __________

Hospital: __________ usted: __________

niño: __________ cabeza: __________

minuto: __________ lo: __________

12.10
2. Plural agreement.

Part 1.

Any word that refers to a noun will exhibit the plural marker if the noun is plural. Thus, 'big houses' would be in Spanish 'bigs houses'. Observe:

- mesa grande  :  =  :  mesas grandes
- ejercicio fácil  :  =  :  ejercicios fáciles
- frase fácil  :  =  :  frases fáciles

The words for 'the', as you might expect since they refer to a noun, also change to plural. Thus, not only does Spanish say 'the big house', but also 'thes big houses'.

la becomes las, but
el (an exception) becomes los. Observe:

- el hospital  :  =  :  los hospitales
- la clase  :  =  :  las clases
- el hospital grande  :  =  :  los hospitales grandes
- la lección fácil  :  =  :  las lecciones fáciles

Practice 2. (Recorded)

You will hear a series of nouns which you have had, given to you in their singular forms. You are to respond by pluralizing the noun and, at the same time, accompanying the noun with its proper form for 'the'. Make your response before the correct answer is given on the tape. Re-work this exercise until you feel confident and positive.

Part 2.

Una and un, of course, also have their plural forms.

- una  becomes  unas  'some', but
- un (an exception)  becomes  unos  'some'

Thus,

- a hospital  :  =  :  un hospital
- some hospitals  :  =  :  unos hospitales
- a lesson  :  =  :  una lección
- some lessons  :  =  :  unas lecciones

12.11
Practice 3.

Be prepared to say all of these correctly in Spanish without any hesitation. Be sure you have each one correctly identified as to masculine or feminine; if you can't remember one of these, this means that you have not worked with Exercise 2 often enough. (Go back and re-work Exercise 2, so that you will not be practicing something wrong in Exercise 3. You should never practice anything in a language if in doubt; otherwise you may learn it wrong, and it takes about ten times the effort to unlearn something which has been learned wrong.)


3. 'them' and 'us'.

You have already learned lo, la, and me. 'us' is nos, and 'them' is either los (masculine) or las (feminine).

Thus,

'I finished it.' ::=  **Lo- (la-) terminé.**

'I finished them.' ::=  **Los- (las-) terminé.**

'Do you know him?' ::=  **¿Lo-conoce?**

'Do you know them?' ::=  **¿Los-conoce?**

'Do you know her?' ::=  **¿La-conoce?**

'Do you know them (girls only)ष?'

And,

'He wants to receive us at 5:00.' ::=  **Quiere recibirnos a las cinco.**

'They recommended us.' ::=  **Nos-recomendaron.**

12.12
4. 'er' and 'ir' verbs, past tense.

In the dialog of this Unit you learned the I- and the He-forms of 'writing':

\[
\text{escribí} : 'I wrote' \\
\text{escribió} : 'He wrote'
\]

The neutral form of 'writing' is \text{escribir}.

The other six -er and -ir verbs which you have learned have the same forms as \text{escribir}:

<table>
<thead>
<tr>
<th>I-form</th>
<th>He-form</th>
</tr>
</thead>
<tbody>
<tr>
<td>defender</td>
<td>defendí</td>
</tr>
<tr>
<td>vender</td>
<td>vendí</td>
</tr>
<tr>
<td>ofrecer</td>
<td>ofrecí</td>
</tr>
<tr>
<td>escribir</td>
<td>escribí</td>
</tr>
<tr>
<td>permitir</td>
<td>permití</td>
</tr>
<tr>
<td>decidir</td>
<td>decidi</td>
</tr>
<tr>
<td>recibir</td>
<td>recibi</td>
</tr>
</tbody>
</table>

Practice 4. (Recorded)

You will be asked 'Did you defend it?', 'Did you offer it?', 'Did you write it?', and so forth. You are to respond by denying that you did so and accusing José of having done it. Be sure to make your response before the tape gives you the right answer.

Note: There are a few -ar verbs distributed among the -er and -ir verbs of this Practice.

Practice 5. (Recorded)

The voice on the tape will instruct you to get something said in Spanish. Respond accordingly. Be sure to make your response before you hear the correct answer on the tape.

Practice 6. (Recorded)

(Practice with lo, la, etc., as substitutes.) You will hear a series of questions addressed to you. You are to respond by admitting it and substituting lo or la (or los or las) for the thing that the question is asking about.
Example 1:

Question: ¿Usted vendió el carro? 'Did you sell the car?'

Your answer: Sí. lo vendí. 'Yes. I sold it.'

Example 2:

Question: ¿Usted defendió la lección? 'Did you defend the lesson?'

Your answer: Sí. la defendí. 'Yes. I defended it.'

Note: Question 29 uses a new useful word: ahora 'now'.

Variation

Comprehension. (Recorded)

Listen to the following sentences. Let your instructor know of any that were not immediately clear to you.

Corrections.

Each of the following sentences has only one mistake. Find this error, and re-write the sentences correctly.

1. Escríbí las lecciones.

2. José escribió cinco frases fácil.

3. Sí. señor. La recomendé ayer.

4. ¿Los ejercicios? Las terminé ayer.

5. ¿María y Nora? Los conozco muy bien.

6. Las oficinas son grande.

7. Recibí un invitación ayer.
8. Nora escribió cinco invitaciones ayer.

9. José preparó un ejercicio conmigo.

10. Sánchez los recibió todos.

Practice 7. Substitution Drill. (Recorded)

Re-state the model sentence with the proper form of the verb shown below.

Model: Los escribió todos ayer.
'I wrote all of them yesterday.'

Practice 8. Substitution Drill (Recorded)

Work the same as above. Use the same verbs with this model:

(José) Los escribió todos anoche.
'He wrote all of them last night.'

1. (defender) 4. (ofrecer) 7. (terminar) 10. (confirmar)
2. (decir) 5. (vender) 8. (preparar) 11. (estudiar)
3. (recibir) 6. (permitir) 9. (recomendar) 12. (escribir)

Applications

Part 1.

How would you say the following thoughts in Spanish?

1. Hey, Sánchez! Where's Gómez? 2. Hey, Sánchez! Where's Mr. Gómez? (use el señor Gómez for 'Mr. Gómez') 3. Hey, José! Where's Mr. Jones? 4. Gee! What happened? 5. He fell off the table and he hurt his head. 6. How is he today? 7. How does he feel today? 8. He feels better, thanks. 9. He is better, thanks. 10. María is the older one; she's the married one. 11. Nora is not the older one;

12.15
she is the single one. 12. Yesterday's lesson is not so easy.
13. Today's lesson is not very easy, but it's pretty easy.
14. Where is today's lesson? 15. Where are today's lessons?
16. Today's lessons are in his office. 17. Today's (i.e. 'lessons')
are not here. 18. She is Gómez' daughter. 19. She is Mr. Gómez' 
daughter. 20. She is Mr. Sánchez' daughter. 21. He is Mr. Jones' 
son. 22. I didn't understand. 23. I don't understand. 24. I 
don't understand sentence (say 'the sentence') number 6. 25. I didn't 
understand sentence number 4. 26. Sentence number 8? I didn't under­
stand it. 27. The teacher? I didn't understand him. 28. Nora? I 
didn't understand her. 29. The teachers? I didn't understand them.
30. The books? We didn't receive them. 31. Yesterday's exercises 
were not so easy. 32. Today's exercises are pretty easy. 33. María? 
She's not so tall. 34. José? He's not so tall. 35. María and 
Nora? They're not so tall. 36. Gee! Were they so easy?
No, he's not Colombian; he was Colombian but he is American now.
40. Did you offer the rooms yesterday? 41. Did you defend that 
today? 42. The sentences? I don't understand all of them.
43. Why didn't you understand all of them? 44. Because I didn't 
study them. 45. Which sentence didn't you understand? 46. I didn't 
understand sentence number six. 47. Which lesson is tomorrow's?
48. Tomorrow's lesson is lesson four. 49. I should say so! They're 
not very easy. 50. I should say so! They weren't very easy.
51. I should say so! They weren't so easy. 52. I should say so! 
They were pretty easy. 53. The books weren't very easy. 54. The 
book wasn't very easy. 55. José? He sold all of them in ten minutes.
56. Sentence number four of which exercise? 57. Exercise number ten 
of which lesson? 58. Of exercise number six. 59. Of lesson number 
ten.
Part 2.

Prepare an oral answer to the following questions:

1. ¿Dónde están el profesor y el señor Clark?
2. ¿Qué es el profesor? ¿colombiano?
3. ¿El señor Clark escribió los ejercicios?
4. ¿Los escribió en cinco minutos?
5. ¿Cómo eran los ejercicios?
6. ¿Usted entendió todos los ejercicios?
7. ¿El señor Clark no entendió una frase, o un ejercicio?
8. ¿En qué ejercicio está la frase que no entendió?
9. ¿Usted entendió el ejercicio número seis?
10. ¿Cómo eran las frases?

Part 3.

Be prepared to be engaged by your instructor in the following conversations.

A:

Hi, José! How're you doing?

--Fine! And you?

Pretty good. Did you write the exercises?

--Yes. I wrote all of them in ten minutes.

You wrote all of them?!

--I should say so!

Gee! Were (eran) they so easy?

--They were pretty easy. And you? Did you write all of them?

No. I didn't understand number four.

--Exercise number four?

No. Sentence number four.

--Of which exercise?

Of exercise ten.

--You don't say! Exercise ten was (era) easy.

Really? Not so easy!

--Of course! The exercise was very easy!

12.17
B:
Good morning, Mr. Jones!
--Good morning, sir!
Did you study lesson ten?
--Yes, sir.
Did you prepare all the exercises?
--No, sir. I didn't have time.
What happened?
--I'm sorry, but I had to take my daughter ('llevar a mi hija') to a party.
Really? When was the party?
--Last night. (Anoche.)
And you didn't study the lesson.
--Yes, I studied it, but I didn't prepare all the exercises.
Do you plan to finish today?
--I should say so!
And tomorrow's lesson?
--I plan to (pienso) study it and finish it, also.
I'm glad, because tomorrow's is not easy.

END OF UNIT 12
UNIT 13

INTRODUCTION
(Recorded)

1. Listen to the right and wrong pronunciation of this word.
   (R) (W) (R) (W)

2. In its written form, there is a striking resemblance between the above word and its English counterpart.
   Spanish: 'oficina' English: 'office'

3. This resemblance of words and syllables, whether in speech or in writing, at times causes a student to respond automatically with English sounds. For example, here are two erroneous pronunciations which are brought on by the strong resemblance of this Spanish word to its English counterpart.
   One pronunciation: general (W) (W)
   Another, better but still wrong: general (W) (W)
   Correct: (R) (R)

4. There are two kinds of errors which a student might make due to English interference. One is the faulty reproduction of the sounds, and the other is the rhythm of the syllables. Either one of these errors is enough to render some words unintelligible to a Spanish person. We will first practice with the accurate reproduction of sounds; a little later, we will work with the rhythm.

5. The most common error occurs with the letter 'o', specially in syllables where this 'o' is closed in by consonants. Practice reading the following syllables.
   Respond three times: once immediately following the announcement by letter, then again after each model where shown by the X's.
   a. con- ............ ( )X ( )X
   b. don- ............ ( )X ( )X
   c. son- ............ ( )X ( )X
   d. pon- ............ ( )X ( )X
   e. lon- ............ ( )X ( )X
6. Another common error occurs with the 'u'. The first syllable of 'numerous', for example, in the speech of many people rhymes with the first syllable of 'beauty'. In Spanish, the 'u' always stands for something more like 'oo' in 'loose'. Practice these syllables in the same manner as you did before.
   a. nu- .......... ( )X ( )X
   b. su- .......... ( )X ( )X
   c. pu- .......... ( )X ( )X
   d. lu- .......... ( )X ( )X

7. Sometimes, this 'u' in English stands for another sound, such as we find in 'occur' which rhymes with 'her', or in 'pun' which rhymes with 'none'. In Spanish, of course, it still resembles 'oo'. Practice with these syllables.
   a. sur .......... ( )X ( )X
   b. luz .......... ( )X ( )X
   c. pun- .......... ( )X ( )X
   d. cun- .......... ( )X ( )X
   e. cul- .......... ( )X ( )X
   f. dul- .......... ( )X ( )X

8. When in the proximity of another vowel, the Spanish 'u' sounds very much like our English 'w'. Listen to the right and wrong pronunciation of the following words:
   pues: (R) (W) (R) (W)
   bueno: (R) (W) (R) (W)
   cuesta: (R) (W) (R) (W)

9. Of course, as you already know, if this 'u' is accented, it retains the 'oo' sound. Observe:
   púa: (R) (R)
   Saúl: (R) (R)

10. Practice with these syllables
    a. pues ........ ( )X ( )X
    b. lue- ........ ( )X ( )X
    c. cue- ........ ( )X ( )X
    d. sue- ........ ( )X ( )X
    e. guan- ........ ( )X ( )X
11. Sometimes, the vowel 'i' gives a little trouble in certain syllables simply because the English speaker's facial muscles are not tense. Listen to this example:

in- : (R) (W) (R) (W)

12. Practice with these syllables. In order to maintain the tenseness of the muscles that is required for the proper reproduction of this sound, pull your lips back, tight, as in an exaggeratedly strong grin.

a. in- ....... (X) (X)
b. is- ....... (X) (X)
c. tin- ....... (X) (X)
d. sin ....... (X) (X)
e. pin- ....... (X) (X)
f. cin- ....... (X) (X)
g. o-fi-ci-na .. (X) (X)

13. The Spanish syllable 'qui-' is pronounced 'ki' and not, as in English 'kwi'. You will now hear the sounds 'ki' several times. Respond by writing 'qui' in the blank spaces every time you hear it.

14. The sound of 'kwi' exists in Spanish, but it is written like this: cui. In the blanks, write cui every time you hear it.

15. Now, you will hear either qui or cui. Write which one it is, and then check your spelling.

(qui)

16. Again, write what you hear, and check.

(cui)

17. And now, you will hear these two syllables said several times in a mixed order. Write which one you hear.

1. (?) : 

2. (?) : 

13.3
3. (?) :   
4. (?) :   
5. (?) :   
6. (?) :   
7. (?) :   
8. (?) :   
9. (?) :   
10. (?) :   

(gui: 1, 2, 4, 8, 10;  
gue: 3, 5, 6, 7, 9.)

18. Listen to these two syllables:
   1. gue : ( ) ( )
   2. gui : ( ) ( )

19. Which one is being said here? Write it, and then check your answer.
   (?) :   

(gui)

20. Which one is this one? Write it, and check.
   (?) :   

(gue)

21. You will hear a mixed sequence of gui and gue. Write each one, then check.
   1. (?) :   
   2. (?) :   
   3. (?) :   
   4. (?) :   
   5. (?) :   
   6. (?) :   
   7. (?) :   
   8. (?) :   

(gui: 1, 5, 6, 8;  
gue: 2, 3, 4, 7.)

22. Here is a list of words, many of which resemble their English counterparts. As you hear each number called, read the underlined syllable only. Then listen to see if you were correct. Remember, read only the underlined syllable.

   1. sintaxis : ........... ( ) ( )
   2. capitalista : ...... ( ) ( )
   3. típico : ............ ( ) ( )
   4. típico : ............ ( ) ( )
   5. misterioso : ...... ( ) ( )

13.4
6. hospitalidad: ............ ( ) ( )
7. historia: ................. ( ) ( )
8. unión: ...................... ( ) ( )
9. definición: ............... ( ) ( )
10. definición: ................ ( ) ( )
11. misión: .................... ( ) ( )
12. económico: ................ ( ) ( )
13. económico: ................ ( ) ( )
14. auto: ....................... ( ) ( )
15. auténtico: ................. ( ) ( )
16. organista: .................. ( ) ( )
17. político: .................... ( ) ( )
18. defectivo: .................. ( ) ( )
19. elección: .................... ( ) ( )
20. velocidad: .................. ( ) ( )
21. vigoroso: ................... ( ) ( )
22. diversión: ................... ( ) ( )
23. instructivo: ................ ( ) ( )
24. dificultad: .................. ( ) ( )
25. dificultad: .................. ( ) ( )
26. elástico: .................... ( ) ( )
27. deuda: ....................... ( ) ( )
28. reunión: ..................... ( ) ( )
29. equivalente: ............... ( ) ( )
30. cuidado: .................... ( ) ( )
31. secundario: .................. ( ) ( )
32. exclusivo: ................... ( ) ( )
33. peculiar: .................... ( ) ( )
34. cursi: ....................... ( ) ( )
35. The letter 'j' has this sound.
   1. ja: ( ) ( )
   2. jo: ( ) ( )
   3. je: ( ) ( )

13.5
4. MiJo : ( ) ( )
5. Mija : ( ) ( )

24. The letter 'g' also has the same sound, but only before an 'e' or an 'i'.

1. ge : ( ) ( )
2. gi : ( ) ( )
3. gira : ( ) ( )
4. go : ( ) ( )
5. pago : ( ) ( )
6. gue : ( ) ( )
7. pague : ( ) ( )
8. garaje: ( ) ( )
9. margen: ( ) ( )
10. carguen: ( ) ( )
11. surge : ( ) ( )
12. purgue: ( ) ( )

25. Practice reading these syllables as each is called out. Then, repeat them where shown by the X's.

a. je ... ( )X ( )X
b. ge ... ( )X ( )X
c. gue ... ( )X ( )X
d. go ... ( )X ( )X
e. jo ... ( )X ( )X
f. jun ... ( )X ( )X
g. gun ... ( )X ( )X
h. gi ... ( )X ( )X
i. guin ... ( )X ( )X
j. guil ... ( )X ( )X
k. ja ... ( )X ( )X
l. gan ... ( )X ( )X
m. gente ... ( )X ( )X
n. virgen ... ( )X ( )X
26. And now, let's consider rhythm. Many English words have two beats within a word, whereas the vast majority of Spanish words have only one. Here is an English word, greatly exaggerated in its pronunciation, that illustrates these two beats:

   elevator : ( ) ( )

27. Here is another one, again exaggerated:

   exaggerated : ( ) ( )

28. To further point out these beats, you will now hear an imitation of the rhythm of the following two words, using the artificial syllable 'ta'.

   elevator : ( ) ( )
   exaggerated: ( ) ( )

29. Listen to this imitation of the rhythm of a Spanish word. Notice that it has only one beat.

   ( ) ( )

30. Here is an imitation of a longer word. Notice the monotonous tone levels preceding the beat.

   ( ) ( )

31. Which of the following rhythms is typical of Spanish?

   1. ( )
   2. ( )

32. Here is an authentic word. Notice its monotonous tone up to the point of the beat.

   responsabilidad : ( ) ( )

33. Here is the same word pronounced two times. Once with an English rhythm and a second time with the Spanish rhythm. Which is the Spanish one?

   1. ( ) ( )
   2. ( ) ( )

34. Here is a word that you have not heard before. Which of the two pronunciations is the Spanish one?

   1. ( ) ( )
   2. ( ) ( )

(1)
35. Which of the following is the correct Spanish rhythm?
   1. ( ) ( )
   2. ( ) ( )

36. Pronounce this syllable in imitation of the model.
   pro- : ( )X ( )X

37. Pronounce this syllable in imitation of the model.
   -duc- : ( )X ( )X

38. Pronounce this one.
   -cion : ( )X ( )X

39. The preceding syllables combine into the following word.
   Pronounce the word, then check to see if you were right.
   producción : ( ) ( )

40. First, write this word in syllables in the blanks shown:
    determinación : _ - _ - _ - _ - _

41. Do the same with this word.
    contradicción : _ - _ - _ - _

42. Do the same with this one.
    utilidad : _ - _ - _ - _

43. Notice that the monotone exists even though the loudest syllable
    may not be the last one. Observe:
    parlamentario : ( ) ( )
    revolucionario : ( ) ( )
    fotográfico : ( ) ( )
    democrático : ( ) ( )
44. Divide this word into syllables, then pronounce it correctly.

reaccionario: \[\text{- - - - - -}\]

\[\text{(re-ac-cio-na-rio)}\]


45. Do the same with this one.

aniversario: \[\text{- - - - - -}\]

\[\text{(a-ni-ver-sa-rio)}\]


46. Do the same with this one.

fugitivo: \[\text{- - - - - -}\]

\[\text{(fu-gi-ti-vo)}\]


47. Do the same with this one.

legislativo: \[\text{- - - - - -}\]

\[\text{(le-gis-la-vo)}\]


48. Do the same with this one.

equivalente: \[\text{- - - - - -}\]

\[\text{(e-qui-la-len-te)}\]


49. Finally, in the dialog of this Unit you will come across this verb:

sé 'I know'

50. You have already learned that

la-conozco means 'I know her'.

51. There are two verbs in Spanish which are translated into English as 'knowing'.

conozco: 'I know'
sé: 'I know'

52. Conozco is used when we speak of knowing people, as in

'I know her,' 'I know the Colonel,'
'I know Charles,' etc.
53. *sé* is used when we speak of knowing *things*, as in
   'I know Spanish.'
   'I know how to swim.'
   'I know it.'
   Etc.

54. Which one would be used in this sentence, *sé* or *conozco*?
   'I know what it means.'

55. Which one would be used here?
   'I know a little bit about it.'

56. Which one would be used here?
   'I know them (Mr. & Mrs. Clark) well.'

57. Which one would be used here?
   'I know them (the answers) pretty well.'

58. Which one would be used here?
   'I know that he understands it.'

(You are now ready to begin your preparation of the new dialog.)

**DIALOG**

**Review.**

**Spanish**

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English counterwords and counterphrases</th>
</tr>
</thead>
</table>

(The previous Unit's dialog ended with the teacher asking, ¿De cuál ejercicio?, to which Clark has answered, Del ejercicio número seis. The conversation continues.)

13.10
Profesor

Ese
comprensión
el de-comprensión
Ese es ...
... el de-comprensión
¿verdad?

¡Ah! Ese es el de-comprensión, ¿verdad?

¿Verdad?

Sí, señor. El de comprensión.

Tiene
razón.

Tiene razón.

tiene
razón

Tiene razón.

frase
esa frase
difícil
un poco difícil

Esa frase es un poco difícil.

¿Sabe qué quiere decir?

No sé qué quiere decir.

decir
quiere decir
sé
no sé
qué quiere decir

No sé qué quiere decir.

Claro.

Tiene razón.

Esa frase es un poco difícil.

¡Verdad?

¡Verdad?

Sí, claro. Ese es el de-comprensión.

Profesor

having (You-form, present)

You're right.

sentence, phrase

difficult

That sentence is a little difficult.

Claro.

Esa frase es un poco difícil.

¿Verdad?

Sí, claro. Ese es el de-comprensión.

Profesor

You're right.

sentence, phrase

difficult

That sentence is a little difficult.

Sí, claro. Ese es el de-comprensión.

Claro.

Esa frase es un poco difícil.

¿Verdad?

Sí, claro. Ese es el de-comprensión.

Profesor

You're right.

sentence, phrase

difficult

That sentence is a little difficult.

Sí, claro. Ese es el de-comprensión.

Claro.

Esa frase es un poco difícil.

¿Verdad?

Sí, claro. Ese es el de-comprensión.

Profesor

You're right.

sentence, phrase

difficult

That sentence is a little difficult.

Sí, claro. Ese es el de-comprensión.

Claro.

Esa frase es un poco difícil.

¿Verdad?

Sí, claro. Ese es el de-comprensión.
¿De veras?
creía
creía que ...
creía que era
algo
creía que era algo más
más complicado
Creía que era algo más complicado.

Really?
thinking (I-form past)
I thought that ...
I thought that it was
something
I thought that it was something more
more complicated.

I thought it was something more complicated.

Observations
and
Practice

1. ¿De veras?
This phrase is closer to English 'Really?' than ¿Ah, sí? is. Neither
one has a direct equivalent in English. ¿Ah, sí? is more a reaction,
such as an exclamation, whereas de veras can be used in many more
circumstances where English would have 'really'.

Es, de veras, una frase difícil. 'It's really a difficult sentence.'
El de comprensión es, de veras,
un ejercicio fácil. 'The comprehension one is really an
easy exercise.'

2. Nouns and their modifiers.
A noun may be modified by a word that is called an 'adjective', as in
the following:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Adjective</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>the daughter</td>
<td>tall</td>
<td>the [tall] daughter</td>
</tr>
<tr>
<td>the car</td>
<td>big</td>
<td>the [big] car</td>
</tr>
<tr>
<td>the girl</td>
<td>married</td>
<td>the [married] girl</td>
</tr>
</tbody>
</table>

Or, a noun may be modified by another noun, as in the following:

<table>
<thead>
<tr>
<th>Noun</th>
<th>Modifying noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>the sauce</td>
<td>apple</td>
</tr>
<tr>
<td>the hat</td>
<td>summer</td>
</tr>
<tr>
<td>the car</td>
<td>box</td>
</tr>
<tr>
<td>the plane</td>
<td>air</td>
</tr>
</tbody>
</table>

= the apple sauce
= the summer hat
= the boxcar
= the airplane
In either case, English likes to place the modifying word before the noun. As you saw in Unit 11, Spanish likes to place the modifying word after the noun, as in:

la hija alta
la hija casada

Etc.

When the modifying word is a noun, Spanish prefixes de- to the modifying noun, as in:

'the comprehension exercise' el ejercicio de-comprensión
'the Spanish office' la oficina de-español
'the pipe wrench' la llave de-tubo

Practice 1.

Here is a list of nouns accompanied by modifiers. For the purpose of this exercise, we have chosen words which are unknown to you. Which ones of the following phrases contain modifiers that are nouns and which ones contain adjectives?

1. la mancha de-aceite
2. el casco de-seguridad
3. la princesa rica
4. los hijos mayores
5. la rana roja
6. el escritorio de-acero
7. la tela metálica
8. la tela de-algodón
9. el piso de-loza
10. el lápiz amarillo

(Answers: Nos. 1, 2, 6, 8, and 9 contain modifying nouns, as revealed by the prefix de-; Nos. 3, 4, 5, 7, and 10 contain adjectives since these are not prefixed by de-.)

Practice 2.

Here is a list of modified nouns, sometimes modified by an adjective, and other times by a noun. Again we have chosen a vocabulary that is unknown to you. By checking with the English meanings, find both the Spanish nouns and their modifiers, and give the English meanings of each.

For example, in the case of la casa de-paja (the straw house) you should identify casa as 'house' and paja as 'straw'.

1. la llave de-tubo = 'the pipe wrench'
2. la llave de-vulca
3. la mancha de-aceite
4. el casco de-seguridad
5. la rana de-Voja
6. el piso de-loza
7. el escritorio de-acero
8. el lápiz amarillo
9. la ama rica
10. la Hoja de-nayaja

= 'the sparkplug wrench'
= 'the oil stain'
= 'the safety helmet'
= 'the foolish frog'
= 'the tile floor'
= 'the steel desk'
= 'the yellow pencil'
= 'the rich lady'
= 'the razor blade'

3. The shortened forms of modified nouns.

In English, if someone said, 'Bring us the large demographic map' and the listener didn't quite hear, the listener would ask, 'Which one?' The reply more than likely would be, 'The large one.' In grammatical terminology, we refer to the phrase 'The large one' as the 'shortened form' of the longer phrase 'The large demographic map.'

Spanish shortens these phrases by simply dropping the noun and keeping the modifier.

el ejercicio de-comprensión : 'the comprehension exercise'
las sillas cómodas : 'the comfortable chairs'
los hospitales de-Washington : 'the Washington hospitals'
la Mija alta : 'the tall daughter'

Practice 3.

Write each of the following phrases in its short form, and be prepared to give its short-form meaning in English.

1. el ejercicio de-comprensión
2. los ejercicios de-comprensión
3. las Mijas solteras
4. los Mijos casados
5. el profesor de-Boston
6. la lección de-español
7. los libros de-español
8. el profesor alto
9. las salas de-clase
10. las fiestas de-Colombia
11. los carros de-México
12. la mesa de-México
13. las sillas de-clase

4. Words that are 'meaningless but mandatory'

Every language contains a number of words which seem to be superfluous, but without which we cannot get along. To the native speaker, even though these words may not have any meaning at all, they are indispensable and 'dear to his heart'. For a foreigner to drop one of these out of a sentence seems almost sacrilegious and unforgivable. In English, the word 'to' in one of its uses is just this kind of word that is 'important' to the native speaker of English. For instance, we would never think of dropping it out of this sentence: 'Bill gave the took to him.' And for a foreigner to say 'Bill gave the book him' without the 'to' is unforgivable. 'To' to a native speaker of English is an indispensable word. It would be ridiculous to drop it in a sentence like the one mentioned above, or in 'He went to the house.'

Just how important is this word? Not very, really. We seem to get along fine without it in sentences like 'Bill gave ? him the book' and 'He went?ome'. What makes it 'important' and 'necessary' is the fact that, in certain places, this word 'to' is used by all people who speak normal English. That is, whether or not it is logical, or meaningful or necessary, it is normal; to not use it 'when you are supposed to' would be abnormal.

Spanish has its share of 'meaningless but mandatory' words. The kind that we are beginning to consider here occur with verbs.

For example, the 'formula' for expressing the idea of 'having just (done something), as in 'I have just finished my lesson', is:

acabar .... de - r

Let's examine this formula step by step.

1. acabar is the verb. This much of the 'formula' changes to indicate, as with all verbs, who is doing this action.

2. r is the space to be occupied by the verb that represents what you have just done. The r indicates that the neutral form always occurs in this formula.

3. de- is one of these meaningless but mandatory words. It has no meaning, but you must use it.
4. "..." represents that the de- is in the sentence simply because \textit{acabar} is in the sentence. That is, you can blame \textit{acabar} for having to put de- into the sentence. It is, in effect, a part of \textit{acabar}.

5. ........ represents the fact that it is possible to have other words fall between \textit{acabar} and de-.

6. The hyphen on de- represents that even though \textit{acabar} and de- are related to each other, this de- is to be placed with the neutral form, directly in front of it.

Thus, 'I have just prepared the lesson' would be:

\begin{itemize}
  \item I-form, present: \textit{Acabo}
  \item What you have just done: \textit{preparar}
  \item Which is preceded by: de- (\textit{preparar})
\end{itemize}

\textit{Acabo de- preparar la lección.}

Or, 'I have just, this minute, finished the lesson.'

\textit{Acabo, este minuto, de- terminar la lección.}

The He-form, present of \textit{acabar} is \textit{acaña}.

Therefore, 'He has just received it.'

\textit{Acaña de-recibirlo.}

'Have you just confirmed it?'

\textit{¿Usted acaña de-confirmarlo?}

Etc.

The they-form, present, is \textit{acaban}, and the We-form is \textit{acabamos}.

Then, 'They have just written it.'

\textit{Acañan de-escribirlo.}

'We have just decided it.'

\textit{Acañamos de-decidirlo}
Practice 4.

What do the following sentences mean?
1. Acařo de-recibirlo.
2. Acařamos de-estudiarla.
3. Quiero estudiarla.
4. José quiere estudiar mucho.
5. Sí, señor. Acařamos de-recomendarlo.
6. Jones acařa de-llevar a su hijo al Hospital
7. María acařa de-llevar el libro al profesor.
8. ¿José y Nora? No, señor, no están aquí. Acařa de-salir.
9. ¿Usted acařa de-estudiarla?
10. ¿Qué acařa de-escribir usted?

Practice 5. (Recorded)

You will be asked if you have just done such-and-such. Admit that you have just done so. Be sure to respond before the voice on the tape gives you the right response, and be sure you learn to use the right rhythm.

Variations

Comprehension. (Recorded)

What do the following mean? Be sure to let your instructor know of any that are not immediately clear to you.

Corrections.

Each of the following has one mistake. Rewrite the items correctly.
1. Sánchez acařo de-prepararlo.
2. José quiere de-estudiar más.
3. ¡Cómo no! La-conozco. Es la hija de mayor.
5. ¿Cuál? ¿El comprensión?


7. María y Nora acaban de estudiar mucho.

8. ¿Ustedes acaban de confirmarlo?

9. Nora piensa llevar a mi hijo.

10. Mañana acaban de venderlo.

Practice 6. Response drill. (Recorded.)

You will hear the following phrases asked as questions. You are to reply with 'yes' followed by the shortened forms. Make your response before you hear the correct answer.

Example: ¿Las hijas solteras? ('The single daughters?')
Your response: Sí, las solteras. ('Yes, the single ones.')

1. ¿Las hijas solteras?  11. ¿La hija casada?
2. ¿Los hijos casados?  12. ¿Las fiestas de-Colombia?
3. ¿Las fiestas de-Colombia?  13. ¿El profesor de-México?
4. ¿El hijo casado?  14. ¿Los ejercicios de-ayer?
5. ¿El profesor de-Boston?  15. ¿Los ejercicios de-hoy?
6. ¿La fiesta de-Gómez?  16. ¿La lección de-español?
7. ¿La mesa de-México?  17. ¿Los libros de-español?
8. ¿El libro de-español?  18. ¿Los hijos solteros?
10. ¿La hija alta?  20. ¿El hijo de-Gómez?

Practice 7. Response drill. (Recorded.)

Model: (Acabamos) de-venderlo. 'We have just sold it.'
Example: ¿Y José?
Your response: Acabó de-venderlo. 'He has just sold it.'
Applications

Part 1.

How would you say the following thoughts in Spanish? (Do not translate anything that is in parentheses.)

1. Yesterday's lesson or today's? 2. Yesterday's or today's?
3. The Spanish one (i.e. 'book'). 4. The Spanish one (i.e. 'the lesson')
5. The Spanish book. 6. The Spanish ones (i.e. 'book'). 7. The English lessons. 8. The English ones (i.e. 'lessons'). 9. The big one (i.e. 'chair'). 10. The Colombian book. 11. The Colombian one (i.e. 'book').
12. The American one (i.e. 'hospital'). 13. I have just finished the lesson.
14. I have just finished it (i.e. 'the lesson'). 15. We have just finished it.
16. We have just received it. 17. I have just left. 18. José has just left. 19. He has just taken him to the hospital. 20. The hospital has just received him. 21. The hospital has just received her. 22. They have just recommended her. 23. He has just decided it. 24. He has just written it. 25. He has just gone to the office. 26. Do you want to prepare it? 27. No, I don't want to prepare it. 28. He wants to take her tomorrow. 29. Which one? The comprehension one? 30. Which one? The married one? (i.e. 'daughter')? 31. The single one ('daughter')?
32. The older one ('daughter')? 33. The one dancing with José? 34. The tall one ('daughter')? 35. The easy one ('sentence')? 36. The complicated one ('exercise')? 37. The difficult one ('sentence')? 38. The Colombian ('girl')? 39. The American ('man'), or the American ('girl')? 40. The comprehension one ('sentence')? 41. Gee! Were they so difficult? 42. I don't understand sentence number 6. 43. I don't know sentence number 10. 44. You're right. That sentence is a little easy. 45. Did you write the exercises? 46. Yes, I wrote all of them. 47. You're right. He's not here. 48. You're right. He's not in his office. 49. You're right. The teacher is in his class. 50. I don't know. I don't understand that.
51. I know her. 52. I don't know her. 53. I know the exercise.
54. I don't know it (exercise). 55. In English, it means 'Hello'. 56. I don't know what it means in English. 57. I thought it was easy. 58. I thought it was José. 59. I thought it was difficult. 60. I thought it was more difficult. 61. I thought it was easy. 62. I thought it was easier. 63. I thought it was something more complicated. 64. I thought it was something much more complicated. 65. I thought it was something much more difficult. 66. I thought it was something much easier. 67. You're right. I prepared all of them last night. 68. You're right. I received all of them last night. 69. I sold all of them. 70. I recommended all of them.

Part 2.

Prepare an oral answer to the following questions:

1. ¿Qué ejercicio es el número seis? ¿El de-comprensión?
2. ¿Cómo es la frase número cuatro?
3. ¿Qué quiere decir 'acabar de'?
4. ¿Qué quiere decir la frase 'acabamos de decírdolo' en inglés?
5. ¿Qué quiere decir '¿De veras?'?
6. ¿Qué quiere decir 'creía'?
7. ¿Qué quiere decir, 'Tiene razón'?
8. ¿Qué quiere decir 'He can't leave until tomorrow'?
9. ¿Usted creía que el español era fácil?
10. ¿El señor Clark tiene razón?
Part 3.

Be prepared to be engaged by your instructor in the following conversations:

A:

Hi, José! How are you?
-----Fine, thanks. And you?
So-so. Where's that (esa) girl?
-----Which one?
The American (one).
-----I don't know her.
Yes. You know her. She's a tall girl.
-----Oh, the tall one? Yes, you're right.
I know her.
Well, where is she?
-----Gee, I don't know! She's in the office, I believe.
Thanks!

B:

José! When do you plan to leave?
-----I don't know. Tomorrow, I believe.
Are you planning to leave tomorrow also?
No. In ten minutes.
-----In ten minutes?! Is Gómez planning to go with you or with me?
With me, I believe.
-----Really? I'm glad! I don't want to go with Gómez.

C:

Hey, Clark! Did you write the sentences?
-----I should say so! I wrote all of them in five minutes.
Were they so easy?
-----Yes, they were very easy.
When did you write them?
-----I wrote them last night.

D:

Say, Jones! I don't understand that sentence. What does it mean?
-----Which one?
Number five.
-----From which exercise?
From exercise eight.
-----That's the comprehension one, I believe.
Yes. The comprehension one.
-----Number five... Oh, that sentence isn't so difficult.
It is, really, very easy.
Really? What does it mean?
-----Yes, it's very easy.
I'm glad, but --- what does it mean?
-----I didn't study a lot last night, but I know all the exercises.
Fine! And I'm glad! But, the sentence?
-----Which sentence?
The number five one.
-----Oh, the number five one. Well, really, I'm very sorry.
I don't know what it means.
Gee! I thought that it wasn't so difficult... I thought that it was very easy!
-----Well, really, that sentence is very complicated.

END OF UNIT 13
UNIT 14

INTRODUCTION
(Recorded)

Part 1.
In this series, a special effort has been made to list words which
are especially difficult to pronounce accurately because of strong interfer­
ence from English. Dividing each word into syllables is the most useful
start to pronouncing them right.

1. Write this word in syllables in the spaces shown.
   posibilidad: __ __ __ __
   (po-si-bil-i-dad)
   Now, pronounce it, then check to see if you have learned the
correct rhythm,
   .................. ( ) ( )

2. Do the same with this one.
   electricidad: __ __ __ __
   (e-lec-tri-ci-dad)
   .................. ( ) ( )

3. Do the same with this one.
   historia: __ __ __
   (hi-sto-ria)
   .................. ( ) ( )

4. Do the same with this one.
   contrario: __ __ __
   (con-tra-rio)
   .................. ( ) ( )

5. Do the same with this one.
   temporario: __ __ __ __
   (tem-po-ra-rio)
   .................. ( ) ( )

14.1
6. Do the same with this one.
   digestible: ___ ___ ___ ___
   (di-ges-ti-ble)
   ................ ( ) ( )

7. Do the same with this one.
   tangible: ___ ___ ___
   (tan-gi-ble)
   ................ ( ) ( )

8. Do the same with this one.
   indulgent: ___ ___ ___ ___
   (in-dul-gen-te)
   ................ ( ) ( )

9. Do the same with this one.
   inteligente: ___ ___ ___ ___ ___
   (in-te-li-gen-te)
   ................ ( ) ( )

10. Do the same with this one.
    imperceptible: ___ ___ ___ ___ ___
    (im-per-cep-ti-ble)
    ................ ( ) ( )

11. Do the same with this one.
    trivial: ___ ___
    (tri-ual)
    ................ ( ) ( )

12. Do the same with this one.
    racial: ___ ___
    (ra-cial)
    ................ ( ) ( )

13. Do the same with this one.
    proficient: ___ ___ ___ ___
    (pro-fi-cien-te)
    ................ ( ) ( )

14.2
14. Do the same with this one.

negligente: __ - ___ - ___ - ___
(ne-gli-gen-te)

.............. ( ) ( )

15. Do the same with this one.

miserable __ - __ - ___ - ___
(mi-se-ra-ble)

.............. ( ) ( )

16. From now on, we will let you find out how well you have learned to read new words correctly. If necessary, mentally divide a word into syllables. Then say it, smooth it out, and check with the tape. Though some of these words are identical to English, they are, of course, Spanish.

interminable: ................. ( ) ( )

17. Read aloud, and check.

equivalent: ................. ( ) ( )

18. Read this one:

occasional: ................. ( ) ( )

19. And this one:

indecent: ................. ( ) ( )

20. professional: ................. ( ) ( )

21. Worried: ................. ( ) ( )

22. terrified: ................. ( ) ( )

23. social: ................. ( ) ( )

24. This next word presents a special problem with the first syllable. Listen and repeat.

( )X ( )X ( )X

25. This is the first syllable of that word.

au- : ( )X ( )X

14.3
26. Now, repeat the word.
   ( )X ( )X ( )X

27. Now, look at it and say it.
   auto: ........ ( ) ( )

28. Here is another word with that same, difficult syllable. Listen and repeat.
   ( )X ( )X ( )X

29. Now, look at it and say it.
   autor: ........ ( ) ( )

30. Read this one, and check.
   autoridad: .... ( ) ( )

31. Listen to the rhythm of a certain word represented by the syllable ta.
   ( ) ( ) ( )

32. Listen to the word itself. Don't repeat, just listen:
   ( ) ( ) ( )

33. Here is another word represented by the syllable ta. Listen only.
   ( ) ( ) ( )

34. Listen to the word itself. Don't repeat.
   ( ) ( ) ( )

35. Here is a list of such words that are stressed three syllables from the end. Listen for the rhythm. Don't repeat.
   1. ( ) ( )
   2. ( ) ( )
   3. ( ) ( )
   4. ( ) ( )
   5. ( ) ( )

36. Now, read these, and check.
   1. físico: ........ ( ) ( )
   2. fantástico: ... ( ) ( )
3. democrático: .......
4. económico: .......
5. cosmético: ........

37. Practica reading these.
1. narcótico: .......
2. típico: ..........
3. microscópico: ....
4. hipnótico: .......
5. fotográfico: ....

38. Here are some new words and phrases taken from the material of this Unit. Practica reading these, and check your pronunciation.
1. se-dice: ........
2. ese: ............
3. dicho: ...........
4. ese-dicho: ....
or, ( ) ( )
5. existe: ...........
6. a veces: ..........
7. se-puede: ........
8. fastidies: .......
9. usarlo: ..........
10. siempre: ........
11. me-está ..........
or, m(e)-está: ....
12. molestando: ..... 
13. esta-noche: .......
14. sin: ............
15. quién: ...........

14.5
Dialog

Review.

Spanish

se-dice
¿Cómo se-dice ...

Señor, ¿cómo se-dice 'Drop dead!'?

dicho
ese-
esdicho
existe
no existe
esdicho no existe
en español

Ese-dicho no existe en español.

a veces
se-puede
se-puede decir
a veces se-puede decir
fastidie
no fastidie

Pero, a veces se-puede decir
¡No fastidie!

Muchas gracias.

usar
quiero usarlo

Quiero usarlo con Jones.

¿De veras? ¿Por qué?

English counterwords and counterphrases

Clark

one says
How does one say...

Sir, how do you say 'Drop dead!'?

Profesor

saying
that
that saying
existing (he-form, present)
doesn't exist
that saying doesn't exist
in Spanish

That saying doesn't exist in Spanish.

at times
one can
one can say
at times one can say
(at there is no accurate counterword
in English for this.)

But, at times you can say '¡No
fastidie!'
Clark

molestando
está molestando
me-está molestando
siempre
siempre me-está molestando

Porque siempre me-está molestando.

¡Oiga, Jones! ¡No fastidie!

Observations

and

Practice

1. ¡No fastidie!

This expression does not mean 'Drop dead'. It is used, however, in many of the situations where the English expression would be used, and it carries about the same connotations of rejection. But there are some instances where the two are not comparable. ¡No fastidie! is what a person says as a rejection to what somebody is doing or saying. With reference to where it can be used, it parallels the situations in which we would say 'Quit it!', or 'Quit bothering me!', or 'Go on!' (an expression of disbelief in English). Thus, it is used as a response to something somebody is doing or saying. This response is frequently expressed in English with 'Drop dead!'

2. Esa- ese- (Demonstratives. Part 2.)

In Unit 8 you learned how to use eso and esto. An attempt was made then to associate the meanings of these words with 'that doo-hickey' or 'this thing', 'this doo-hickey' as a means of differentiating them from another set of words that mean approximately the same thing but which are grammatically different. Since they are grammatically different, the two sets are not used the same way and are, therefore, not interchangeable.

In Unit 13 you observed esa- in esa-frase, and in this Unit you have observed ese- in ese-dicho. Both of these are part of this second set of words. The grammatical difference is that both esa- and ese- are used when the word 'that' is followed by a noun. Esa- is used with feminine nouns, and ese- with masculine nouns. Eso and esto are used alone, without nouns. (There is more to this difference, but we will delay describing the whole picture until later in order to avoid confusing you.)

Therefore, 'that-libro' would have to be ese-libro, not 'eso libro'
since 'eso' is the form used when there is no noun.

We refer to ese- and esa- as 'bound forms', that is, forms that are tied in with something that follows them. For this reason, we are using a hyphen ('-') to remind you which ones are the bound forms.

Practice 1.

How would you say these thoughts in Spanish?

1. that-book 6. that-girl
2. that-car 7. that (thing)
3. that (thing) 8. that-teacher (a man)
4. this (thing) 9. that-wife
5. that-lesson 10. that-party

11. that-class 16. that-chair
12. that (thing) 17. that-office
13. that-number 18. that-Colombian (man)
14. that-American (girl) 19. that-exercise
15. that-American (man) 20. that-table

3. Practice with modifiers

Here is a group of modifiers the meanings of which should be obvious to you.

a. moderno
b. famoso
c. necesario
d. exclusivo

The above modifiers change, like alto, according to whether they refer to a masculine or to a feminine something.

Practice 2. (Recorded.)

Here is a list of 10 nouns. You will hear each one announced in English, by its number, and each announcement will suggest how to modify the noun. You are to respond with the proper phrase.

Example:
(You will hear): Number 5'........' 'a modern one'
Your response: una chica moderna

The correct response will follow your response. Be sure to repeat this exercise until you can make all of your responses without any effort on your part.
Another example:

(You will hear) 'Number 7' ... 'some modern ones'

Your response: unos libros modernos

1. lección 6. invitación (feminine)
2. mesa 7. libros
3. ejercicio 8. lecciones
4. sofá (masculine) 9. mesas
5. chica 10. ejercicios

4. Practice with We- and They- forms, -er and -ir verbs.

Practice 3. Review of I- and He- forms. (Recorded.)

You will hear a series of questions addressed to you. Reply by admitting it. All mean 'Did you (do something)?' If you hear lo- or la- in the question, keep it in your response.

Most questions involve -er and -ir verbs, but there are a few -ar verbs also.

Make your response before you are given the correct answer.

Practice 4. We- and They- forms. (Recorded.)

You will now hear questions addressed to you and your friend. You are to reply for both of you, admitting it.

It may be advisable to listen to a few of these first, then start from the beginning again, producing your response.

Practice 5. (Recorded.)

Now, answer according to the following indications. (Same questions of Practice 4.)

1. Admit it. 6. Admit it. 11. Deny it.
5. Deny it. 10. Admit it. 15. Admit it.

16. Admit it.
17. Deny it.
18. Deny it.
19. Admit it.
20. Admit it.

14.9
5. 'We can...' and 'We want...'.

Here are the four forms of 'wanting':

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>quiero ir</td>
<td>'I want to go'</td>
</tr>
<tr>
<td>queremos ir</td>
<td>'We want to go'</td>
</tr>
<tr>
<td>quiere ir</td>
<td>'(He) wants to go'</td>
</tr>
<tr>
<td>quieren ir</td>
<td>'(They) want to go'</td>
</tr>
</tbody>
</table>

Notice that there is no 'i' in 'We want'.

Here are the four forms of 'being able (to do something)':

<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>puedo ir</td>
<td>'I can go'</td>
</tr>
<tr>
<td>podemos ir</td>
<td>'We can go'</td>
</tr>
<tr>
<td>puede ir</td>
<td>'(He) can go'</td>
</tr>
<tr>
<td>pueden ir</td>
<td>'(They) can go'</td>
</tr>
</tbody>
</table>

Notice that the We-form has an 'o' where the others have 'ue'.

Practice 6.

What do the following mean in English? If in doubt, check with Practice 7.

1. Quiero confirmarlo mañana.      2. ¿Usted piensa quedarse aquí?
5. No queremos escribir eso.       6. José y Nora quieren estudiar contigo.
7. Queremos salir a las ocho.     8. No queremos salir a las cinco.
9. No quiero ir hoy; quiero ir mañana. 10. Usted tiene razón; no puedo vender el carro.
17. ¿Usté des pueden terminarlo hoy? 18. Queremos, pero no podemos.
19. Podemos, pero no queremos.  20. ¿Qué pasó? ¿José no puede reci-
21. Lo siento, pero no puedo ir con usted porque no quiero ir a la clase. 22. Lo siento, pero Nora no puede ir hoy porque quiere estudiar mucho.
23. Lo siento, pero Nora no puede quedarse aquí hasta las diez. 24. José y Nora no pueden ir hasta mañana. 25. Sí, pero no podemos ir hasta mañana. 26. ¡Cómo no!
Podemos recomendar eso. 27. Pero, si quieren, ustedes pueden terminar eso mañana. 28. No podemos terminar la lección número diez porque no queremos. 29. El niño no puede escribir porque no quiere. 30. ¿De veras? ¿Usted no puede defenderlo?

Practice 7.

1. I want to confirm it tomorrow. 2. Do you plan to stay here? 3. Do you want to stay here? 4. We don't want to defend it today. 5. We don't want to write that. 6. José and Nora want to study with me. 7. We want to leave at 8:00. 8. We don't want to leave at 5:00. 9. I don't want to go today; I want to go tomorrow. 10. You're right; I can't sell the car. 11. I can't finish it tomorrow. 12. I can go with you, if you want to. 13. Thanks, but I can't because I didn't bring my car. 14. José? He can't leave today. 15. María? She can't go with you. 16. Yes, of course, María and Nora can prepare it. 17. Can 'you-all' finish it today? 18. We want to, but we can't. 19. We can, but we don't want to. 20. What happened? José can't receive us today? 21. I'm sorry, but I can't go with you because I don't want to go to class. 22. I'm sorry but Nora can't go today because she wants to study a lot. 23. I'm sorry, but Nora can't stay here until 10:00. 24. José and Nora can't go until tomorrow. 25. Yes, but we can't go until tomorrow. 26. Sure! We can recommend that. 27. But, if 'you-all' want to, 'you-all' can finish that tomorrow. 28. We can't finish lesson number 10 because we don't want to. 29. The boy can't write because he doesn't want to. 30. Really? You can't defend it?
Variations

1. **Comprehension.** (Recorded)

What do the following mean? Be sure to let your instructor know any that are not immediately clear to you.

2. **Corrections.**

Each of the following has one mistake. Rewrite the items correctly.

1. Esa lección es una lección famoso.

2. Quiero estudiar unos libros exclusivo.

3. Sí, terminé con eso-libro anoche.

4. No, José y Gómez no puede ir hasta mañana.

5. ¡Claro! Puedemos ir en diez minutos.

6. Sí, pueden terminar, si quiere.

7. ¿Usted conoce ese chica?

8. ¿Cuál ejercicio? ¿El comprensión?

9. María acaba recibirlo.

10. No quiero los ejercicios de-ayer; quiero los mañana.
3. Transformation drill. (Recorded)

Change each sentence you hear according to the model shown. (Note: This is an easy exercise and, therefore, its usefulness might be overlooked. The purpose is not to test your skill, but to DEVELOP your skill in making a rapid, grammatical change. Therefore, respond as quickly as you can. Repeat this exercise a few times in order to develop this skill of rapid manipulation.)

Model: 'Es una mesa moderna.'

Your response: Son unas mesas modernas.

4. Substitution drill. (Recorded)

Change the model sentences as required by the suggested substitute word. (Again, keep in mind that we are developing a skill, not testing it.)

Model 1:

'Es una lección moderna.'

Substitute: ...... libro ...

Your response: 'Es un libro moderno.'

(There are ten substitutes for Model 1.)

Model 2:

'Creía que era una lección famosa.'

(There are ten substitutes.)

Model 3:

'Si, ayer traje ese libro moderno.'

(There are ten substitutes.)

Model 4:

Note that, just as es changes before a plural, era will also change. In this case, era changes to eran.

'Creía que era una chica famosa.'

Substitute: chicas

Your response: 'Creía que eran unas chicas famosas.'

(There are fifteen substitutes.)
Applications

How would you say the following thoughts in Spanish?

Note: 'One can' = se-puede
     'One can't' = no se-puede

1. That saying doesn't exist in English.  2. That book doesn't exist here.
3. I should say so! That saying exists in Spanish.  4. Yes, at times.
5. Yes, at times one can say that.  6. Yes, at times one can say that in Spanish.
7. At times, that doesn't exist in Spanish.  8. Sometimes (i.e.
       at times) yes, sometimes no.  9. One can say this... sometimes.  10. Sometime,
       one can say that.  11. Yes, at times you (i.e. 'one') can say that.
12. You (i.e. 'one') can say this... sometimes.  13. Yes, at times a person
       (i.e. 'one') can say that.  14. Of course! I can say that.  15. José
       can say that, too.  16. ¿Can I say that in Spanish?  17. ¿Can a person
       (i.e. 'one') say that in Spanish?  18. Yes, a person can say that.  19. Yes, a
       person can use that.  20. No, you (i.e. 'a person') cannot use that
       here.  21. No, you (i.e. 'a person') cannot use this in the office.
22. Yes, at times I can use it.  23. And José can use it, too.  24. But
       you can't use it because you are not Colombian (remember, if speaking to a
       man: colombiano; if speaking to a woman: colombiana).  25. Yes, at times
       I can say it.  26. And José can say it, too.  27. But you can't say it
       because you aren't Colombian.  28. But, at times you (i.e. 'one') can say
       ¡No fastidié!  29. Sometimes you (i.e. 'a person') can say that in English,
       say that in Spanish?  32. Can María say that in Spanish, too?  33. When can
       you (i.e. 'a person') say that in Spanish?  34. Where can you (i.e. 'a
       person') say that?  35. How do you say 'Drop dead!'?  36. How do you say
       'Good Heavens!' in Spanish?  37. When do you say that?  38. Sometimes you
       can say that, but not always.  39. When do you say 'Please!'?  40. Can you
       say that sometimes?  41. Yes, sometimes you can say that, but not always.
44. How do you say 'Come here!'?  42. You say ¡Venga acá!  43. And, if I
       want to say 'Come tomorrow' does one say 'Venga mañana'?  44. Yes, you're
       right; you (i.e. 'a person') say 'Venga mañana'.  45. Very well. And if
want to say 'Don't come tomorrow', do you say 'No venga mañana'? 46. You're right; you say that. 47. Fine! And if I want to say 'Don't come to my office', does one say 'No venga mi-oficina'? 48. No, you don't say that; you say 'No venga a mi-oficina'. 49. Really? Why? 50. I don't know. 51. Gee! I thought it was something more complicated, but this is pretty easy.

Part 2.

Prepare an oral answer to the following questions:

1. ¿Cómo se-dice '¡No fastidie!' en inglés?
2. ¿Ustedes pueden decir ese-dicho siempre?
3. ¿Usted puede usarlo con su-esposa?
4. ¿Con quién quiere usar Clark ese-dicho?
5. ¿Ustedes pueden usar ese-dicho con el profesor?
6. ¿Por qué quiere usarlo con el profesor?
7. ¿Quién está molestando? ¿Usted o el profesor?
8. ¿Qué quiere decir 'molestando'?
9. ¿Qué quiere decir '¿De yerbas'?
10. ¿Existen más dichos en español?
11. ¿Cómo se-dice I have just prepared the lesson?
12. ¿Ustedes pueden decir esto en español?
   I know that he understands it.
   I know her.
13. ¿Qué lección acabamos de terminar?
14. ¿Usted entiende las lecciones siempre o a veces?

Part 3.

Be prepared to be engaged by your instructor in the following conversation:

A:

Hi, Bill! How're you doing!
------Very well! And you?

14.15
So-so. Can you study tonight? (esta-noche)
-----Study what?
Lesson 10.
-----Why?
Because I want to study with you.
-----Is it a difficult lesson?
I thought it was a little difficult.
-----You're right. It is a little difficult.

B:
Hey, Jones! How do you say 'Gee!'?
-----You say ¡Caramba!
And how do you say 'Come here!'?
-----You say ¡Venga acá!
Can I use it with my teacher?
-----Sure. At times. Sometimes yes, sometimes no.
When can I not use it?
-----I don't know. I don't understand it very well.

Hey Bill! Come here!
-----Who, me? (¿Quién, yo?)
Yes, you! Did you finish early?
-----Who, me? Come off it! (i.e. 'Drop dead!')
Why?! What happened?!
-----I didn't have time.
Was it so difficult?
-----Not so difficult, but pretty difficult.
When do you plan to finish?
-----Tonight, I believe.
Say, what is the meaning of tampoco?*
-----In English that means 'either' or 'neither'.*
Can I say 'Yo tampoco'?
-----Yes, of course.
What does it mean?
-----It means 'Me, neither', or 'Me, either'.
How do you say 'I didn't have time either'?
-----You say, No tuve tiempo tampoco.
Can I say Tampoco no tuve tiempo?
-----Well, yes, but it's better to say Tampoco tuve tiempo.
Without no? (¿Sin 'no'?)
-----Yes, without no.

*Note: Don't forget that 'is the meaning of' or 'means' = quiere decir.
UNIT 15

Introduction

1. This is the way you say 'I recommended her to the teacher':
   La-recomendé al profesor.
2. This is the way you say 'I recommended that book to her':
   Le-recomendé ese-libro.
3. What new word appears in No. 2 above?
   (le-)
4. Compare the following English sentence with its Spanish translation:
   'I sent that book to her.'
   Le-mandé ese-libro.
   What two words does English use for le-?
   (to her)
5. This is 'I recommended him to the teacher'.
   Lo-recomendé al profesor.
6. This is 'I recommended that book to him':
   Le-recomendé ese-libro.
7. What two words does English use for 'le-' in the above sentence?
   (to him)
8. Does Spanish make a difference between 'to him' and 'to her'?
   (No.)
9. Complete this sentence in the meaning of 'I sold my car to him'.
   __ - vendí mi-carro.
   (le-)
10. Complete this sentence in the meaning of 'I sold my car to her'.
    __ - vendí mi-carro.
   (le-)
11. What 'word' does Spanish use for 'to him' or 'to her'?
    (le-)
12. Complete the following sentence in the meaning of 'I recommended him'.

15.1
13. Complete this one: 'I recommended her'.
   ___ - recomendé.

14. Fill the following blanks:
   a. him = ___
   b. her = ___
   c. to him/to her = ___
   (a, lo-; b, la-; c, le-)

15. If we let this symbol ___ represent 'him' or 'her', a sentence would look like this:
   'I know ___.'
   ___-conozco.

16. That is, '___-conozco' stands for 'I know ___', or 'I know ___'.

17. And 'I recommended him' would be
   ___-recomendé.

18. And 'I recommended her' would also be
   ___-recomendé.

19. If we let this symbol '(___)' represent 'to him' or 'to her', a sentence would look like this:
   'I sold my car (___).'  
   (___)-vendí mi carro.

20. That is, '(___)-vendí mi carro, stands for 'I sold my car (to him)' or 'I sold my car (to her).'

21. And 'I recommended that book to him' would be
   (___)-recomendé ese-libro.

22. And 'I recommended that book to her'
   (___)-recomendé ese-libro.

23. What does this figure stand for in English?
   ___ = ___ or ___
   ('him' or 'her')
24. What does this one stand for in English?

(______) = _____, or _____

('to him' or 'to her')

25. What does this stand for in Spanish?

(______) = ___, or ___

('lo-', or 'la-')

26. What does this one stand for in Spanish?

(______) = ___

('le-')

27. By now, you have probably assumed that the difference between 

(______) and (______) is the presence of, or absence of, the English word 'to'. This is a logical assumption on your part, but there is more to it than this.

28. (______) = what thing is involved with what you're doing.

(______) = the person involved with (______).

29. Thus, 'I sold my car to him' would be

'I sold (______)'.

30. Using the English words in this sentence, fill in the following blanks:

'I sold my couch to her.'

1. (______) = _____

2. (______) = _____

(1. my couch; 2. to her)

31. Do the same thing here.

'I sold my old car to Mr. Jones.'

1. (______) = _____

2. (______) = _____

(1. my old car; 2. to Mr. Jones)

32. Do the same here.

'I sold the car for him.'

(______) = _____

(the car)

33. Do the same here.

'I sold the car for him.'

15.3
(for him)
34. Does Spanish make a difference between 'I sold the car for him' and 'I sold the car to him'?
(no)
35. (Spanish can make the difference between 'to him' and 'for him', but in a conversation such a difference is usually not made since the conversation makes it clear as to whether 'to' him or 'for' him is meant. Since it is not convenient to teach you at this time how to make this difference, we will ignore this for now.)
36. Fill in the blank. 'I baked a cake.'
   ______ = ________
(a cake)
37. Do the same here. 'I baked a cake for my husband'.
   _______ = ________
(for my husband)
38. Do the same. 'I wrote a letter.'
   ________ = _______
(a letter)
39. 'I wrote a letter to my oldest son.'
   ________ = ________
(to my oldest son)
40. 'I wrote that letter for my daughter.'
   1. _______ = _______
   2. (______) = _______
(1. that letter; 2. for my daughter)
41. (You may miss this next one, but try it anyway, and then find out why in the frames that follow this one.)
   'I wrote him yesterday.'
   Is 'him' (______) or /______ ?
((____) )
42. In the above sentence, 'him' is the person (to whom) you wrote. What you wrote was /a letter/, even though it is not mentioned in your sentence.
43. Try this one. 'I baked him a cake.'
   1. ______ = _______
   2. (______) = _______
(1. a cake; 2. him)
44. 'I sold her my couch.'

15.4
1. (my couch; 2. her) =
2. (________) =

(to him)
45. 'I spoke to him yesterday.'
   (________) =

46. 'I wrote him not to come.' Is the underlined portion ______ or (________)?

47. What is it in this one?
   'I told him not to come.'

48. And here? 'I told him that yesterday.'

49. 'I told him not to come.'

50. 'I asked him not to come.'

51. 'I asked him not to come.'

52. 'I advised him to come early.'

53. Thus far, ______ = things, and (________) = people. Sometimes ______ = people. Observe:
   'I recommended /him/ (to the boss)'

54. The thing that determines whether or not a part of a sentence is ______ is not whether it's a thing or a person. Observe:
   'I know /her/'
   'I asked /him/ '

55. The difference between ______ and (________) is the extent to which something is involved with the meaning of the verb.

56. In 'I threw him a ball', what you threw was 'a ball'. Since ______ represents that part of a sentence that is directly involved with the meaning of the verb, then 'a ball' must be ______.

57. In 'I threw him off the cliff', what you threw was 'him'.

15.5
Therefore, in this case 'him' is \( \underline{\text{him}} \). 'Him' is directly involved with the meaning of 'throwing'.

58. If the involvement is not \( \underline{\text{him}} \), then it is \( \underline{\text{her}} \).
   Thus, in 'I asked \textit{her}', what you ask are questions, and \textit{her} is the person of whom you ask questions. Therefore, in this case '\textit{her}' is \( \underline{\text{her}} \).

59. In 'I know \textit{her}', what you know is '\textit{her}'. Therefore: \( \underline{\text{her}} \).

60. In 'I wrote \textit{him}', '\textit{him}' is \( \underline{\text{it}} \) because what a person writes are letters or notes, not '\textit{him}'.

61. In 'I wrote \textit{it}', '\textit{it}' is \( \underline{\text{it}} \) because that is what you wrote.

62. Which one would you use in this sentence, 'him' or 'it'?
   'I wrote \( \underline{\text{it}} \) last night!

   (it)

63. Which one would be used here, 'him' or 'it'?
   'I wrote \( \underline{\text{him}} \) last night!

   (him)

64. Since \textit{lo-} or \textit{la-} always occupy \( \underline{\text{lo-}} \), and \textit{le-} always occupies \( \underline{\text{le-}} \), what is the meaning of \( \underline{\text{lo-}} \) in this sentence?
   '\textit{Lo-escribí} anoche.'

   (it)

65. How would you say 'I wrote her last night'?
   '\underline{\text{Lo-}} \textit{escribí} anoche.'

   (le-)

66. Does the \textit{lo-} in the following sentence mean 'him' or 'it', or can it mean either one?
   '\underline{\text{Lo-}} \textit{recomendé} anoche.'

   (either one)

67. What would Spanish use in the following blank, \textit{le-} or \textit{lo-}?
   '\underline{\text{Lo-}} \textit{recomendé} eso.'

   (le-)

68. Is the underlined portion of this sentence \( \underline{\text{it}} \) or \( \underline{\text{him}} \)?
   'I recommended \underline{\text{him}} \textit{to the boss}.'

   (/\underline{\text{it}}/)

69. Identify the underlined portion of this sentence.
   'Sure I know \underline{\text{him}} well.'
70. 'I saw him this morning.'

71. 'I sold him one this morning.'

72. In this sentence, you are talking about one of your champion dogs.

73. 'Yes, I wrote her yesterday.'

74. 'I asked him this morning.'

75. 'The father of the bride gave her away.'

76. 'I recommended her to him.'

77. 'I sent him yesterday.'

78. 'I sent him a new one.'

79. 'I confirmed the message.'

80. 'I confirmed the message for him.'

81. The 'him' or 'her' that shows up as ( ) is le-. If the ( ) is them, Spanish will use les-.

82. Give the Spanish word that would be used for the underlined portion of this sentence:

'I asked ___ to be here on time.'

83. Do the same here.

'I finished the work for ___.'

84. I received it for them.

85. Complete this sentence in Spanish: 'I recommended my car to them.'

_____- recomendé mi carro.
86. How would you say, 'I recommended her yesterday'?

(La-recomendé ayer.)
87. Say 'I recommended that to her'.

(Le-recomendé eso.)
88. Say 'I recommended that to them.'

(Les-recomendé eso.)
89. Say 'I prepared the car for them.'

(Les preparé el carro.)
90. Say 'I confirmed that for her.'

(Le-confirme eso.)
91. Say 'I wrote her yesterday.'

(Le-escribí ayer.)
92. Say 'I offered them my car.'

(Les ofrecí mi carro.)
93. Say 'I sold him the car.'

(Le-vendi el carro.)
94. Say 'I sold them the car.'

(Les-vendi el carro.)
95. Say 'I sold the car for them.'

(Les-vendi el carro.)
96. Say 'I sold her my car.'

(Le-vendi mi carro.)
97. If talking about your champion dog, say 'I sold him yesterday.'

(Lo-vendi ayer.)
98. If your dog is a female, say 'I sold her yesterday.'

(La-vendi ayer.)
99. Say 'Yes, I know her well.'

(Sí, la-conozco bien.)
100. If talking about Gómez' daughters, say 'Yes, I know them well.'

(Sí, las-conozco bien.)
101. If talking about Sánchez' sons, say 'Of course, I know them well.'

(Claro, los-conozco bien.)
102. (You are now ready to start the new dialog.)
DIALOG

Review of Dialogs 13 and 14.

New Dialog.

Profesor

nació
Sr. Clark, ¿dónde nació Ud.?

idea of 'being born', you-form, past.
Mr. Clark, where were you born?

¿Cómo?
¿Cómo?

Profesor

pregunté
Le-pregunté que

'asking'; I-form, past
I asked you
(See note following the dialog.)

¿Cómo?

Profesor

pregunté que ¿dónde nació.

I asked you where were you born.

Clark

How's that?

Profesor

me-pregunté
Me-pregunté que ¿dónde yo qué?

You asked me
You asked me where did I what?

¡Nació! ¡Nació!

Profesor

Born! Born!

¡Ah, ya entiendo!

Clark

Already

Ya

Oh, now I understand!

profesor

Ya

nació

Naci en Filadelfia.

I was born in Philadelphia.
Profesor

¡Muy bien! ¿En qué año?

Clark

¿En qué 'qué'?

Profesor

¡Año! ¿En qué año naciste!

Clark

Mil
novecientos
mil novecientos
treinta
mil novecientos treinta

Nací en 1930.

Note:
The 'word' que in the sentence Le-pregunté que dónde naciste has no counterpart in English. It is a 'phenomenon' of Spanish grammar having to do with the Spanish characteristic that two clauses (i.e. Le-pregunté and dónde naciste) are usually connected with the word que. If this bothers you, simply associate que with ':' as in 'Le-~ije: soy americano' which in authentic speech is 'Le-~ije que soy americano'. In order to get you started in the use of this que, we will remind you where it occurs by using ':'.

Observations

and

Practice

1. Noun phrases and possession.

The same noun phrase construction as las sillas de-clase (Unit 13) is used in Spanish for possession. Linguistically, it is almost impossible to equate an English meaning for de- in the noun phrases that you studied in Unit 13; however, in matters of possession, the de can be equated roughly with 'of':

la hija de Gómez: ('The daughter of Gómez') 'Gómez' daughter'
la lección de ayer: ('the lesson of yesterday') 'Yesterday's lesson'
el libro del profesor: ('the book of the teacher') 'the teacher's book'

una hija de Gómez: 'a daughter of Gómez'
un libro del profesor: 'a book of the teacher'

Notice that the Spanish wording always begins with 'the' or 'a, an'.
Note also that, as always, de + el results in del: 'el libro del profesor'.

Practice 1.
Be prepared to say these phrases in Spanish to your instructor.

1. Gómez' daughter
2. a daughter of Gómez
3. Gómez' book
4. a book of Gómez
5. a book of the teacher
6. the teacher's book
7. the chair of the hospital
8. the hospital's office
9. yesterday's lesson
10. last night's lesson
11. today's lesson
12. today's class
13. José's class
14. Nora's party
15. the book's sentence
16. the book's exercises
17. the exercises of the book
18. the book's lesson
19. the lesson of the book
20. the child's teacher.

2. Shortened form of possessive noun phrases.

Just as el ejercicio de-comprensión can be shortened to el de-comprensión (i.e. 'the comprehension one'), la hija de José can be shortened to la de José. The translation into English is a little clumsy, if we tried to translate it like we did el de-comprensión. We don't like to say, in English, 'the José one' when speaking of José's daughter; we prefer saying 'José's.' Notice, however, that the Spanish mind is still saying the same thing; for a Spanish speaker, there is no difference structurally between el de-comprensión and la de José. The difference is in your English, not in Spanish.

Observe:

La hija de Clark preparó la fiesta. 'Clark's daughter prepared the party.'
La de Clark preparó la fiesta. 'Clark's prepared the party.'

Practice 2.
Write each of the following phrases in its short-form meaning in English.

1. la hija de Gómez
2. el libro de Gómez
3. el libro del profesor
4. la silla del hospital
'Having to ...'

The que- in *tuve que-llevarlo ...* is another one of these meaningless but mandatory words just like de-. The formula for 'having to do something' is very similar:

\[
\text{tener} \ldots \text{que-} \underline{\quad} \quad \text{-r}
\]

*tener* is the neutral form of *tuve*. The present tense forms are:

- I-form: *tengo*
- We-form: *tenemos*
- He-form: *tiene*
- They-form: *tienen*

Thus,

'I have to study': *Tengo que-estudiar.*

'I have to study a lot': *Tengo que-estudiar mucho.*

'I have a lot to study': *Tengo mucho que-estudiar.*

And,

'We have to leave': *Tenemos que-salir.*

'He has to leave': *Tiene que-salir.*

'They have to sell it': *Tienen que-venderlo.*

**Practice 3. (Recorded)**

You will be asked if you have to do such-and-such. Admit that you have to do such-and-such. Be sure to respond before the voice on the tape gives you the correct response.

Example: ¿Usted tiene que-salir? 'Do you have to leave?'

Your response: Sí, tengo que-salir. 'Yes, I have to leave.'

**Practice 4.**

Practice with 'Having to do something' and *le-/les-*. Keep the Spanish side covered. As you say each in Spanish, uncover the Spanish version to check if you were right.
1. I have to prepare that for him.  1. Tengo que-prepararle eso.
2. I have to finish that for him.  2. Tengo que-terminarle eso.
3. Do you have to prepare that for him?  3. ¿Usted tiene que-prepararle eso?
4. Do you have to finish that for him?  4. ¿Usted tiene que-terminarle eso?
5. I have to decide that for her.  5. Tengo que-decidirle eso.
6. Do you have to decide that for her?  6. ¿Usted tiene que-decidirle eso?
7. Do you have to ask her that?  7. ¿Usted tiene que-preguntarle eso?
8. Do you have to ask her that?  8. ¿Usted tiene que-preguntarle eso?
9. Nora has to ask him that.  9. Nora tiene que-preguntarle eso.
10. Nora has to ask them that.  10. Nora tiene que-preguntarles eso.
11. I have to write him today.  11. Tengo que-escribirle hoy.
12. I have to write that for him.  12. Tengo que-escribirle eso.
13. I have to write that to him.  13. Tengo que-escribirle eso.
14. I have to write that to her.  14. Tengo que-escribirle eso.
15. Do you have to write it (‘lesson’) today?  15. ¿Tiene que-escribirlo hoy?
16. Do you have to write it (‘exercise’) today?  16. ¿Tiene que-escribirlo hoy?
17. Do you have to write that for them?  17. ¿Tiene que-escribirles eso?
18. Does Nora have to recommend that to them?  18. ¿Nora tiene que-recomendarles eso?
19. I have to sell them my car.  19. Tengo que-enderles mi-carro.
20. I have to sell the car for them.  20. Tengo que-enderles el carro.

Practice 5. (Recorded)

You will hear a series of questions addressed to you and your friend. Answer 'yes' for both of you. Be sure to make your response before the voice on the tape gives you the right answer.

Practice 6.

More practice with 'Having to ...' and le-/les-.

As in Practice 4, keep each Spanish sentence covered until after you say your translation.

1. We have to prepare that for him.  1. Tenemos que-prepararle eso.
2. We have to prepare that for them.  2. Tenemos que-prepararles eso.
3. Do you all have to prepare that for her?  3. ¿Ustedes tienen que-prepararle eso?
4. Do 'you-all' have to finish that for him?
5. We have to decide that for him.
6. We have to offer that to them.
7. We have to offer that to her.
8. They have to offer him that.
9. Do 'you-all' have to ask her that?
10. Do we have to ask her that?
11. Do 'you-all' have to decide that for him?
12. We have to write that for him.
13. We have to write that to him.
14. They have to write that to her.
15. Do 'you-all' have to recommend him?
16. Do 'you-all' have to recommend her?
17. Do 'you-all' have to recommend that to her?
18. Do 'you-all' have to recommend that to them?
19. Do Nora and Marta have to recommend that to them?
20. We have to sell the car for them.

Practice 7. (Recorded)
You will hear a series of questions addressed either to you alone or to you and your friend. Answer 'yes' to all of them.

Practice 8.
Practice with verb phrases. As before, keep each Spanish translation covered until after you have made your own response.

1. I want to leave.
2. I want to leave early.
3. Yes, I can leave early.

15,14
4. I have to leave early.
5. I don't have to leave early.
6. No, I don't have to leave early.
7. Nora doesn't have to leave today.
8. She can leave tomorrow.
9. I can't finish it.
10. We can't finish until tomorrow.
11. Do you want to finish today or tomorrow?
12. Yes. I've just finished it.
13. Yes. We have just written him.
14. Yes. They've just asked him.
15. I don't want to.
16. To have to leave.
17. I don't want to have to leave.
18. We don't want to have to write him.
19. They don't want to have to recommend him.
20. I am not able (i.e., I can't) recommend him.

Variations

1. Comprehension. (Recorded)

Listen to the following sentences. Let your instructor know of any that were not immediately clear to you.

Practice 9. (Recorded)

Substitution drill. Based on the model shown below, make the substitutions that are suggested by your instructor's voice on the tape.

Model:  
José quiere estudiar mucho.

Substitute:
1. tiene ... ('José tiene que estudiar mucho.')
2. acaba ... ('José acaba de estudiar mucho.')
3. (etc.)

Make your response before the correct response is given.
Practice 10. (Recorded)

Substitution-transformation drill. Based on the model shown below, make the substitution and the necessary changes as each number is announced. This time, the substitutions may occur in any part of the sentence.

Model: 'José quiere estudiarlo.'
1. tiene ... ('José **tiene** que-estudiarlo.')
2. José y yo ... ('José y yo **tenemos** que-estudiarlo.')
3. Acabamos ... ('José y yo **acabamos** de-estudiarlo.')
4. Venderlo ... ('José y yo **venderlo**.')
5. (Etc.)

Application

Part 1.

How would you say the following thoughts in Spanish?
1. I sold /it/ yesterday.  2. I sold (him) my car.  3. I know /him/
4. I know /her/.  5. I sold her my car.  6. I brought the car to her.
7. I didn't bring her the car.  8. I didn't bring her to the party.
25. We have to use it without Jones.  26. Marí and I want to use the car tomorrow.  27. José and I have to decide that tomorrow.  28. Say, Jones! I have to ask ('preguntar') (you) something.  29. How's that? You have to ask me something?  30. Yes, I have to ask you: where were you born.
31. I have to ask you also: in what year were you born.  32. You have to ask me: when I was born?  33. Ah, now I understand! You asked me: where was I born.  34. In which what?  35. I was born in 1930.  36. I wasn't born yesterday!  37. José was born in 1930 also.  38. That doesn't exist in Spanish.  39. Yes, you're right; I want to go, but I can't go without José.
40. No, I don't want to, but I have to go.  41. We don't have to finish it
today without Nora. 42. We don't have to prepare it today. 43. I don't want to write her today. 44. José doesn't want to write him today. 45. He doesn't have to go until 4:00. 46. They have to go tomorrow; they can't go today. 47. I had to go yesterday, but I don't have to go today. 48. Yes, sir, we can decide that today. 49. I'm very sorry, but I can't study with 'you-all' until 10:00. 50. José is planning to stay in his office until 4:00. 51. I don't know what it means. 52. He asked me: what does año mean. 53. I asked him: what does nació mean. 54. He asked us: when is the party. 55. He asked me: where does that exist. 56. He asked them: why can't they go tomorrow. 57. He asked them: where were they born. 58. He asked us: where were we born. 59. He asked us: where did we use it. 60. I asked them: where did they use it.

Part 2.

Prepare an oral answer to the following questions:

1. ¿Qué le-preguntó el profesor a Clark?
2. ¿Clark le-entendió al profesor?
3. ¿De yerbas no le-entendió?
4. ¿Y dónde nació el señor Clark?
5. ¿En qué año nació?
6. ¿Clark entendió la frase 'en qué año'?
7. ¿Qué quiere decir 'en qué año'?
8. ¿Usted entiende todas las frases?
9. ¿Dónde nació usted?
10. ¿Ustedes tienen hijos?
11. ¿En qué año nació su hija mayor?
12. ¿Usted tiene 30 años, verdad?
13. ¿Cuándo nació su esposa(-o), en 1930?
14. ¿Su esposa(-o) no es americana(-o)?
15. ¿Qué es su esposa(-o), colombiana(-o)?
16. ¿Usted tiene que preparar la lección siempre o a veces?
17. ¿Usted no preparó la lección?
18. ¿Clark tampoco preparó la lección?
Part 3.

Be prepared to be engaged by your instructor in the following conversation.

Note: In some conversations you will find English and Spanish phrases. This can be confusing to you as to what you are supposed to do with them. Do not translate those English portions which appear in parentheses.

A:

Sir, how does one say (He told me)?
--- One says 'me-dijo'.

Me dijo. And how does one say (was going)?
--- But, who (was going)?

José.
--- Fine. One says 'iba'.

Can I say 'Me-dijo iba'?
--- No. You have to use 'que'.

Where?
--- Me-dijo que iba.

Thank you. And how does one say (I was going)?
--- 'iba'.

Really? Don't tell me!
--- Yes, really.

And how does one say (I told him)?
--- One says le-dije.

Well, now I can say 'le dije que iba'.
--- I'm glad.

Dije-traje. Dije-traje. Dijo-......?

Can I say trajo?
--- Of course! Dije-traje. Dijo-trajo

Very well! I can now say (José brought me the car yesterday.)
--- How does one say that?

One says José me-trajo el carro ayer.
--- Very well.
B. Sir, what does iYa mean?
   --- It means (I was going) or (He was going.)
   Well, if iYa means (I was going), I can now say (He asked me if I was (were) going.)
   --- Fine. How does one say that?
One says Me-preguntó si iYa.
Is it necessary to use que?
   --- No, it isn't necessary; sometimes one uses que, but with si it isn't necessary.
   Very well: Me-preguntó si iYa.
I can now say (I asked him when he was going.) One says:
(Note: Include here what you could say.)
   --- Very well.

C. Mr. Clark, ¿en qué mes nació usted?
   --- How's that?
   I asked you en qué mes you were born.
   --- You asked me in which what I was born?
   ¡Mes! ¡Mes!
   --- Oh, now I understand.
   --- I was born in May (mayo).
   In what month was Mr. Jones born?
   --- I don't know. I think that he was born in April (abril).
   --- Were you born in April or May? ... How's that? ... He said that he was born in May.
You're right. Mr. Jones was born in April and you were born in May.

END OF UNIT 15

15.19
UNIT 16

Introduction

Part 1. Questions

1. What is the meaning of this sentence?
   Es urgente.
   (It's urgent)

2. What is the meaning of this sentence?
   ¿Es urgente?
   (Is it urgent?)

3. What is the meaning of this one?
   Es necesario.
   (It's necessary.)

4. And this one?
   ¿Es necesario.
   (Is it necessary?)

5. And this one?
   ¿Maria? ¿Es colombiana?
   (Maria? Is she Colombian?)

6. And this one?
   ¿Sánchez? ¿Es colombiano?
   (Sánchez? Is he Colombian?)

7. Observe and translate.
   'An urgent letter' = una carta urgente
   'Is it urgent?' = ¿ __________ ?
   (¿Es urgente?)

8. Observe and translate.
   'A necessary book' = un libro necesario.
   'Is it necessary?' = ¿ __________ ?
   (¿Es necesario?)

9. Observe and translate.
   1. María is Colombian.' = María es colombiana.

16.1
2. Is she Colombian? = ¿ _______?

(¿Es colombiana?)

10. Translate

'Is he Colombian?' = ¿ _______?

(¿Es colombiano?)

11. Observe and translate.

'An urgent letter' = una carta urgente.

'Is it an urgent letter?' = ¿ _______?

(¿Es una carta urgente?)

12. Observe and translate.

'A necessary book' = un libro necesario.

'Is it a necessary book?' = ¿ _______?

(¿Es un libro necesario?)

13. Observe and translate.

'A Colombian girl' = una chica colombiana.

'Is she a Colombian girl?' = ¿ _______?

(¿Es una chica colombiana?)

14. Translate.

'Is he a Colombian teacher?' = ¿ _______?

(¿Es un profesor colombiano?)

15. Observe and translate.

'the urgent letter' = la carta urgente.

'Is it the urgent letter?' = ¿ _______?

(¿Es la carta urgente?)

16. Observe and translate.

'the large book' = el libro grande.

'Is it the large book?' = ¿ _______?

(¿Es el libro grande?)

17. Translate.

'Is it the Colombian teacher?' = ¿ _______?

(¿Es el profesor colombiano?)

18. Translate.

'Is it the American girl?' = ¿ _______?

(¿Es la chica americana?)

19. Problem:

If ¿Es la chica americana? = 'Is it the American girl?' how would one say 'Is the girl American'?

16.2
Spanish

Answer: There are at least three.

20. One of them, and perhaps the easiest one for you to remember, is to convert a statement to its simple question form:

'The girl is American.' = La chica es americana.

'Is the girl American? = ¿La chica es americana?

21. Observe and translate.

'The book is large.' = el libro es grande.

'Is the book large? = ¿El libro es grande?

22. Translate:

'Is the book necessary?' = ¿El libro es necesario?

23. Translate:

'Is the letter urgent?' = ¿La carta es urgente?

24. Translate:

'Is the girl Colombian? = ¿La chica es colombiana?

'Is it the Colombian girl?' = ¿Es la chica colombiana?

25. Translate:

'Is the book urgent?' = ¿El libro es urgente?

26. Another and perhaps more common way is to start with, for example, 'Es americana ....' and add 'la chica' at the end.

'Is the girl American? = ¿Es americana la chica?

27. Here is another example showing both ways of asking 'Is the girl intelligent? = ¿La chica es inteligente?

...... ¿Es inteligente la chica?

28. Translate.

'Is the teacher Colombian?' = ¿Es colombiano el profesor?

29. Translate:

¿El lubricante es transparente?

(Is the lubricant transparent?)

16.3
30. What does this mean?
¿Es transparente el lubricante?
(Is the lubricant transparent?)

31. What does this mean?
¿Es suficiente la expansión?
(Is the expansion sufficient?)

32. What does this mean?
¿Es necesario ese-motor?
(Is that motor necessary?)

33. What does this mean?
¿Es el motor adaptable?
(Is it the adaptable motor?)

34. What does this mean?
¿Es interesante la exhibición?
(Is the exhibition interesting?)

35. The third way, and least common, is to separate the last word by a slight pause, and use an interrogative intonation on this last word:
¿Es la chica (pause)... ¿americana?

36. Which of the following means 'Is the book important?'
1. Es el libro ... ¿importante?
2. ¿Es el libro importante?

37. Which one means 'Is the exhibition large?'
1. ¿Es la exhibición grande?
2. Es la exhibición ... ¿grande?

38. Which one means 'Is the metal practical?'
1. ¿Es práctico el metal?
2. ¿Es el metal práctico?

39. Translate.
'It's the practical metal' = ______________________
(Es el metal práctico.)

40. 'Is it the American girl?' = ______________________
(Es la chica americana?)

16.4
Part 2. Interrogative words.

Interrogative words (e.g., who, what, when, etc.) are written with an accent mark. At times, these same words may be used in a sentence in which they are not really asking something, as the word 'who' in 'I know a man who can do that', in which case they are not accented.

41. Write in the missing word.
   'When is the party?' = ¿___________ es la fiesta?
   (cuándo)

42. Write in the missing word:
   'Where is Sánchez?' = ¿___________ está Sánchez?
   (Dónde)

43. Do the same here.
   'Who is that girl?' = ¿___________ esa chica?
   (Quién)

44. Do the same.
   'What does that mean?' = ¿___________ quiere decir eso?
   (Qué)

45. Do the same.
   'Why not?' = ¿______ no?
   (Por qué)

46. Do the same.
   'Which girl?' = ¿ ____ chica?
   (Cuál)

47. Observe this principle.
   'Which girl?' = ¿Cuál chica?
   'Which girls?' = ¿Cuáles chicas?

48. Translate: 'Which son?'
   (¿Cuál hijo?)

49. Translate: 'Which sons?'
   (¿Cuáles hijos?)

50. Translate: 'Which tables?'
   (¿Cuáles mesas?)

51. Translate: 'Which table?'
   (¿Cuál mesa?)

52. Translate: 'Which one?'
   (¿Cuál?)
53. Translate: 'Which ones?'
(¿Cuáles?)
54. Observe this principle:
'Who is that girl?' = ¿Quién es esa-chica?
'Who are those girls?' = ¿Quiénes son esas-chicas?
55. Translate: 'Who is my teacher?'
(¿Quién es mi-profesor?)
56. Translate: 'Who are my teachers?'
(¿Quiénes son mis-profesores?)
57. Translate: 'Who is my Colombian (man)?'
(¿Quién es mi-colombiano?)
58. Translate: 'Who are my Colombian (men)?'
(¿Quiénes son mis-colombianos?)
59. Say the Spanish word for 'who' in this sentence:
¿preparó la lección?
(Quién)
60. Say the Spanish word for 'who' in this sentence:
¿prepararon la lección?
(Quién)
61. Say the Spanish word for 'who' in this sentence:
¿escribió la carta?
(Quién)
62. Say the Spanish word for 'who' in this sentence:
¿escribieron las cartas?
(qién)
63. Try this one even though it contains words that you do not know.
¿levantaron la carpa?
(Quiénes)
64. Try this one:
¿permaneció afuente?
(Quién)
65. Try this one with the word 'which':
¿permanecieron afuente?
(Cuál)
66. Try this one with 'which':
¿permanecieron afuente?
(Cuáles)
67. Try this one with 'who':
   ¿________ sufrieron arriña?
   (Quiénes)

68. Say simply: 'Which one?'
   ¿Cuál?
   (¿Cuál?)

69. Say simply 'Which ones?'
   ¿Cuáles?
   (¿Cuáles?)

70. Say simply: 'Who?'
   ¿Quién?
   (¿Quién?)

71. Say simply: 'Who-all?'
   ¿Quiénes?
   (¿Quiénes?)

72. If you are asking about a quantity, Spanish uses cuánto. How
   would you say: 'How many books? = ¿________ libros?'
   (Cuántos)

73. How would you say:
   'How many teachers? = ¿________ profesores?'
   (Cuántos)

74. Translate: 'How many cars?'
   (Cuántos carros?)

75. Translate: 'How many years?'
   (Cuántos años?)

76. You may miss this one, but try it anyway:
   'How many tables?': ¿________ mesas?
   (¿Cuántas?)

77. Try this one: 'How many girls?'
   ¿________ chicas?
   (¿Cuántas chicas?)

78. This is a word that you do not know. Make a guess as to how
   you would use cuánto in this question:
   ¿________ chispa?
   (Cuánta)

79. Try it with this one: ¿________ dinero?
   (Cuánto)

80. Keep in mind that a quantity or an amount is asked in English
    not only with 'How many', but also with 'How much'. Spanish
    will use a form of cuánto for all quantities or amounts.

81. For example, 'How much did you buy?' would be (make a guess):
    ¿________ compró?
    (Cuánto)

82. And, suppose the word grasa meaning 'grease' were involved,
how would you say 'How much did you buy?'

¿_____ compró?

(Cuánta)

83. And suppose you were asking about libros, how would you say 'How many did you buy?'

¿_____ compró?

(Cuántos)

84. And if mesas were involved, how would you say 'How many did you buy?'

¿_____ compró?

(Cuántas)

Part 3. New material in the Dialog.

Whenever a person opens his mouth to say something, more than likely one of the following is going to happen:

a. He is going to reveal some information (telling something), or
b. He is going to inquire about some information (asking), or
c. He is going to get somebody to do something (commanding).

Whenever a person is commanding, Spanish uses a different form of the verb from the telling or asking situations. Thus far, you have been studying the telling or asking forms. In this Unit, you will begin to learn the command forms.

85. The dialog uses one verb in its command form: pregunte. You will find le-, meaning in this dialog 'of him' or 'of her', attached to pregunte: pregúntele

86. That is, le-, me-, nos-, etc. are attached to command forms under circumstances that will be made clear to you in Unit 17.

87. Observe this sentence.

'Ask that girl what her name is.'

Is the underlined portion this (/), or this (_____)?

((_____))

88. What part of the above sentence would correspond to (/) ?

(...what her name is.)
89. **Pregunte** = 'Ask ...'
   But, 'Ask that girl ...' does not come out as **Pregunte esa-chica**.
   Two things happen here which are unlike English:
   1. a is inserted before **esa-chica**, so that we get **a-esa-chica**.
   2. **Pregunte** has **le-** attached to the end, so that we get **Pregúntele**.

90. 'Ask that girl...' is, then, **Pregúntele a-esa-chica ...**

91. In the dialog you will find 'that young-lady' instead 'that girl':
   **Pregúntele a-esa-señorita ...**

92. The presence of **le-** and of **a-** unfortunately cannot conveniently be defined until a little later. For the time being, just learn to say such sentences the way they are.

93. (You are now ready to prepare the new Dialog.)

---

**DIALOG**

Review of Dialogs 14 and 15.

New Dialog.

(En la sala de clase.)

Profesor

<table>
<thead>
<tr>
<th>pregunte</th>
<th>ask (command form)</th>
</tr>
</thead>
<tbody>
<tr>
<td>le-</td>
<td>of her</td>
</tr>
<tr>
<td>pregúntele</td>
<td>ask of her</td>
</tr>
<tr>
<td>señorita</td>
<td>young lady</td>
</tr>
<tr>
<td>esa-señorita</td>
<td>that young lady</td>
</tr>
</tbody>
</table>

**Sr. Jones, pregúntele a-esa-señorita...**

**...que cómo se llama.**

**Mr. Jones, ask that young lady ...**

**...what her name is.**

16.9
Muy bien.

Señorita, ¿cómo se llama usted?

Me llamo Nancy.

Sí, pero ¿cuál es su nombre completo?

Mi nombre completo es Nancy Williams.

Muy bien, ¡ahora pregúntele a ese señor!

¿De dónde es?
Observations

and

Practice

1. Commands. (Part 1.)

In the following exercise you will hear the difference in pronunciation between a command form and the same verb used in its I-form Past (the 'I did it' form). You will first hear 'I did ...' followed by the command form.

Practice 1. (Recorded)

Listen to the contrasts portrayed here. Notice that the rhythm is the only thing that is different.

Practice 2. (Recorded)

You will hear the 'I did ...' form for ten verbs. Change each one to the command form. Make your response before the voice on the tape gives you the correct response.

Practice 3. (Recorded)

You will now hear ten verbs given in their neutral form. You are to change these to their 'I did ...' form. Make your response before the correct response is given on the tape.

Practice 4. (Recorded)

You will now hear the same ten verbs in their neutral form. This time, change them to the command form.

To begin to help you to acquire the meaning of the command, think of the phrase 'Do it!' as you make each response.

Practice 5. (Recorded)

Now, let's add more realism by adding -lo mañana to the commands that you will hear. As in pregúntele, the -lo is added to the commands.

As you respond with these unknown verbs, think of 'Do it tomorrow' as the meaning of each one.

2. Negative Commands.

The position of lo- (or, for that matter, of all these little words) is at the end of the command form, as you have already noticed.

However, when you tell a person not to do something, the lo- is placed in front of the verb. Thus,
'Finish it today!' = Terminelo Hoy.
'Don't finish it today!' = No lo-termine Hoy.

Practice 6.
Change these commands to the negative. That is, tell somebody not to do whatever it is. Notice the spelling of the command form for recomendar.

1. Sánchez, terminelo Hoy: ____________________________
(Sánchez, no lo-termine Hoy.)

2. Jones, recomiéndelo Hoy: ____________________________
(Jones, no lo-recomiende Hoy)

3. Gómez, prepárelo Hoy: ____________________________
(Gómez, no lo-prepare Hoy.)

4. Nora, confirme lo Hoy: ____________________________
(Nora, no lo-confirme aHora.)

5. María, terminelo Hoy: ____________________________
(María, no lo termine Hoy.)

6. Clark, estúdielo más
(Clark, no lo-estudie más.)

Practice 7. (Recorded)
You will hear several commands with -lo attached to the verb. Change these to the negative.

Since these involve verbs which are unknown to you, you will be given first the command by itself, followed by the command with -lo.

Example:
1. mande ... mándelo: ... (no lo-mande)

Practice 8.
Tell somebody not to do (whatever is suggested) today; do it tomorrow.
Example: Tell somebody not to terminarlo Hoy; do it tomorrow.
No lo-termine Hoy; terminelo mañana.

Tell somebody:

1. not to terminarlo Hoy; do it tomorrow.
2. not to confirmarlo Hoy; do it tomorrow.
3. not to prepararlo Hoy; do it tomorrow.
4. not to recomendarlo Hoy; do it tomorrow.
5. not to buscarlo Hoy; do it tomorrow.
6. not tojayarlo Hoy; do it tomorrow.
7. no mandarlo hoy; hágalo mañana.
8. no tapearlo hoy; hágalo mañana.
9. no sacarlo hoy; hágalo mañana.
10. no bajarlo hoy; hágalo mañana.

**Practice 9.**

Which of the following do you recognize as command forms?

(a) (b)

<table>
<thead>
<tr>
<th>Verb</th>
<th>Form 1</th>
<th>Form 2</th>
<th>Form 3</th>
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<tbody>
<tr>
<td>confirmar</td>
<td>confirmé</td>
<td>confirmé</td>
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</tr>
<tr>
<td>terminar</td>
<td>termine</td>
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<td>termine</td>
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<tr>
<td>recomendar</td>
<td>recomiende</td>
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<td>preparar</td>
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<td>mandar</td>
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<td>tapar</td>
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<td>sacar</td>
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<tr>
<td>buscar</td>
<td>busqué</td>
<td>busqué</td>
<td>busqué</td>
</tr>
</tbody>
</table>

(answers: Under 'a': 1, 3, 4, 5, 6, 8 and 9. Under 'b': 2, 5, 6, 7, and 10. Notice that both 'a' and 'b' are commands in 5, and 6.)

**Practice 10.**

In the presence of your instructor, read each of the three forms of each verb of Exercise 9. Be sure to make an obvious pronunciation stress on the correct syllable.

**Practice 11.** (Recorded)

You will be told something like 'Please, don't prepare it.' You are to respond by saying, 'But, it's that I already prepared it.'

Examples:

1. Por favor, no lo prepare.
   (Your response:) 'Pero es que... ya lo-preparé.'
2. Por favor, no lo termine.
   (Your response:) 'Pero es que... ya lo-terminé.'

16.13
2. **Demonstratives** (Part 3)

You have learned that *eso* means 'that (thing)', and if it is followed by a noun it is either *esa-* or *ese-* depending on whether the noun is feminine or masculine.

It is the same thing with *esto* 'this (thing)'; if followed by a noun it is

- *esta-* before feminine
- *este-* before masculine

Remember:

For now, all you know about the demonstratives is that *esto* or *eso* is used when no noun is present and that if a noun follows 'this' or 'that' these change to *esta-*/*este-* or *esa-*/*ese-.*

**Practice 12.**

What word would be used in Spanish for the following underlined words? Write the word in the blank space (Correct answers appear following the exercise.)

1. ________ This is not interesting.
2. ________ This party is not interesting.
3. ________ This class meets tomorrow.
4. ________ This car came in last night.
5. ________ Do you understand this?
6. ________ Does he understand that?
7. ________ What? That lesson?
8. ________ No. That exercise.
9. ________ Where did you put that invitation?
10. ________ I received this invitation today.
11. ________ That saying is not used in Spanish.
12. ________ But this saying exists.
13. ________ We work in this hospital.
14. ________ Do you remember that number?
15. ________ Do you remember this sentence?
16. ________ This party is terrific!
17. ________ This exercise is terrible!
18. ________ Have you met that man?
19. ________ Have you seen this man before?

16,14
20. Have you written this lady yet?

(Answers:
1. esto 5. esto 9. esa- 13. este- 17. este-
2. esta- 6. eso 10. esta- 14. ese- 18. ese-
3. esta- 7. esa- 11. ese- 15. esta- 19. este-
4. este- 8. ese- 12. este- 16. esta- 20. esta-)

Variations

1. Comprehension.
   Listen to the following sentences. Let your instructor know of any that were not immediately clear to you.

2. Find the error.
   Each of the following sentences has one and only one mistake. Find this mistake, and rewrite the sentence correctly.

1. Pregúntele esa-señorita qué dónde estudia.

2. Pregúntele a-Nora por qué no quiere salir.

3. José tiene mucho estudiar hoy.

4. Mañana Nora y yo tienen que terminarlo todo.

5. Sí, señor, lo-prepare mañana.

6. No prepárelo hoy; prepárelo mañana.

7. ¿Cuánto libros compró usted ayer?

8. ¿Cuáles señorita están aquí?

9. ¿Quién escribieron eso?

10. Por favor. ¿qué se llama usted?

16 15
Application

Part 1.

How would you say these thoughts in Spanish?

1. I'm sorry, but I have to go tomorrow.  2. Who, me? I want to prepare this lesson now.  3. Who, me? I want to go tomorrow.  4. He told me that he plans to stay here until 5:00.  5. He told me that he was going today.  6. He told me that this lesson was necessary.  7. I told him that this exercise was necessary.  8. I told her that I was going.  9. I told you that it was famous.  10. I told you that it was necessary.  11. Did he tell you that this class was necessary?  12. Did you tell him that Nora was going to this party?  13. Who told you that?  14. Did you tell me that José was going?  15. Nora brought me this chair from Mexico.  16. Did you bring me this invitation?  17. Did José bring me this exercise?  18. José brought me this car.  19. José told me that.  20. I brought him this car.  21. I told him that.  22. José brought him this car.  23. José told him that.  24. José told us that he was going.  25. José brought us this table yesterday.  26. Did you bring your car?  27. Did you bring him your car?  28. Did you bring me your car?  29. Yes, I brought it yesterday.  30. Who said (told) that?  31. Where did José say (tell) that?  32. Did I say that?  33. I have just told (decir) him that.  34. He has just told her that.  35. How many books?  36. How many books did you bring us?  37. How many books did you bring them?  38. How many tables did you bring me last night?  39. I asked you (:) where is María.  40. I asked you (:) how many did you bring us.  41. Ask him (:) what’s his name.  42. Ask him (:) how many books he brought.  43. Ask him (:) how many (books) he brought.  44. Ask him (:) how many (books) he said (:) he brought.  45. Ask him (:) how many lessons he said (:) he finished.  46. Ask them (:) how many exercises they finished.  47. Ask her (:) how many exercises she said (:) she finished.  48. Did you ask me (:) how many exercises I finished?  49. Did you ask me if I finished?  50. Did you ask me if I said that I finished?  51. Please, ask her if she said that she brought them (the books).  52. Ask them (:) when is the party.  53. Ask me if I can go.  54. Ask me if I understand that.  55. Ask us
if we can go. 56. Ask me if I want to go. 57. Ask me if I have to go.
58. Ask me if I have to finish this. 59. Ask me if he has to say (decir) that.
60. Ask him if it was necessary to finish 5. 61. Ask him if it was necessary to go.
62. Ask him if it was necessary to study five lessons. 63. Ask him if it is necessary to write them (exercises).
64. I was going yesterday. 65. Ask him if he was going yesterday.
66. Is it necessary to recommend him? 67. I said that I want to prepare my lesson.
68. Well, prepare it. 69. I said that I want to use this table. 70. Well, use it.

Part 2.

Prepare an oral answer to the following questions:

1. ¿Qué le-preguntó el señor Jones a la señorita?
2. ¿Cómo se-llama la señorita?
3. ¿Qué le-preguntó el señor Jones al señor Clark?
4. ¿De dónde es el señor Clark?
5. ¿De dónde es usted?
6. ¿De dónde es su-esposa?
7. ¿Dónde está su-esposa?
8. ¿En qué mes nació su-esposa, en mayo?
9. ¿De dónde soy yo (el profesor)?
10. ¿Dónde estoy ahora?
11. ¿Y cómo me-llamo?
12. ¿Cuál es mi-nombre completo?
13. ¿Qué quiere decir 'Which tables'?
14. ¿Cuántas lecciones terminaron ustedes, muchas?
15. ¿Cuántos estudiantes prepararon la lección?
16. ¿Quiénes no terminaron la lección número 10?

16.17
Be prepared to be engaged by your instructor in the following conversation:

A:
Mr. Jones, did you ask him if he finished?
--- Did I ask him if (he) what?
If he finished!
--- Yes, I asked him.
When?
--- I asked him that yesterday.
What did he say?
--- He said that it wasn't necessary to finish it today.
But if it is necessary. Please, ask him if he can finish today.
--- Very well.

B:
When did you say that you want to prepare the lesson?
--- How's that? When did I say what?
When do you want to prepare today's lesson?
--- I didn't say that. I said that I want to prepare today's exercises.
When?
--- I said that yesterday.
No. When do you want to study the exercises?
--- Oh! Today.
With whom? (quién), with María?
--- No. With Nora.

Nora? Why Nora?
--- Because Nora studies more, and she is not married.

END OF UNIT 16.
UNIT 17

Introduction

Part 1. Irregular verbs.

1. Here is the neutral form and the command form of a verb:
   neutral form: preguntar
   command form: pregunte

2. This is the neutral form of a verb that you don't know:
   neutral form: tránsajar
   What is its command form?
   (trañaje)

3. This is the neutral form of another verb that you do not know:
   neutral form: encontrar
   What is its command form?
   (The right answer is 'encuentre'. You probably missed this answer. The reason for your error is exactly the point we want to make: some verbs do not change as you would expect them to. We call such verbs 'irregular'. English has its share of irregular verbs and so does Spanish. You have already learned one of these well: recomiende.)

4. Decir is an irregular verb. You have already learned dije and dijo. The other two forms are dijimos (di-ji-mos) and dijeron (di-je-ron).

5. Translate the following:
   a. We said that: _______________
   (Dijimos eso.)
   b. But they didn't say it: _______________
   (Pero no lo-dijeron)
   c. Did you-all say that?: _______________
   (¿Ustégues dijeron eso?)
d. We told him that yesterday: _______________
(Le-dijimos eso ayer.)
e. They told him that yesterday: _______________
(Le-dijeron eso ayer.)

6. Traer (tra-er) is the neutral form of the idea of 'bringing'.

It has these four forms in the past:

- traje 'I brought'
- trajimos 'We brought'
- trajo 'He brought'
- trajeron 'They brought'

7. Translate the following:

a. I want to bring it.
(Quiero traerlo.)
b. I can't bring it today.
(No puedo traerlo hoy.)
c. I have to bring it today.
(Tengo que traerlo hoy.)
d. They can't bring it now.
(No pueden traerlo ahora.)
e. Did Nora bring it?
(¿Nora lo traído?)
f. Did you bring it?
(¿Usted lo traído?)
g. I brought it last night.
(Lo traí anoche.)
h. We brought it yesterday.
(Lo trajimos ayer.)
i. Did you ask us if we brought it?
(¿Usted nos preguntó si lo trajimos?)
j. He said that we brought him that.
(Dijo que le trajimos eso.)
k. When did we bring that?
(¿Cuándo trajimos eso?)
l. We told him that we brought it yesterday.
(Le dijimos que lo trajimos ayer.)
m. When did they bring it?
(¿Cuándo lo trajeron?)

17.2
n. Did they bring it today?
(¿Lo-trajeron hoy?)
o. Did they say that they brought it today?
(¿Dijeron que lo-trajeron hoy?)
p. Did they say that they brought him five?
(¿Dijeron que le-trajeron cinco?)
q. How many books did they say (:) they brought?
(¿Cuántos libros dijeron que trajeron?)
r. How many chairs did they say (:) they brought?
(¿Cuántas sillas dijeron que trajeron?)

8. The word ahora means 'now'. The word ya means 'already', but it is used frequently where English uses 'now'. Therefore, it is convenient to associate 'now' with ya. But you must not overlook the other meaning of ya. You learned Ya entiendo as 'Now I understand.' How else could it have been translated?
('I already understand,')

9. If Ya puedo decir eso means 'I can now say that', what other translation is possible?
('I already can say that', or 'I can already say that'.)

10. How do you say 'I can already ask that in Spanish'?
(Ya puedo preguntar eso en español.)

11. How do you say 'He can already say that in Spanish'?
(Ya puede decir eso en español.)

12. Would you translate ya as 'now' in this sentence?
Sí, señor. Ya lo-terminé anoche.
(No.)

13. What is the translation of the above sentence?
('Yes, sir. I already finished it last night.')

14. If someone asked ¿Usted lo-trajo?, the answer could be Sí, ya lo-traje. What does the answer mean?
('Yes, I already brought it.'

15. What, then, would be the meaning of Sí, ya le-dije eso?
('Yes, I already told him (her, you) that.'

16. Say the following in Spanish:
   a. I already brought it.
   (Ya lo-traje.)

17.3
b. I already wrote that letter.
(Ya escribí esa-carta.)
c. I can now say that
(Ya puedo decir eso.)
d. I can already say that.
(Ya puedo decir eso.)
e. Yes, we already brought it.
(Sí, ya lo-trajimos.)

17. Fill in the blanks:
I brought: __________ I said: __________
(traje; dije)

18. Fill in the blanks:
We brought: __________ We said: __________
(trajimos; dijimos)

19. Fill in the blanks:
They brought: __________ You-all said: __________
(trajeron; dijeron)

20. The idea of 'going' is ir, neutral form. Voy (rhymes with estoy) is the I-form. What do these mean?
a. Voy mañana.
('I'm going tomorrow.')
b. Voy esta-noche.
('I'm going tonight.')
c. Voy porque quiero ir.
('I'm going because I want to go.')

21. How would you say 'I'm going because I have to go'?
(Voy porque tengo que-ir.)

22. How would you say 'I'm not going because I don't want to'?
(No voy porque no quiero.)

23. Make a guess as to what this one means: Nora y yo vamos esta-noche.
(Nora and I are going tonight.)

24. Say 'Nora and I are going tomorrow.'
(Nora y yo vamos mañana.)
25. Say 'We're not going today.'
(No vamos hoy.)
26. Say 'We're not going today; we're going tomorrow.'
(No vamos hoy; vamos mañana.)
27. If voy (which rhymes with estoy) is the I-form, and if vemos
(which rhymes with estamos) is the we-form, make a guess as to
what the he-form would be: v———
(va)
28. How then would you say 'He's going tomorrow'?
(Va mañana.)
29. Say 'He's not going tomorrow.'
(No va mañana.)
30. Say 'He's not going tomorrow; he's going today.'
(No va mañana; va hoy.)
31. Ask 'Are you going tonight?'
(¿Usted va esta-noche?)
32. Say 'Ask him if he's going.'
(Pregúntele si va.)
33. Say 'I'm not going, but José says (:) he's going.'
(No voy, pero José dice que va.)
34. Do you recall how to say 'I was going' and 'He was going'? Say
either one of these.
(Iva.)
35. Now say 'I'm not going, but Nora said (:) she was going.'
(No voy, pero Nora dijo que ixa.)
36. Say this one: 'I'm not going, but Nora told me that José
was going.'
(No voy, pero Nora me dijo que José ixa.)
37. Now, again, if the they form of está están, make a guess as
to what the they-form of va is: ————
(Van.)
38. Say 'They're going tonight.'
(Van esta-noche.)
39. Say 'They're not going tonight; they're going tomorrow.'
(No van esta-noche; van mañana.)
40. Make a guess as to what the they-form of \( \text{¿F\text{a}} \) is: ______

(\( \text{i\text{F\’an.}} \))

41. Say 'They were going tomorrow.'

(\( \text{i\text{F\’an ma\'\'ana.}} \))

42. Say 'They said that they were going tonight.'

(Dijeron que i\text{F\’an esta-noche.})

43. Say 'I told you that they were going tomorrow.'

(Le-dijeron que i\text{F\’an ma\'\'ana.})

44. Fill the blanks:

I'm going: ________  I was going: ________

(Voy; i\text{F\’a})

45. Fill the blanks:

He’s going: ________  He was going: ________

(Va; i\text{F\’a})

46. Fill the blanks:

They're going: ________  They were going: ________

(Van; i\text{F\’an})

47. Fill the blanks:

I'm going: ________  We're going: ________

(Voy; vamos)

48. (We are purposefully avoiding the 'we were going' form. It presents rhythm difficulties, so we will present it for you in a recorded exercise later so that you can be sure to pronounce it right.)

49. Fill the blanks:

'I brought': ________  'We brought': ________

(traje; trajimos)

And, 'He brought': ________  'They brought': ________

(trajo; trajeron)

50. Fill the blanks:

'I said (told)': ________  'We said (told)': ________

(dije; dijimos)

And, 'He said (told)': ________  'They said (told)': ________

(dijo; dijeron)
51. Fill the blanks:

'I'm going': __________  'We're going': __________

(voy; vamos)

And 'He is going': __________  'They're going': __________

(va; van)

52. Fill the blanks:

'I (He) was going': __________  'They were going': __________

(i¿a; i¿an)

Part 2. 'Going to do something'

53. You recall these two formulas:

\[ \text{acción} \quad \text{de} \quad \text{terminarlo} \]

\[ \text{tengo} \quad \text{que} \quad \text{terminarlo} \]

54. 'Going to do something' is somewhat similar:

\[ \text{voy} \quad \text{a} \quad \text{terminarlo} \]

55. Say 'I'm going to finish it.'

(Voy a terminarlo.)

56. Say 'I was going to finish it.'

(I¿a a terminarlo.)

57. Say 'I told you that I was going to finish it tomorrow.'

(Le dije que i¿a a terminarlo mañana.)

58. Say 'We're going to say that tonight.'

(Vamos a decir eso esta noche.)

59. Say 'We're going to the office tomorrow to tell him that.'

(Vamos a la oficina mañana a decirle eso.)

60. Say 'We're going to ask him and tell him that.'

(Vamos a preguntarle y a decirle eso.)

61. Say 'José is going to prepare it, finish it, and bring it.'

(José ya a prepararlo, a terminarlo, y a traerlo.)

62. Say 'I want to go.'

(Quiero ir.)

63. Say 'I want to go bring it.'

(Quiero ir a traerlo.)

64. Say 'He has to go tell him that.'

(Quiero ir a traerlo.)
(Tiene que ir a decirle eso.)
65. Say 'I was going to go, but ...'

(Ésa ir, pero ...)
66. Say 'I was going to go tell him that.'

(Ésa ir a decirle eso.)
67. As you can observe in items 54 through 66, the a- before the neutral form is used after any form of voy, including the neutral form (see # 62 and # 63).

68. As you can also observe in the above samples, the a- is placed with as many neutral forms as there are in the sentence (see # 59 and # 60). If there were 500 verbs following a form of voy, each would be in its neutral form and each would be preceded by a-.

DIALOG

Review: Dialogs 14, 15, and 16.

New material:

(Clark has just said, 'Soy de Chicago."

Jones

¡Ah, sí? Yo soy de Chicago también.
parte
de qué parte
¿De qué parte es usted?

Clark

realidad
en realidad
bueno ........
Bueno, en realidad, no soy de Chicago ...
sino
una ciudad
cerca ... de-

Really? I'm from Chicago too.
part
from what part
From what part are you?

Well, to be honest, I'm not from Chicago ...

but
a city
close, nearby
cerca de-Chicago
de una ciudad cerca de-Chicago
...sino de una ciudad cerca de-Chicago; de Wilmette.

ejem Chicago
efrom a city near Chicago
...but from a city near Chicago; from Wilmette.

Jones
tampoco
Pues, yo no soy de Chicago
tampoco.
Soy de Evanston.

neither
Well, I'm not from Chicago
either.
I'm from Evanston.

Profesor
¡Muy bien! Ahora, pregúntele a la señorita si es casada.

Very good! Now ask the young lady if she is married.

Jones
Señorita, ¿usted es casada o soltera?

Miss, are you married or single?

Nancy
Soy casada.

I'm married.

Observations
and
Practice

1. sino
There are two words that mean 'but': pero, the most commonly used, and sino. Sino is used when contradicting or correcting a previous statement, as in:

'Not sentence No. 5, but No. 7.'

'He didn't say Jane, but June.'

'I'm not from Chicago, but from Evanston,'

'I didn't say that I would do it, but that I'd like to do it'.
Notice that the following sentence, though similar to the ones above, does not contain the aspect of correcting or contradicting. This one would use pero:

'I didn't say that I would do it, but I will.'

Sino is quite close in meaning to the English '...but rather...'

Observe:

'Not sentence No. 5, but rather No. 7.'

'I didn't say that I would do it, but rather that I'd like to do it.'

'I'm not from Chicago, but rather from Evanston.

1. Commands. (Part 2.)

Practice 1. (Recorded)
You will hear your instructor's voice saying that he is going to do something. You are to agree with him, and tell him to go ahead and do it.

Examples: 1. 'Voy a-preguntarle eso.'
   Your response: Pues, muy bien, pregúntele eso.
   '(Well, O. K., ask him that.)'

2. 'Voy a-terminarlo.'
   Your response: Pues, muy bien, termínelo.
   '(Well, O. K., finish it.)'

Practice 2.

Precede each of the following with 'Por favor...' and change the phrase to represent a command.

Example: 1. ...terminarlo mañana.
   'Por favor, termínelo mañana.'

1. ...terminarlo mañana.
2. ...prepararlo hoy.
3. ...recomendarlo.
4. ...recomendar ese-libro.
5. ...recomendarle ese-libro.
6. ...recomendarle ese-metal.
7. ...recomendarle esa-señorita.
8. ...confirmar eso.
9. ...confirmarle la carta.
10. ...terminarle la carta.
11. ...preparar una lección práctica.
12. ...prepararle una lección práctica.
13. ...terminar la carta urgente.
14. ...terminar esta lección.

Practice 1. (Recorded)
You will be asked 'When are you going to _____?'
Answer that you are going to ____ tomorrow.
Example:
1. ¿Cuándo va a terminarlo?
   Your response: Voy a terminarlo mañana.

   The main purpose of this exercise is to get you accustomed to using a-; therefore, listen for it and, of course, don’t fail to use it.

2. Personal 'a'.

   The 'word' a is used in a variety of ways, sometimes with some meaning and other times, as in voy ___ a-, with no meaning. We will now learn its use in a grammatical meaning before certain kinds of words.

   Before words which represent human beings (like 'doctor', 'you', 'the teacher', etc., but not 'car', 'house', 'letter', etc.), a- is used as a grammatical signal that says, in effect, 'the person following this a- is not the subject.'

   Therefore, from your point of view as a learner of Spanish, if you were to say 'José wants to defend Sánchez' as follows, you would be incorrect even though you might be understood:
   'José quiere defender Sánchez.'

   The proper way is to say:
   'José quiere defender a-Sánchez.'

   Spanish ears are, of course experienced in the use of this a-, and whenever a sentence contains two human beings, they can tell which one is the subject (the one without a-) and which one is not the subject (the one with a-). This means, as you will become more aware of this in the future, that sentences can have the wording changed around into unusual sequences; 'unusual' to you but not to the Spanish speaker. For example, all of the following sentences are possible, and all of them mean 'José wants to defend Sánchez':

   - José quiere defender a-Sánchez.
   - A-Sánchez José quiere defender.
   - José a-Sánchez quiere defender.
   - José quiere a-Sánchez defender.

Practice 4.
In each of the following sentences, who is performing the action? That is, who is the subject? The correct answer appears to the right.

17.11
1. José defendió a María. (José)
2. A María defendió José. (José)
3. Sánchez no puede recomendar a José. (Sánchez)
4. ¿No puede José recomendar a Sánchez? (José)
5. ¿Cuándo recibió a María Sánchez? (Sánchez)
6. ¿A usted lo recibió José? (José)
7. ¿A usted le gusta María? (María)
8. A los profesores los guiará la señorita Jones. (la señorita Jones)
9. Al embajador le ofreció dos resoluciones el diputado. (el diputado)
10. El embajador le ofreció unas cenas al diputado. (el embajador)

3. Duplication with 'le-'.

This sentence is correct: 'Dije eso.'
This sentence is correct: 'Le-dije eso.'
This one is also correct: 'Le-dije eso a María.'
But this one is 'incorrect': 'Dije eso a María.'

With nouns which occupy the (______) relationship, Spanish speakers normally use le- also. In translating, just ignore the le-. That is, for 'le-dije eso a María', don't try to say 'I told her that to María'. Simply say 'I told that to María.'

Practice 5.

Which of the following sentences are normal to Spanish speakers?
(Answers are below the exercise.)
1. Le-dijimos eso al profesor.
2. ¿Quién trajo eso?
3. ¿Quién dijo eso?
4. ¿Usted dijo eso a José?
5. Yo les ofrecí un libro diferente.
6. Yo recomendé ese libro al profesor.
7. Escribieron una carta a Nora.
8. Le-dimimos el carro a Sánchez.
9. Les ofrecimos una fiesta grande.

(Normal: 1, 2, 3, 5, 8, 9.)

17.12
Note: Sentence No. 10 appears to mean 'We asked Charles that', and this is the right meaning. However, two things are missing: le- and a-: 'Le-preguntamos a-Carlos eso.' The word order is more commonly arranged as 'Le-preguntamos eso a-Carlos.' As it stands, No. 10 would be incomprehensible to most Spanish speakers. These little 'words' le- and a- are important, obviously.

Practice 6.

What do the following sentences mean? Keep the English translation covered until after you have produced a suitable translation.

1. ¿Quién va a-recomendar eso?
   'Who's going to recommend that?'

2. ¿Quién va a-recomendarle eso?
   'Who's going to recommend that to him (her, you)?'

   'Yes, sir. We're going to ask him (her, you) that today.'

4. Le-recomendé eso a-María ayer.
   'I recommended that to María yesterday.'

5. Le-yendimos el carro a-Sánchez.
   'We sold the car for Sánchez', or 'We sold the car to Sánchez.'

6. Les-ofrecimos una fiesta a-María y a-Nora.
   'We offered a party to María and to Nora.'

7. ¿Usted le-dijo eso a-José?
   'Did you tell that to José'? or 'Did you tell José that?'

8. Voy a-recomendarle eso al profesor.
   'I'm going to recommend that to the teacher.'

9. Yo le-dije eso a-Gómez.
   'I was going to tell that to Gómez.'

10. ¿Usted le-yendió el carro a-Sánchez?
    'Did you sell the car for Sánchez (or, to Sánchez),'

11. ¿Usted va a-permitirle a-María usar el carro?
    'Are you going to allow María to use the car?'

12. Sí, José me-yendió el carro.
    'Yes, José sold me (or, for me) the car.'

13. Van a-yenderle el carro a-Gómez.
    'They're going to sell the car to (for) Gómez.'

14. José va a-prepararle eso al profesor.
    'José is going to prepare that for the teacher.'

15. María conoce a-José.
    'Mary knows José.'

16. Sí, recomendé a-María.
    'Yes, I recommended María.'

Practice 7. (Recorded)

You and your friend will be asked 'When are "you-all" going to ____?'
Reply by saying that both of you are going to ______ tomorrow.

Example:
1. ¿Cuándo van a-terminarlo?
   Your response: Vamos a-terminarlo mañana.

Practice 8. (Recorded)
You will be asked questions similar to Practice 7 except this time they are in the Past. You will be asked 'When were "you-all" going to _____?' As in Practice 7, reply 'We were going to ______ tomorrow.'

The 'we were going' form is í~amos.

Variations
Part 1.
Based on sentences which you have memorized in the dialogs, each of the following groups represents variations of these sentences. Read these over carefully; if in doubt, consult the translation that appears as Part 2.

a.
1. Tiene razón; esa-frase es bastante fácil.
2. No, no tengo razón, es un poco difícil.
3. ¿Quién tiene razón, usted o yo?
4. Lo siento, pero usted no tiene razón.

b.
1. Creía que era algo diferente.
2. Creía que era más importante.
3. Creía que Sánchez í~a mañana.
4. Creía que í~amos a la fiesta.
5. Creía que eran más fáciles.
6. Creía que José era colombiano.
7. Creía que no era algo tan importante.
8. Creíamos que ustedes í~an mañana.
9. Creíamos que ustedes eran americanos.

c.
1. ¿Cómo se-dice eso en inglés?
2. ¿Cómo se-yá de aquí a Washington?
3. No se-dice eso en español.
4. No se-puede decir eso en español.
5. No se-puede decir eso en inglés.
7. No se-usa esa frase en español.
8. Creo que aquí no se-mila mucho.

17.14
d.
1. ¿De dónde es usted?
2. ¿De dónde es Sánchez?
3. ¿Es usted de Chicago?
4. ¿De dónde son ustedes? ¿De Evanston?

e.
1. ¿De qué parte es usted?
2. ¿En qué parte de Venezuela está Caracas?
3. ¿De qué parte son ustedes?
4. ¿En qué parte quiere estudiar usted?
5. ¿A qué parte va usted?

Part 2.

Study these sentences carefully. Be prepared to produce these quickly and without hesitation when called upon by your instructor. (You will notice that these are exactly the same as the sentences of Part 1.)

a.
1. You’re right; that sentence is pretty easy.
2. No, I’m right; it is a little difficult.
3. Who’s right, you or me (I)?
4. I am sorry, but you are not right.

b.
1. I thought it was something different.
2. I thought it was more important.
3. I thought Sánchez was going tomorrow.
4. I thought we were going to the party.
5. I thought they were easier.
6. I thought José was Colombian.
7. I thought it wasn’t anything (something) so important.
8. We thought ‘you-all’ were going tomorrow.
9. We thought ‘you-all’ were Americans.

c.
1. How do you say that in English?
2. How does one go from here to Washington?
3. You don’t (one doesn’t) say that in Spanish.
4. You can’t (one can’t) say that in Spanish.
5. You can’t (one can’t) say that in English.
6. Yes, sir. You can (one can) go very easily.
7. You don’t (one doesn’t) use that sentence in Spanish.
8. I think that here one doesn’t dance a lot.

d.
1. Where are you from?
2. Where is Sánchez from?
3. Are you from Chicago?
4. Where are 'you-all' from? From Evanston?
e.

1. From what part are you?
2. In what part of Venezuela is Caracas?
3. From what part are 'you-all'?
4. In what part do you want to study?
5. To what part are you going?

Part 3. Comprehension. (Recorded)

Listen to the following utterances. Be sure to let your instructor know of any that you are not sure of.

Part 4. New vocabulary. (Recorded)

For each of the following numbers you will hear several sentences. Among these sentences there is a new word. The meaning of this new word should be obvious to you from the way it is used.

Try to write this new word in the blank space, and to the right, write its meaning. The correct answers appear below for you to make sure you have understood correctly.

<table>
<thead>
<tr>
<th>New word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

Answers:

1. lejos: far, distant
2. sabe: he-form of 'knowing'
3. nunca: never or ever
4. nuestro: our
5. después: later, afterwards

Applications

Part 1.

How would you say the following utterances?

1. From what part are you?  2. From what part are you-all?  3. From what part are you and your wife from?  4. Are you and your wife from here?  5. We’re not from here; we’re from Philadelphia.  6. Are you from Arizona?
7. No, I'm not from Arizona, but from California. 8. Is Caracas in Colombia? 9. No, Caracas is not in Colombia, but rather in Venezuela. 10. That is not difficult, but rather, easy. 11. How does one say that in Spanish? 12. I don't know how one says that. 13. I think it doesn't exist. 14. Does one use that phrase in Spanish? 15. No, one doesn't use that phrase in Spanish. 16. Is Swarthmore far from Philadelphia? 17. No, it is close. 18. Swarthmore is not far from Philadelphia; it is very close. 19. Does José know everything? 20. Do you know everything? 21. I never know the lesson. 22. I never know what that phrase means. 23. Nora doesn't know what that means either. 24. Sánchez always goes, but I never go. 25. I don't go ever. 26. I'm not going to sell my car ever. 27. Are you going to defend her? 28. No, I'm not going to defend her ever. 29. And I am not going to defend her ever, either. 30. He is not going to sell his car ever. 31. I never understand the exercises. 32. I want to recommend that. 33. Well, recommend it. 34. I want to prepare this today. 35. Well, prepare it. 36. I want to write a letter. 37. I don't want to defend Nora. 38. I don't want to offend María. 39. I'm not going to sell my car. 40. I'm not going to write José. 41. I'm not going to receive María. 42. I'm not going to defend José. 43. I'm not going to recommend José. 44. I'm not going to decide that today. 45. I don't plan to sell my car today. 46. I don't plan to defend Nora today. 47. I don't intend (plan) to recommend that today. 48. I don't intend (plan) to write José today. 49. I'm going to write her. 50. I'm going to write her a letter. 51. I'm going to write María (...escribirle a-María.) 52. I'm going to ask Sánchez (similar to #51). 53. I'm going to sell my car to José (similar also). 54. I was going to sell him my car, but now I can't. 55. I was going to sell José my car, but now I don't want to. 56. Yes, I was going to ask him that. 57. Yes, I was going to ask José that. 58. I know Gómez very well. 59. Gómez knows Sánchez very well. 60. No, sir; I never was going to ask you that.

Part 2.

The following questions concern your own life. Be prepared to produce same sort of answer for your instructor, an answer related to your own experience.

1. ¿Cómo se llama usted?
2. ¿Es casado (-a)?
3. ¿Cómo se llama su esposa (-o)?
4. ¿Usted tiene hijos?
5. ¿Cuántos hijos tiene?
6. ¿Usted tiene hijos o hijas?
7. ¿Dónde está su esposa (-o)?
8. ¿Dónde está(n) su(s)-hijo(s)?
9. ¿De dónde es usted?
10. ¿Y su esposa(-o)?
11. ¿En qué parte de esta ciudad está su apartamento?
12. ¿Su apartamento está lejos de aquí?
13. ¿Dónde está su apartamento?
14. ¿Usted estudió ayer?
15. ¿Qué estudió usted?
16. ¿Usted sabe la lección de hoy?
17. ¿Usted piensa estudiar hoy?
18. ¿Qué piensa estudiar?
19. ¿Usted ya a-estudiar ahora o después?
20. ¿Qué ya a-estudiar mañana?
21. ¿Usted siempre sabe la lección?
22. ¿Usted nunca sabe la lección?
23. ¿Usted conoce a nuestro profesor?
24. ¿Cómo se llama nuestro profesor?
25. ¿Nuestro profesor es colombiano?

Part 3.
Be prepared to be engaged by your instructor in the following conversation:

A.

Hi, Joe! Where're you going?
---I'm going to study.
Study what?
---Spanish.
Spanish?!
---You're right: Spanish. Do you want to study Spanish with me? Spanish? Drop dead!
B:

Hey, Joe! Did you bring your book?
--- Which one?
The Spanish book.
--- Sure. Why?
Did the teacher say which lesson we were going to study?
--- I believe (:) he said (:) we were going to have lesson 8.
Are you going to study it now?
--- I was going to study it, but I can't.
Why?
--- Because I don't have time now.
I'm going to prepare it later.

END OF UNIT 17
UNIT 18

INTRODUCTION

Part 1.

1. This is a ruler:

2. Spanish will use *es* in all of the following sentences:
   - It is a ruler.
   - It is a yellow ruler.
   - It is a centimeter ruler.
   - It is a useful ruler.
   - It is a wooden ruler.

3. This ruler is broken:

4. Spanish will use *está* in the following:
   - The ruler is broken.
   - The ruler is faded.
   - It is dirty.
   - It is clean.
   - It is stained.

5. WHAT something is ("a ruler") or WHAT KIND it is ("a centimeter ruler", "a yellow ruler") will use the verb _________.
   *(es)*

6. HOW something is ("broken", "dirty", etc.) will use the verb _________.
   *(está)*

7. That is, when you are talking about something, you are involved in expressing characteristics which Spanish insists on differentiating by the use of *es* or *está*. If these characteristics are NORMAL, that is, the way you normally think of it as being, you use the verb _________.
   *(es)*
8. If these characteristics are not normally associated with what you are talking about, you use the verb _________.

(está)

9. What verb would Spanish speakers use in the following?

Marta is a pretty girl.

(es)

Pedro is a smart student.

(es)

José is ill.

(está)

José is limping.

(está)

Jack is a cripple.

(es)

Bill is cross-eyed.

(es)

María is a blond.

(es)

10. (The following situation is a little exaggerated, but it serves to point out further the difference between es and está.) 'I have a friend named Jane. Jane is a blond. This morning, however, she showed up in class with a reddish tint in her hair. She is really a blond, but she now looks like a redhead.'

The speaker in the above situation thinks of Jane as a blond: that's normal, that's the way God made her. Therefore, he would say that she es a blond. However, since her new shade of hair is not normal from his point of view, he will say that she está a redhead.

But, Mr. Jackson, who just met Jane today for the first time, associates the reddish tint as her normal shade, so he would say that Jane es redheaded.

If Jane continues to wear this reddish shade, eventually all her friends will accept her as being a redhead. When such acceptance is achieved, they will all say that Jane es a redhead.

11. (Here is a situation for you to figure out:) Bill and Bob have not seen each other since they were roommates in college several years ago. Now they have come across each other for the first time since then, and they are talking about the 'good old college days.' Bill asks, 'Remember Eloise? I wonder if she's married.' Bob answers, 'Yes, she is married now.'

What verb would be used by both Bill and by Bob in talking about Eloise being married?

(está)
12. (Here is another situation for you to figure out:) Two young bachelors who share an apartment are buying some groceries at the local, neighborhood store. One of them notices this attractive girl who is also shopping for groceries, and he wonders out loud if he dares to introduce himself to her with the object of asking her for a date. The other bachelor happens to know that she is married, and he advises, 'Uh-uh, she's married!' What verb would he have used if he had been speaking Spanish?

13. In the situation portrayed in No. 11 Bill and Bob are referring to a change in Eloise's status. They are wondering if Eloise is not the way they normally associated her as being single.

In No. 12, one of the bachelors is identifying the young lady as what she is: a married person.

14. Here is another situation of much interest to both men and women. First, a clarification: 'How pretty...' is said: ¡Qué bonita...

If at a dance, a male friend walks up to your wife and says ¡Qué bonita es usted! he probably should be slapped, because he is flirting. If he should say, as he should in good behavior, ¡Qué bonita está usted!, it's all right: he is being complimentary.

¡Qué bonita es usted! = 'How pretty you are!'
¡Qué bonita está usted! = 'Is a reference to how pretty you look, thanks to the lovely dress, hair-do, etc.' A good translator would translate this into English as 'How nice you look!'

15. Finally, a long time ago -- long before Spanish was called 'Spanish' -- the verb está existed in the approximate meaning of 'standing'. This is the origin for the where of something, and it is responsible for the use of está in thoughts like these:

The door is ('stands') open.
The box is ('stands') empty.

Part 2.

16. 'A good student' is un estudiante bueno. Answer this question: ¿Es usted un estudiante bueno?

Sí, ______________________________________________________________________

(Sí, soy un estudiante bueno.)

17. A girl-student would speak of herself as una estudiante buena. Answer this question: ¿María es una estudiante buena?

Sí, ______________________________________________________________________

(Sí, es una estudiante buena.)

18.3
18. A 'bad' student would be *malo* instead of *bueno*. Ask this question of a girl: 'Are you a "bad" student?'

¿(¿Usted es una estudiante mala?)

19. Let's assume her reply is 'No, I'm not "bad"; I'm good.' Give us her reply.

(No, no soy mala; soy buena.)

20. Ask this question of a male student:

'Are you a "bad" student?'

¿(¿Usted es un estudiante malo?)

21. Give us his reply: 'No, I'm not "bad".'

(No, no soy malo.)

22. The way you ask somebody 'What are you?' is *¿Qué es usted?* This is a possible reply:

*Soy americano.*

23. Ask somebody 'What are you?'

¿(¿Qué es usted?)

24. Give us his reply: 'I'm an American.'

(Soy americano.)

25. Notice that the above answer contains only *two* words. Ask a woman 'What are you?'

¿(¿Qué es usted?)

26. Give us her reply: 'I'm a Colombian.'

(Soy colombiana.)

27. Ask your teacher what he is.

¿(¿Qué es usted?)

28. Give us his answer: 'I'm a teacher.'

(Soy profesor.)

29. Notice that only two words are used in Spanish. Ask Mrs. Jones what she is.

¿(¿Qué es usted?)

30. Give us her answer: 'I'm a teacher.'

(Soy profesora.)

18.4
31. Ask Mrs. Smith what she is.
(¿Qué es usted?)
32. Give us her reply: 'I'm a student.'
(Soy estudiante.)
33. She also says that she is a good student. Tell us what she said.
(Soy una estudiante buena.)
34. What does this mean?
El señor que vendió el carro...
('The man who sold the car...')
35. What does this mean?
La señora que escribió la carta...
('The lady who wrote the letter...')
36. If El señor que vendió el carro... means 'The man who sold the car...', what is the meaning of this?
El que vendió el carro...
('The one who sold the car...')
37. In reference to a woman, how would you say 'The one who wrote the letter...'?
(La que escribió la carta...)
38. If two women wrote the letter, how would you say 'The ones who wrote the letter'?
(Las que escribieron la carta...)
39. If two men sold the car, how would you say 'The ones who sold the car...?'
(Los que vendieron el carro...)
40. In Unit 4, you learned to say 'The one dancing with José.'
Repeat again, now, in Spanish: La que baila con José.
41. What other English wording could be used for La que baila con José?
('The one who dances with José.')
42. What is the meaning of La que no puede bailar?
('The one who can't dance.')
43. What is the meaning of La que no quiere bailar?
('The one who doesn't want to dance.')
44. How would you say, with reference to a man, 'The one who has just written the letter'?
(El que acabó de escribir la carta.)
45. How would you say, with reference to a woman, 'The one who has to write the letter'?
(La que tiene que escribir la carta.)
46. What would this mean?

José es el que ya a-escribir la carta.

(José's the one who is going to write the letter.)

47. How would you say 'María is the one who is going to prepare it'?

María es la que ya a-prepararlo.

48. How would you say 'María and Nora are the ones who are going'?

María y Nora son las que yan.

49. Take a guess as to how you would say 'I'm the one who is going.'

Yo soy el (or, la) que yá.

50. How would you say, speaking to a woman, 'You are the one who is going'?

(Usted es la que yá.)

51. How would you say 'You're the one (: going'?

(Usted es la (el) que yá.)

52. How would you say 'I'm the one (: going'?

(Yo soy el (la) que yá.)

53. How would you say 'I'm the one (: having to study it'?

(Yo soy el (la) que tiene que-estudiarlo.)

54. How would you say 'You're the one (: having to study it'?

(Usted es el (la) que tiene que-estudiarlo.)

55. Make a guess with this one: 'You-all are the ones having to study it.'

(Ustedes son los (las) que tienen que-estudiarlo.)

56. Make a guess with this one: 'José and I are the ones having to say it.'

(José y yo somos los que tenemos que-dicirlo.)

57. Say this one: 'José and I are the ones going.'

(José y yo somos los que vamos.)

58. Nora is speaking. How would she say 'María and I are the ones going'?

(María y yo somos las que vamos.)

59. Is this correct? Yo soy el (la) que voy.

(no)

60. What is the correct way of saying

'I'm the one going'?  

(Yo soy el (la) que yá.)

61. (If the last one bothers you because it does not use 'voy', you might find comfort in the fact that English is similar. We don't say in English 'I am the one who am going' but 'I am the one who is going'.)

62. (You are now ready to begin your study of the dialog.)
1. Review.

2. New dialog.

(Jones has just asked Nancy, ¿Usted es casada o soltera?, to which she has replied, soy casada.)

Jones

¡Ah, perdon!

entonces

Entonces usted es 'señora' y no 'señorita'. Then you're 'Mrs.' and not 'Miss'.

Nancy

Precisamente.

Profesor

vive

ing (he-form, present)

Señora Williams, pregúntele al Sr. Jones que dónde vive.

Mrs. Williams, ask Mr. Jones where he lives.

Nancy

Bien. Sr. Jones, ¿dónde vive usted?

Fine. Mr. Jones, where do you live?

Jones

¿Aquí en Washington?

Here in Washington?
Nancy

¡Claro!

Naturally!

Jones

vivo
la calle
catorce
en la calle catorce
Vivo en la calle catorce.
número
Número 2247.

living (I-form, present)
the street
fourteen
on the 14th Street
I live on 14th Street.
number
At 2247.

¿Es un apartamento?

Is it an apartment?

Jones

edificio
Sí. Es un edificio grande.

building
Yes. It's a big building.

¿Cuál es el número del apartamento?

What's the apartment number?

Observations
and
Practice

1. Softened commands.

Though the occasions to give a command are frequent, we usually soften the command, such as in the relationship between a boss and his employee. In such cases, instead of saying 'Finish this by 4:00 o'clock!' we might say 'I want you to finish this by 4:00 o'clock.'

The same social courtesy exists in Spanish. The Spanish sentence is structured like this:

'I want (:) you to finish tonight.'

The verb 'finish' is in the command form.

18,8
Practice 1.

What do the following mean? If in doubt, check with Practice 2.

1. Quiero que usted _termine_ esta-noche.
2. Quiero que usted _recomiende_ a José.
3. Quiero que usted _prepare_ dos ejercicios.
4. No quiero que usted _prepare_ eso ahora.
5. Quiero que usted _confirme_ eso esta-noche.
6. Quiero que usted _use_ eso mañana.
7. Quiero que usted _examine_ el libro en mi oficina.
8. No quiero que usted _prepare_ eso.
9. Quiero que usted _termine_ esta carta hoy.
10. No quiero que usted _termine_ esta carta esta-noche, sino mañana.
11. No quiero que usted _moleste_ a José.
12. Quiero que usted _recomiende_ su apartamento hoy.
13. Quiero que _le recomiende_ su apartamento a José.
14. Quiero que usted _me recomiende_ su carro.
15. No quiero que usted _le recomiende_ su carro a José.

Practice 2.

These are the same utterances of Practice 1. As you say each one of these in Spanish, check with Practice 1 to make sure you are correct.

1. I want you to finish tonight.
2. I want you to recommend José.
3. I want you to prepare two exercises.
4. I don't want you to prepare that now.
5. I want you to confirm that tonight.
6. I want you to use that tomorrow.
7. I want you to examine the book in my office.
8. I don't want you to prepare that.
9. I want you to finish this letter today.
10. I don't want you to finish this letter tonight, but instead, tomorrow.
11. I don't want you to bother José.
12. I want you to recommend your apartment today.
13. I want you to recommend your apartment to José.
14. I want you to recommend me your car.
15. I don’t want you to recommend your car to José.

As you probably noticed in Practices 1 and 2, Nos. 13, 14, and 15, words like le-, me-, etc. are placed in front of the command forms in this softened command pattern. Whereas in the regular command usage, we have tried to teach you to say Use lo (or, in the negative, no lo-use), in the softened commands you are supposed to place these little words always in front of the verb.

Practice 3. (Recorded.)

This is a practice with the placement of these little words in regular commands and in softened commands.

Imagine that you are overhearing your boss speaking to one of your fellow co-workers. He is going to say to this person 'I want you (to do something). Please (do it).' You will hear him say only the first part: 'I want you (to do something)' You are to supply the second part. For example:

You will hear him say: Quiero que usted lo-termine.
You are to add: 'Por favor, termínelo.'

At times you may hear him asking this person not to do something. In this case, your completion would be 'Please, don’t (do it),' Example:

You will hear him say: No quiero que usted lo-termine.
You are to add: 'Por favor, no lo-termine.'

Variations

Part 1.

Practice 4.

Practice with redundant le- and le-.

Say each of the following sentences in Spanish. Keep the correct translations covered until after producing your response.

1. I recommended that.
   (Recomendé eso.)

2. I recommended that to him.
   (Le-recomendé eso.)
3. I recommended that to her.  
(Le-recomendé eso.)

4. I recommended that to you.  
(Le-recomendé eso.)

5. I recommended that to José.  
(Le-recomendé eso a-José.)

6. I recommended that to María.  
(Le-recomendé eso a-María.)

7. I recommended that apartment to Nora.  
(Le-recomendé ese-apartamento a-Nora.)

8. I wrote a letter.  
(Escribí una carta.)

9. I wrote her a letter.  
(Le-escribí una carta.)

10. I wrote María a letter.  
(Le-escribí una carta a-María.)

11. I asked Carlos that yesterday.  
(Le-pregunté eso a-Carlos ayer.)

12. I finished the letter for him.  
(Le-terminé la carta.)

13. I finished the letter for my teacher.  
(Le-terminé la carta a-mi-profesor.)

(Le-terminé la carta.)

15. I asked María that.  
(Le-pregunté eso a-María.)

16. I asked María and Nora that.  
(Le-pregunté eso a-María y a-Nora.)

17. I confirmed that for José and Gómez.  
(Le-confirme eso a-José y a-Gómez.)

18. I told that to Gómez and his daughter.  
(Le-dije eso a-Gómez y a-su-hija.)

19. I brought you five.  
(Le-traje cinco.)

20. I brought 'you-all' five.  
(Le-traje cinco.)

18,11
Practice 5.

Read these sentences over carefully. If any are not clear in their meaning, check with Practice 7.

1. ¿Cuál?—La que llama con José.
2. Yo soy el que ya.
3. El que ya es José.
4. El que ya soy yo.
5. Yo soy el que no quiere eso.
6. Yo soy el que quiere que usted termine.
7. José es el que quiere que usted lo recomiende.
8. La que es casada es María.
9. La que es soltera es Nora.
10. Yo soy el que dijo eso.
11. José y yo somos los que dijimos eso.
12. Yo soy el que ía.
13. José y Sánchez no son los que dijeron eso.
14. Nora y yo no somos los que trajimos eso.
15. Yo no soy el que ía. El que ía es Carlos.
16. Ustedes son los que dijeron eso.
17. Yo soy el que tiene que ir.
18. Nora es la que tú yo que ir.
19. Yo y José somos los que tuvimos que ir.
20. Yo soy el que quiere que usted termine hoy.
21. Yo soy el que no quiere que usted prepare eso después.
22. José es el que ía a decir eso.
23. José es el que no puede ir.
24. La que trajo a Carlos es Nora.
25. Yo no ía a la fiesta. Carlos es el que ía.

18.12
Practice 6.

These are the same sentences as those in Practice 5. As you read each one of these in Spanish, check with Practice 5 to make sure you are correct.

1. Which one? -The one dancing with José.
2. I'm the one (who's) going.
3. The one (who's) going is José.
4. The one (who's) going is me.
5. I'm the one who doesn't want that.
6. I'm the one who wants you to finish.
7. José is the one who wants you to recommend it (or him).
8. The one who is married is María.
9. The one who is single is Nora.
10. I'm the one who said that.
11. José and I are the ones who said that.
12. I'm the one who was going.
13. José and Sánchez are not the ones who said that.
14. Nora and I are not the ones who brought that.
15. I'm not the one who was going. The one who was going is Carlos.
16. 'You-all' are the ones who said that.
17. I'm the one who has to go.
18. Nora is the one who had to go.
19. Me and José are the ones who had to go.
20. I'm the one who wants (I) you to finish today.
21. I'm the one who does not want (I) you to prepare that later.
22. José is the one who was going to say that.
23. José is the one who can't go.
24. The one who brought Carlos is Nora.
25. I wasn't going to the party. Carlos is the one who was going.

Part 2. Comprehension. (Recorded)

Listen to the following utterances. Be sure to let your instructor know of any that you are not sure of.

18.13
Part 3. New vocabulary (Recorded)

For each of the following numbers you will hear several sentences. Among these there will be a new word. Write these new words in the space shown below, and write their English meaning to the right.

<table>
<thead>
<tr>
<th>New word</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

Answers:

1. **pequeña** \(\text{small}\)  
2. **casa** \(\text{house}\)  
3. **estadío** \(\text{state}\)  
4. **Estados Unidos** \(\text{United States}\)  
5. **país** \(\text{country}\)  

Applications

Part 1.

How would you say the following utterances?

1. How do you say that in English?  
2. One says 'Then you are "Mrs.".'  
3. Does one say that in Spanish?  
4. No, one doesn't say that.  
5. Can one say that in Spanish?  
6. Yes, one can.  
7. Can one go from here to Washington?  
8. Yes, one can. It's very easy.  
9. Does one use that sentence in Spanish?  
10. Yes, one uses it a lot.  
11. Who brought that?  
12. José brought it.  
13. Who brought Nora?  
14. José brought her.  
15. 'Who-all' brought Sánchez' car?  
16. José and Nora brought it.  
17. Did you say that?  
18. No, I didn't say it.  
19. Who said it?  
20. Sánchez said it.  
21. When did Sánchez say it?  
22. He said it last night.  
23. Who wrote that?  
24. Jones' son wrote it.  
25. How many exercises did 'you all' write?  
26. We wrote five.  
27. How
many sentences did 'you-all' prepare? 28. We prepared ten. 29. Did 'you-all' decide it yesterday? 30. Yes, we decided it in his office at five. 31. Where do you live? 32. I live on 14th Street. 33. Do you live in an apartment? 34. Yes, I live in a big building. 35. What is the building's number? 36. The number is 4-4-2-7. 37. Where does the teacher live? 38. I think (?) he lives in a city near Washington. 39. What's the name of that city? 40. It's name is Springfield. 41. How does one say 'yesterday afternoon'? 42. One says 'ayer por la tarde'. 43. Did you study yesterday afternoon? 44. No, I didn't study because I had to take my wife to the city. 45. How does one say 'tomorrow afternoon'? 46. One says 'mañana por la tarde'. 47. Did you study 'mañana por la tarde'? 48. Pardon me, I don't understand. 49. I asked you (?) if you studied 'mañana por la tarde'. 50. Pardon me, but one can't say that. 51. Why? 52. Because one uses 'estudió' with 'ayer' and not with 'mañana por la tarde'. 53. You're right. I have to say va a-estudiar. 54. Precisely. Va a-estudiar one uses with mañana por la tarde. 55. Very well. Then, are you going to study tomorrow afternoon? 56. Naturally! I always have to study. I plan to study today, and I'm going to study tomorrow. 57. Then, you study a lot? 58. Naturally! I have to study a lot because I have a-lot to study. 59. And tomorrow afternoon, are you going to study too? 60. No, tomorrow afternoon I'm not going to study because I can't. I plan to go to a party.

Part 2.

The following questions concern your own life. Be prepared to produce some sort of answer for your instructor, an answer related to your own experience.

1. ¿A cuál país piensa usted ir?
2. ¿Es un país grande?
3. ¿Ese país tiene 'estados'?  
4. ¿Cuál es la capital del país?
5. ¿De qué parte de los Estados Unidos es usted?
6. ¿Cuál es la capital de su-estado?
7. ¿Es una ciudad grande o pequeña?
8. ¿Está lejos de-Washington?
9. ¿Cuál ciudad está más lejos de Washington: Filadelfia o Los Ángeles?
10. De esas dos ciudades, ¿cuál está más cerca de Washington?
11. ¿Usted vive en una casa?
12. ¿La casa es grande?
13. ¿En qué ciudad está su casa?
14. ¿En qué calle?
15. ¿Cuál es el número de la casa?
16. ¿Usted piensa vivir en esa casa mucho tiempo?
17. ¿Cuándo estudió usted ayer?
18. ¿Cuánto estudió?
19. ¿Usted preparó todos los ejercicios?
20. ¿Qué trajo usted a la clase?

Part 3.

Be prepared to be engaged by your instructor in the following conversations:

A:

Miss, can you tell me if Mr. Sánchez is in his office?
--- I'm sorry, but he has just left.
Do you know where he went?
--- I think (:) he is with Mr. Jones (el señor Jones).

When did he leave?
--- He has just left.
Do you know if he intends (plans) to prepare the letter?
--- Which letter?
The one we were going to write to Mr. Smith.

18.16
--- Oh, yes. He wants you to write it, I believe.
Very well. Thanks. I'm going to do it now.
--- If you want to, I can tell him that you are going to write it.
Fine! And thanks.

B: B
What lesson did he say (:) we were going to have?
--- Said 'who' ...?
The teacher.
--- I don't know, but I believe (:) he said (:) we were going
to have lesson 10.
Did you study it?
--- No. I plan to study it tonight.
Why don't you study it now?
--- Because I don't have time. I have to finish
these letters this afternoon.

C: 'Miss', don't prepare that letter now. I want you to prepare it
this afternoon.
--- Very well.
I have to finish this report ('informe') today, and I want you to
prepare it with me.
--- Is it a big report?
No, it's not very big. I think we're going to finish it in two
(Moras).
--- Oh, then it's small. Where did you say that we were going
to prepare it?
I didn't say, but we can prepare it here in my office. Later,
you can finish it in your office.
--- When do we have to finish?
We have to finish it at 2:00. I think Robinson wants it in his
office at 2:00.

END OF UNIT 18.
18.17
UNIT 19

INTRODUCTION

1. 'I did' is 'hice'. The pronunciation of hice is the same as dice without the 'd': '(K)ice'.
2. Say 'I did it.'
   (Lo-Mice.)
3. Say 'I did it yesterday.'
   (Lo-Mice ayer.)
4. Say this much of this question: 'Did you ask me if...?'
   (¿Me-pregunt6 si...?)
5. Now ask 'Did you ask me if I did it?'
   (¿Me-pregunt6 si lo-hice?)
6. Say 'José said that I did it.'
   (José dijo que yo lo-hice.)
7. Say 'Did you say that I did it?'
   (¿Usted dijo que yo lo-hice?)
8. 'We did' is hicimos. Notice that there is some resemblance to dijimos.
9. Now say 'We said that we did it.'
   (Dijimos que lo-hicimos.)
10. Say 'He said that we did it.'
    (Dijo que lo-hicimos.)
11. Say, 'No, sir. We didn't do that.'
    (No, señor. No hicimos eso.)
12. Say, 'We didn't say that we did that today; we said that we did that yesterday.'
    (No dijimos que hicimos eso hoy; dijimos que hicimos eso ayer.)
13. This same verb also means 'making'. For example, 'I made that' is hice eso.
    (hicimos eso.)
14. Say 'We made that.'
    (hicimos eso.)
15. Say 'I made that chair.'
(¡Hice esa-silla.)

16. What is the answer if someone asked you 'Did you do that?'
Si, ___________.
(Si, lo-hice.)

17. What is the answer to 'Did you make that exercise?'
Si, ___________.
(Si, lo-hice.)

18. As you can tell, lo-hice can be used in one or the other of two meanings; of course, the context clarifies the meaning.

19. The they-form is what you might expect. Make a guess: ______.

(Hicieron)

20. Ask, 'When did they do that?'
¿Cuándo hicieron eso?)

21. Answer: 'They did it today.'
(Lo-hicieron hoy.)

22. Ask, 'Did they make that table?'
(¿Hicieron esa-mesa?)

23. Answer: 'Yes, they made it.'
(Si, la-hicieron.)

24. The he-form is also what you would expect from the point of view of its pronunciation but not from its spelling. That is, if we were to ask you to guess and say the he-form, more than likely you would say it correctly. The spelling, though, is not what you would expect:

Hizo

Do not pronounce the z as an English 'z': either use an 's' sound as the Latin Americans do, 'Hizo', or if you are developing the Madrid standard accent, use 'th': 'Hitho'.

25. Ask, 'Did you do that?'
(¿Usted hizo eso?)

26. Say, 'No, I didn't do it.'
(NO, no lo-hice.)

27. Ask, 'Then, who did it?'
(Entonces, ¿quién lo-hizo?)

28. Answer, 'I don't know who did it.'
(No sé quién lo-hizo.)

29. Say, 'José did it, I believe.'
(José lo-hizo, creo.)
30. Fill the following blanks:
   I did/made: __________  We did/made: __________
   He " " : __________  They " " : __________

31. The neutral form of the idea of 'doing' or 'making' is *hacer.*
    Say, 'I'm going to do that tomorrow.'
    (Voy a *hacer* eso mañana.)
32. Say, 'We're not going to do that until tomorrow.'
    (No vamos a *hacer* eso hasta mañana.)
33. Say, 'He doesn't want to do that until tomorrow.'
    (No quiere *hacer* eso hasta mañana.)
34. Say, 'He has to do that now.'
    (Tiene que *hacer* eso ahora.)
35. Say, 'I have just done that.'
    (Acabo de *hacer* eso.)
36. Say, 'He said that he was going to do it tomorrow.'
    (Dijo que ia a *hacerlo* mañana.)
37. Examine the following forms and write which one is missing:
    *Hice*  _____  *Hicimos*  *Hicieron*  *Hizo*

38. Write the form that is missing this time:  *Hicimos*  *Hice*  _____  *Hicieron*  *Hizo*

39. The command form is *haga.*
    Say, 'Do it today, not tomorrow.'
    (Hágalo hoy, no mañana.)
40. Say, 'Don't do it tomorrow; do it today.'
    (No lo *haga* mañana; hágalo hoy.)
41. What is the meaning of this?
    *Quiero que usted lo haga hoy.*
    ('I want you to do it today.')
42. How do you say 'I want you to make five chairs'?
    ('Quiero que usted haga cinco sillas.')
43. Say, 'I want you to make eight.'
    ('Quiero que usted haga ocho.')
44. You have seen forms like *voy,* *vamos,* *va,* *van,* and *iba.*
    The neutral form of this verb is *ir.*
    Say, 'Thanks, but I don't want to go today.'
    (Gracias, pero no quiero ir hoy.)
46. Ask, 'Does María want to go with you?'
(¿María quiere ir con usted?)

47. Say, 'He has just gone.'
(Acéla se-ir.)

48. Say, 'Yes, but I have to go tomorrow.'
(Sí, pero tengo que-ir mañana.)

49. Say, 'I can go, but I don't want to.'
(Puedo ir, pero no quiero.)

50. Say, 'Sometimes I want to go, and sometimes I don't want to go.'
(A veces quiero ir, y a veces no quiero ir.)

51. You know that ía means 'I was going'. How do you say 'I was going to go'?
(Ií a-ir.)

52. Say, 'He was going to go, but...' (A él a-ir, pero •..)

53. The we-form and they-form are:

íamos (I-íamos) 'We were going'
ían (I-ían) 'They were going'

54. Say, 'We were going to go.'
(Iíamos a-ir.)

55. Say, 'We were going to say that, but...' (Iíamos a-ícar eso, pero...)

56. Say, 'They were going to do that...' (Iían a-ícar eso...)

57. Say, 'We were going to ask him that...' (Iíamos a-preguntarle eso...)

58. Say, 'They were going to prepare him five...' (Iían a-prepararle cinco...)

59. Say 'We were going to ask them that...' (Iíamos a-preguntarles eso...)

60. Say, 'He asked us if we were going,' (Nos-preguntó si íamos.)

61. Regard this series of translations as a test. Let your instructor know of any that were not easy for you.

a. Did you ask us if we were going?
(¿Nos preguntó si íamos?)

b. They were going to ask him today.
(Iían a-preguntarle hoy.)

c. Which children did that?
(¿Cuáles niños hicieron eso?)
d. Which children brought that?
(¿Cuáles niños trajeron eso?)
e. Did you bring that?
(¿Usted trajo eso?)
f. Did you do that?
(¿Usted hizo eso?)
g. They're going to do that today.
(Van a hacer eso hoy.)
h. I have just gone.
(Acabo de ir.)
i. Don't do that today.
(No hagas eso hoy.)
j. We were going to go, but...
(Íbamos a ir, pero...)
70. These are:
   - nuestro- or nuestros-
   - nuestra- or ______

(nuestras-)

71. Say, 'Our names'.

(nuestro-nombre.)

72. 'Our names.'

(nuestros-nombres.)

73. Try this one even though you may miss it: 'Our cities'.

(nuestras-ciudades.)

74. And this one: 'Our invitations'.

(nuestras-invitaciones.)

75. And this one: 'Our streets'.

(nuestras-calles.)

76. Su-oficina you first learned as meaning 'his office', and later as either 'your' or '_______ office'.

(her)

77. Notice still another meaning for su: if you were talking about Mr. and Mrs. Williams, you could say: su-apartamento es grande. In this case, su- equals our English word:_______

(their)

78. In summary, Spanish has a word which equals 'my' and another one which equates with 'our'. Their third word su- is used for everybody else. That is, su- stands for English 'his', 'her', 'your', '_______', and even 'you-all's'.

(their)

79. Since these words are bound forms, that is, since they cannot stand by themselves (and that's the reason we use a hyphen with them, Spanish does not use these words in sentences like 'Yours has just arrived', 'Mine are in the office', etc. These are full forms. They will be learned later.

80. (You are now ready to begin the new dialog.)

19.6
DIALOG

Review.

New material.

(Nancy has just asked Jones, ¿Cuál es el número del apartamento?)

<table>
<thead>
<tr>
<th>Jones</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>tercer-piso</td>
<td>third-floor</td>
</tr>
<tr>
<td>Vivo en el tercer-piso.</td>
<td>I live on the third floor.</td>
</tr>
<tr>
<td>tres nueve</td>
<td>three nine</td>
</tr>
<tr>
<td>En el 349.</td>
<td>In 349.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Profesor</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Muy bien, señora Williams.</td>
<td>Very well, Mrs. Williams.</td>
</tr>
<tr>
<td>dígame</td>
<td>tell me</td>
</tr>
<tr>
<td>Ahora, dígame dónde vive el Sr. Jones.</td>
<td>Now, tell me where Mr. Jones lives.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Nancy</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Me-dijo</td>
<td>he told me</td>
</tr>
<tr>
<td>Me-dijo que vive en la calle 14...</td>
<td>He told me that he lives on 14th street...</td>
</tr>
<tr>
<td>...en una casa de apartamentos...</td>
<td>...in an apartment house...</td>
</tr>
<tr>
<td>...en el tercer piso, en el 349.</td>
<td>...on the third floor, in 349.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Profesor</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>la hora</td>
<td>the hour, the time</td>
</tr>
<tr>
<td>descanso</td>
<td>rest</td>
</tr>
<tr>
<td>la hora de descanso</td>
<td>the rest break</td>
</tr>
<tr>
<td>después</td>
<td>after</td>
</tr>
</tbody>
</table>

19:7
Después del descanso, continuaremos.

(Durante el descanso, tomando café)

le-gusta
¿Le-gusta la clase?

bastante
Sí, bastante.

me-gusta
Me-gusta el profesor mucho.

¿De dónde es él?

(To be continued.)

Observations
and
Practice

1. Plural of 'this'.

You already know that 'this class' is estás-clase, and although we have purposefully avoided the plurals you must have suspected that 'these classes' is estas-clases. However, the masculine form is not what you would expect:

   este-carro   ....   estos-carros

There is no word 'estes-' in Spanish; the plural of este- is estos-.
Practice 1. (Recorded)

You will hear 'this-fiesta', and you are to change it completely into Spanish esta-fiesta. You will also hear plurals, of course, as in 'these-fiestas'.

Be sure you pronounce clearly the final syllable of the words for 'this' and 'these'. And be sure you are responding with the right gender.

2. 'Was going' and 'went'.

You have already learned the 'was going' forms of ir:

I: ḭa  We: ḭamos  
He: ḭa  They: ḭan

The idea of 'going' in the meaning of 'went' is:

I: fui  We: fuimos  
He: fue  They: fueron

Students have difficulty pronouncing these forms. If you imagine the spelling as follows, and if you say them fast, you should be pronouncing them right:

'fwi' 'fwimos' 'fwe' 'fueron'

Thus, 'I went yesterday' is Fui ayer, 'We went to receive her' is Fuimos a-recibirla, etc.

Practice 2. (Recorded)

You will hear fifteen questions involving 'Did you go...?' Reply affirmatively that you went.

3. Plural of 'that'.

You now have learned 'these': estas- and estos-.

'Those' is very similar: esos- and esos-.

'Those sentences' is Esos-frases, and 'those numbers' is Esos-números.
Practice 3. (Recorded)

As in Practice 1, you will hear 'that fiesta', and you are to change it completely into Spanish: esa-fiesta. Of course, you will also hear some in the plural.

Also as before, be sure you pronounce clearly the final syllable of the words for 'that' and 'those'.

Practice 4. (Recorded)

Practice with mi-, su-, and nuestro-. You will hear an English phrase. You are to say this in Spanish before your instructor's voice supplies the confirmation.

4. Divisions of a day.

midnight: la medianoche
morning: la mañana
midday: el mediodía
afternoon: la tarde
night: la noche

You have been using hoy, anoche, and ayer. You now need to learn the following:

tonight: esta-noche
this morning: esta-mañana
this afternoon: esta-tarde

In English we say 'in the morning' and 'in the afternoon', but we don't often say 'in the night'; we prefer saying 'during the night'. Spanish prefers 'during' for all three:

por la mañana
por la tarde
por la noche

Spanish keeps this 'during' in expressions like 'tomorrow morning', 'yesterday afternoon', etc.
mañana por la mañana 'tomorrow morning'
ayer por la mañana 'yesterday morning'
mañana por la tarde 'tomorrow afternoon'
ayer por la tarde 'yesterday afternoon'

(Note: In most areas of the Spanish-speaking world you will hear people frequently say mañana en la mañana, for mañana por la mañana. They frequently, though not always, use en for por in all of the day’s divisions. However, in a few other areas this use of en for por is regarded as an anglicism (i.e. a ‘corruption’ brought on by the influence of the English language), and in these areas it would be better for you to use por. Since por is used and accepted in all areas, we are recommending that you adopt por as your standard form.)

Practice 5.

What do the following mean? If in doubt, consult Practice 6.

1. a. ¿Usted estudió la lección anoche o esta-mañana?
   b. Estudié mi-lección ayer por la tarde.

2. a. ¿Cuándo estudió la lección cuatro?
   b. La estudié ayer por la mañana.

3. a. ¿Cuándo ya a-estudiar la lección cinco?
   b. Voy a-estudiarla mañana.

4. a. ¿Por la mañana o por la tarde?
   b. Por la mañana.

5. a. ¿Cuándo preparé usted el ejercicio número ocho?
   b. Lo-preparé este-mediéula.

6. a. ¿Usted estudió anoche a la medianoche?
   b. Estudié anoche, pero no a la medianoche. Terminé más temprano. Terminé a las siete.

7. a. ¿Quién terminó a las ocho?
   b. ¿Anoche o esta-mañana?
8. a. Anoche.
   b. José terminó anoche a las ocho. Pero yo terminé anoche a las siete.
9. a. ¿Cuándo ya usted a-traer mi-li-bro?
   b. Pienso traerlo al mediodía.
10. a. ¿Al mediodía Hoy o mañana?
    b. No, Hoy al mediodía.
11. a. ¿Cuándo trajo usted el del profesor?
    b. Lo-traje ayer por la tarde.
12. a. ¿Qué piensa Hacer usted esta-noche?
    b. No sé. Estudiar, creo.
13. a. ¿Cuántas horas estudió usted anoche?
    b. No sé. Dos, creo.
14. a. ¿Cuántas horas estudió José?
    b. ¿Cuándo? ¿Ayer o Hoy?
15. a. Ayer.
    b. ¿Por la mañana, por la tarde, o por la noche?
16. a. Por la tarde.
    b. Creo que estudió dos horas también.
17. a. ¿Cuántos ejercicios preparó usted?
    b. ¿Cuándo? ¿Ayer o anoche?
18. a. Ayer por la noche; anoche.
    b. Pues, los-preparé todos.
19. a. ¿Todos anoche? ¡Imposible!
    b. Sí. Dos ejercicios por la tarde, y cuatro por la noche.
20. a. Ah, pero yo le-pregunté a-usted que cuántos preparó anoche.
    b. Ah. perdón. Preparé cuatro por la noche.

Practice 6.
The following utterances are exactly those of Practice 1, except this time they are in English. As you say each one of these in Spanish, check with Practice 5 to make sure you are correct.
1. a. Did you study the lesson last night or this morning?
   b. I studied my lesson yesterday afternoon.
2. a. When did you study lesson four?
   b. I studied it yesterday morning.
3. a. When are you going to study lesson five?
   b. I'm going to study it tomorrow.
4. a. In the morning (i.e., 'during the morning') or in the afternoon?
   b. In the morning.
5. a. When did you prepare exercise number eight?
   b. I prepared it this noon.
6. a. Did you study last night at midnight?
   b. I studied last night, but not at midnight.
      I finished earlier. I finished at seven.
7. a. Who finished at eight?
   b. Last night or this morning?
8. a. Last night.
   b. José finished last night at eight. But I finished last night at seven.
9. a. When are you going to bring my book?
   b. I plan to bring it at noon.
10. a. At noon today or tomorrow?
    b. No, today at noon.
11. a. When did you bring the teacher's?
    b. I brought it yesterday afternoon.
12. a. What do you plan to do tonight?
    b. I don't know. Study, I think.
13. a. How many hours did you study last night?
    b. I don't know. Two, I believe.
14. a. How many hours did José study?
    b. When? Today or yesterday?
15. a. Yesterday.
    b. In the morning, afternoon, or night?
16. a. In the afternoon.
   b. I think (:) he studied two hours also.
17. a. How many exercises did you prepare?
   b. When? Yesterday or last night?
18. a. Yesterday, during the night; last night.
   b. Well, I prepared all of them.
19. a. All last night? Impossible!
   b. Yes. Two exercises in the afternoon, and four during the night.
20. a. Oh, but I asked you (:) how many you prepared last night.
   b. Oh, pardon me. I prepared four during the night.

Variations

Part 1.

Practice 9.

Read these sentences over carefully. If any are not clear to you, check with Practice 10.

1. Lo siento mucho, pero no entiendo eso.
2. Lo siento mucho, pero no entiendo a-Nora.
3. ¿Usted entiende al profesor?
4. ¿De dónde es usted? ¿De los Estados Unidos?
5. ¿Cómo? No entendí. No entendí lo que dijo.
6. Usted vive en una casa de apartamentos?
7. ¿En qué piso vive usted? ¿En el tercer-piso?
8. En los Estados Unidos, vió en una casa pequeña cerca de la ciudad de Houston.
9. ¿Cuál es el número de su-apartamento?
10. Mi apartamento está en el tercer piso. Es el número tres-siete-cinco.
11. ¿Usted tiene que-preguntarle eso?
12. ¡Ya lo-creo! Tengo que-preguntarle eso al profesor porque no lo-entiendo bien.
13. ¡Claro! Pero tengo que preguntarle eso a-José.
14. ¿Cómo se-dice 'quite a bit' en español?

19,14
15. Se-dice 'basta-te'. Se puede decir 'No tengo que-estudiar mucho, pero tengo que-estudiar bastante.'
16. ¿Y eso quiere decir quite a bit?
17. Precisamente.
18. ¿Le-gusta esta-clase?
19. Sí, me-gusta bastante, pero creo que es un poco difícil.
21. ¿Cuándo piensa estudiar la lección nueve?
22. Voy a-estudiarla esta noche, creo.
23. ¿Y cuándo vamos a-preparar los ejercicios?
24. Si usted quiere, esta-noche también.
25. ¿Ya es la hora de descanso?
26. Sí. Después del descanso, continuaremos con los ejercicios de la lección tres.

Practice 10.

These are the same sentences of Practice 9. Practice saying these in Spanish.

1. I'm very sorry, but I don't understand that.
2. I'm very sorry, but I don't understand Nora. (a-Nora)
3. Do you understand the teacher? (al profesor)
4. Where are you from? From the U. S.?
6. Do you live in an apartment house?
8. In the U. S., I live in a small house near the city of Houston.
9. What (use cuál) is the number of your apartment?
10. My apartment is on the third floor. It's number (el número) 3-7-5.
11. Do you have to ask him that?
12. I should say so! I have to ask the teacher that (check the Spanish version for word order) because I don't understand it well.
13. Naturally! But I have to ask José that.
14. How do you say ('quite a bit') in Spanish?
15. One says bastante. One can say 'I don't have to study a lot, but
I have to study quite a bit."
16. And that means ('quite a bit')?
17. Precisely.
18. Do you like this class?
19. Yes, I like it (= me gusta) quite a bit, but I believe it is a little difficult.
20. No, it isn't difficult, but it isn't so easy either.
21. When do you plan to study lesson nine?
22. I'm going to study it tonight, I believe.
23. And when are we going to prepare the exercises?
24. If you want to, tonight also.
25. Is it already break time?
26. Yes. After the break, we shall continue with the exercises of lesson three.

Part 2. Comprehension. (Recorded)

Listen to the following utterances. Be sure to let your instructor know of any that you are not sure of.

Part 3. New vocabulary. (Recorded.)

For each of the following numbers you will hear several sentences. Among these there will be a new word. Write these new words in the space shown below, and write their English meaning to the right.

New word. Meaning:
1. ____________________________
2. ____________________________
3. ____________________________
4. (a) ____________________________
   (b) ____________________________

(Answers are on last page of this Unit.)
Applications

How would you say the following utterances?

1. Where do you live? 2. I live on 14th Street. 3. Do you live in an apartment house? 4. Yes, it's a big building. 5. What (¿cual) is the number of the building? 6. Number 3379. 7. On what floor do you live? 8. On the tenth floor. In apartment number 10-30. 9. Are you married? 10. Yes, I am married. 11. How many children do you have? 12. We have three: two sons and one daughter. 13. Do you know to what (¿cual) country you are going? 14. I think we're going to Colombia. 15. When are you going to leave? 16. I don't know. I think (:) in two months. 17. Are the children going with you? 18. Of course. Do you know to what (¿cual) country you are going? 19. Yes. Mr. Jones (El señor Jones) told me that we were going to Chile. 20. Fine. I'm glad. Chile is a very modern country. 21. I'm a little sad today because I didn't study my lesson well. 22. Today's lesson has many (muchas) words that are difficult. 23. The teacher is not happy with me either. 24. He told me that I was going to have to study more. 25. I told him that I was going to study more. 26. Who is the one who is going to Venezuela? 27. My wife and I are the ones going to Venezuela. 28. We are the ones who want to leave early. 29. We are not the ones who want to leave early. 30. We are the ones who don't want to leave early. 31. María is the one who said that. 32. José is the one who brought that. 33. José is the one who went. 34. María is not the one who was going this afternoon. 35. The one who was going this afternoon is the teacher. 36. Do you know if Nora is the one who said that? 37. No, Nora didn’t say it, but she wants to say it. 38. Tell her (Dígale) that I want to say it. 39. Ask María (Pregúntele a María) if she wants to say it. 40. Tell her that I want to leave early. 41. Tell María (Dígale a María) that I want to go to my office at 5:00. 42. Tell José that I want to go to my office after 5:00 (después de las 5:00). 43. Tell Sánchez that I want to go to my classroom after 4:00. 44. Tell Gómez that I want to go to my house before 9:00 (antes de las 9:00). 45. Tell Jones...
that I want to bring it before 3:00.

46. The teacher wants to go before 2:00.

47. The teacher wants to go to his office after 9:00.

48. Do you want to go after 6:00?

49. Do you want to go before or after 6:00?

50. He told me that he was going to bring it before 4:00.

51. When were you born? In what year?

52. I was born in 1930.

53. Did José bring it already?

54. I think he has just brought it.

55. Do you know if Nora finished?

56. I don’t know, but I think she has just finished.

57. Do you know if Sánchez made the three exercises?

58. To be honest, I don’t know. But I think he has just made them.

59. Do it now.

60. Please, finish them early.

Part 2.

Each of the following sentences contains one and only one error. Rewrite the sentences correctly.

1. Creo continuaremos esta tarde.

2. Yo quiero que usted diga eso, las 4:00.

3. Pregúntele a Pedro si tiene tiempo.

4. Dígale María que prepare eso más temprano.

5. Dígale a Nora que prepare dos ejercicios.

6. Quiero que ustedes digan esto hoy.
7. Pregúntele a Jones dónde está su esposa.

8. Quiero preguntarle al profesor eso.

9. Queremos que usted le diga eso a Sánchez y a Gómez.

10. María es el que no puede quedarse hasta las 3:00.

Part 3.

Be prepared to produce some sort of answer to these questions concerning your own life.

1. ¿Cómo se llama usted?
2. ¿Usted es casado (casada) o soltero (soltera)?
3. Y su esposa (esposo), ¿cómo se llama?
4. ¿Cómo se llama su papá? ¿Su mamá?
5. ¿Cómo se llama la mamá de su papá?
6. ¿Cómo se llama el papá de su mamá?
7. ¿Usted tiene hijos? ¿Cuántos?
8. ¿Cuántas hijas tiene?
9. ¿Dónde están los hijos?
10. ¿Sabe usted a cuál país piensa usted ir?
11. ¿Cuándo piensa salir?
12. ¿Está usted contento hoy?
13. ¿Por qué está (o no está) contento?
14. ¿Usted está triste hoy? ¿Por qué?
15. ¿Usted estudió anoche?
17. ¿Cuántas horas estudió?
18. ¿A qué hora terminó la lección?
19. ¿Dónde estudió?
20. ¿Cuántas palabras sabe usted? ¿Sabe muchas? ¿Sabe pocas? ¿Sabe bastantes?
Part 4.
Be prepared to be engaged by your instructor in the following conversations.

A:
Sir, can you tell me where is (es) 3379?
--- On this street?
Yes. They told me that it was (era) near here, on this street.*
--- You know that this is 14th Street.
Yes, of course. It's a large apartment building.
--- Oh, then, it's that building. I believe it is number 3379,
Thanks.
--- You're welcome (De nada.)
* (The use of es or era in these sentences is discussed in a later Unit.)

B:
Hi, Bill! How're you doing?
--- Pretty good, thanks. And you?
So-so. Say, do you know if the teacher wants exercise 7 today?
--- I should say so! He wants that exercise and also 9 (el nueve).
Both of them?! What a shame!
--- Why do you say that?
Because I don't have them. I prepared 7 but not 9.
--- Well, what are you going to do?
I don't know. I think I'm going to leave a little early!
--- I don't like that.
I don't like that either. But, what am I going to do?
--- I don't know either, but why don't you plan to stay in the class?

C:
Say! Why are you so sad?!
--- Because I have to go to class and I don't want to.
What happened?
--- Nothing. It's that I don't like to go to class when I'm not happy.

Why aren't you happy? Why are you so sad?
--- Well, to be honest, it's that I studied last night and I didn't understand anything.

Really? The lesson wasn't so difficult.
--- Oh, no? I studied four hours, and I don't know anything.

Answers to New Vocabulary section:
1. nada 'nothing' or 'anything'
2. antes 'before'
3. palabra 'word'
4. (a) contento 'happy'
   (b) triste 'sad'

END OF UNIT 19
UNIT 20

INTRODUCTION


1. In spelling the command forms, what is the final vowel of verbs like preparar, terminar, preguntar, etc.?

-e
2. What is the final vowel of hacer in its command form?

-a
3. Verbs of the -er class, as well as those of the -ir class, use -a as the final vowel in commands.

4. Give the command form of the following verbs:

<table>
<thead>
<tr>
<th>verb</th>
<th>command form</th>
</tr>
</thead>
<tbody>
<tr>
<td>escribir</td>
<td>________</td>
</tr>
<tr>
<td>vender</td>
<td>________</td>
</tr>
<tr>
<td>recibir</td>
<td>________</td>
</tr>
<tr>
<td>decidir</td>
<td>________</td>
</tr>
<tr>
<td>permitir</td>
<td>________</td>
</tr>
</tbody>
</table>

5. Say, 'Don't write it.'

(No lo- escriba.)
6. Say, 'Do it later.'

(Mágalo después.)
7. Now say, 'Don't write it now; do it later.'

(No lo-escriba ahora; mágalo después.)
8. Say, 'I want you to permit that.'

(Quiero que usted permita eso.)
9. The command form of entender ends in -a as you expect, but the stem changes, like recomendar, to entienda. Say, 'I want you to understand that.'

(Quiero que usted entienda eso.)

20.1
10. Defender is like entender. Say, 'I want you to defend her.'
(Qiero que usted la-defienda.)

11. Recomendar, defender, and _______ are similar in that -ie- shows up in commands.
(enternder)

12. Traer is an -er verb; therefore its command form should end in -a.

13. However, like hacer, the stem is irregular: traiga-
Say, 'Bring it now.'
(Tráigalo ahora.)

14. Say, 'If you want to, bring it now and do it later.'
(Si quiere, tráigalo ahora y hágalo después.)

15. Say, 'Don't bring it before tomorrow.'
(No lo-traiga antes de mañana.)

16. Say, 'Don't bring it before 8:00.'
(No lo-traiga antes de las ocho.)

17. Say, 'Bring it afterwards.'
(Tráigalo después.)

18. Say, 'Bring it after 5:00.'
(Tráigalo después de las 5:00.)

19. Say, 'Do it before 5:00.'
(Hágalo antes de las 5:00.)

20. Say the following:
   a. 'I want you to understand it afterwards.'
   (Quiero que usted lo-entienda después.)
   b. 'I want you to understand it after today.'
   (Quiero que usted lo-entienda después de hoy.)
   c. 'I want you to defend her before tomorrow.'
   (Quiero que usted la-defienda antes de mañana.)
   d. 'I want you to defend her before 5:00.'
   (Quiero que usted la-defienda antes de las 5:00.)
   e. 'I want you to tell her that.'
   (Quiero que usted le-diga eso.)
   f. 'I want you to tell her that tomorrow.'
   (Quiero que usted le-diga eso mañana.)
   g. 'I want you to tell her that tomorrow morning.'
   (Quiero que usted le-diga eso mañana por la mañana.)
   h. 'I want you to do it tomorrow afternoon.'
   (Quiero que usted lo-haga mañana por la tarde.)
Part 2. Command forms with other subjects.

21. If your command is directed to more than one person, you add -n to the verb. Thus to one person you say, Tráigalo mañana. But if you commanded Nora and María (both of them together) 'to bring it tomorrow', you would say: '__________-lo mañana.'

(Traigan-)

22. Tell Nora and María to prepare it this afternoon.

(Prepárenlo esta-tarde.)

23. If your teacher wanted you and the rest of the class to finish it before 4:00, he would say: ____________.

(Terminelen antes de las 4:00.)

24. How would your teacher tell the class to bring lesson five tomorrow?

(Traigan la lección cinco mañana.)

25. How would he tell the class to bring him lesson five tomorrow?

(Traiganme la lección cinco mañana.)

26. How would he tell the class to prepare this lesson?

(Prepárenesta-lección.)

27. How would he tell the class to prepare lesson eight for him?

(Prepárenme la lección ocho.)

28. Suppose the teacher didn't come to class one day, and someone else made the assignment; how would this person tell you to prepare lesson eight for him (i.e., your teacher)?

(Prepárenle la lección ocho.)

29. How would this same person say that the teacher wants 'you-all' to prepare exercise eight for him?

(El profesor quiere que uste dés le-preparen el ejercicio ocho.)

30. How would this person have said 'He wants "you-all" to write exercise eight for him'?

(Quire que uste dés le-escriban el ejercicio ocho.)

31. How would you tell your teacher, 'Please, bring me an easy lesson tomorrow'?

(Preparélenle una lección fácil mañana.)

32. How would you have said, 'Please, bring us an easy lesson tomorrow'?

(Preparélenles diez frases.)

33. Say to two people, 'Prepare ten sentences for them.'

(Prepárenles diez frases.)
35. How would your teacher tell his students, 'Write a letter in Spanish for me'?

(Escríbanme una carta en español.)

36. If a sentence like this one 'I want you to bring me......' uses the command spelling for 'bring', would this sentence 'He wants me to bring......' use the command spelling too? Make a guess.

(Yes)

37. If in 'I want you to......' we find 'you' translated as usted instead of le-, which would you expect to find in 'He wants me to......', me- or yo?

(yo)

38. If we now let you know that the I-form and the he-form in the commands are identical in spelling, you should now be able to produce the following sentence without error:

'José wants me to bring five.'

(José quiere que yo traiga cinco.)

39. Say, 'José wants me to bring him five.'

(José quiere que yo le-traiga cinco.)

40. Say, 'José wants me to write him a letter.'

(José quiere que yo le-escribía una carta.)

41. Say, 'My teacher wants me to write them a letter.'

(Mi-profesor quiere que yo les-escribía una carta.)

42. Say, 'José wants me to tell him that.'

(José quiere que yo le-diga eso.)

43. Say, 'José wants me to tell him who did it.'

(José quiere que yo le-diga quién lo-mizo.)

44. Now, make another guess. If the I-form is traiga, and the he-form is traiga, and the they-form is traigan, what is the we-form?

traigamos

45. How would you say, 'José wants us to bring it tonight'?

(José quiere que lo-traigamos esta-noche.)

46. Say, 'They want us to do that now.'

(Quieren que lo-agamos eso ahora.)

47. Say, 'José wants us to say that.'

(José quiere que lo-digamos eso.)

48. Say, 'Our teacher wants us to write him a letter in Spanish.'

(Nuestro-profesor quiere que le-escribamos una carta en español.)

49. Say, 'They want us to write them a letter.'

(Quieren que les-escribamos una carta.)
50. Say, 'They want us to sell them our car.'
   (Quieren que les-vendamos nuestro-carro.)

51. Say, 'He wants us to prepare that now.'
   (Quiere que preparemos eso ahóra.)

52. Say, 'Do you want us to prepare that now?'
   (¿Usted quiere que preparemos eso ahóra?)

53. Say, 'Do you want me to prepare that now?'
   (¿Usted quiere que yo prepare eso ahóra?)

54. Say, 'Do you want us to write that for you now?'
   (¿Usted quiere que le-escribamos eso ahora?)

55. Say, 'Does José want us to bring him the car?'
   (¿José quiere que le-traigamos el carro?)

56. Is this the way to tell Sánchez and Gómez not to bring José tonight?
   No traigan José esta-noche.

57. What is missing in No. 56?
   (a-José)

58. Tell Sánchez and Gómez not to bring José tonight.
   (No traigan a-José esta-noche.)

59. Tell Nora that you don't want her to bring José to the party.
   (No quiero que usted traiga a-José a la fiesta.)

60. Tell Nora that you don't want her to tell that to María.
   (No quiero que usted le-diga eso a-María.)
DIALOG

Review.

New material.

(Jones acaba de-preguntar '¿De dónde es él?')

Le-pregunté ese ayer...
...y me-dijo que era colombiano.

Nancy

I asked him that yesterday...
...and he told me that he was a Colombian.

Jones

'working' (you-form, Pres.)
Department of State

¿Usted trabaja con el Departamento de Estado?

Do you work with the State Department?

Nancy

not me (not I)
(my husband) does

No, no. Pero mi-esposo sí.

No, not me. But my husband does.

Jones

what class, kind
of work

¿Qué clase de trabajo hace?

What kind of work does he do?

Nancy

's being' (n.f.)
going to be

ser
va a-ser
consul

20.6
Cónsul General
El ya a-ser Cónsul General en Santiago.

felicitar
Los-felicitó
¿Ah, sí? ¡Los-felicitó!

Gracias.

van a-hacer
Y, ¿qué van a-hacer con los hijos?

llevar
¿Los-llevan a Chile?

sólo
un
Bueno, sólo tenemos uno...
universitario
...y él es universitario.

Hay
no Hay
problema
no Hay problema
Ah, entonces no Hay problema.

Consul General
He's going to be Consul General in Santiago.

Jones
'congratulating' (n. f.)
I congratulate you
Really? Congratulations!

Nancy
Thank you.

Jones
going to do (they-form)
And what are you going to do with the children?
'taking' (n. f.)
Are you taking them to Chile?

Nancy
only
one
Well, we only have one...
university-level student
...and he's in college.

Jones
there is
there isn't
problem
there isn't any problem
Oh, then there isn't any problem.
Observations and Practice

1. General practice.

Practice 1.

The following is a list of all the verbs that you have learned except a few that do not suit this exercise. Take each neutral form below and issue a command to two people. Use -lo and mañana with your command. The correct form is at the right, should you feel that you need to check yourself to be sure. (Those marked with '*' cannot use -lo.)

1. aceptar Acéptenlo mañana.
2. salir (salg-) Salgan mañana.
3. creer Creanlo mañana.
4. estudiar Estúdianlo mañana.
5. preparar Prepárenlo mañana.
6. llevar ('take') Llévenlo mañana.
7. defender Defiéndanlo mañana.
8. escribir Escríbanlo mañana.
9. vender Véndanlo mañana.
10. decir Díganlo mañana.
11. ofrecer (ofrez-) Ofrezcanlo mañana.
12. ir (vay-) Vayan mañana.
13. recomendar Recoméndenlo mañana.
14. permitir Permitanlo mañana.
15. preguntar Pregúntenlo mañana.
16. hacer Háganlo mañana.
17. decidir Decidanlo mañana.
18. traer Traiganlo mañana.
19. recibir Recibanlo mañana.
20. venir (veng-) Vengan mañana.
21. usar Usenlo mañana.
22. entender (entiend-)
23. terminar
24. confirmar

Entiéndanlo mañana.
Termínenlo mañana.
Confírmenlo mañana.

Practice 2.
Run through the list of Practice 1 again. This time, issue a negative command to the two people.

Example:

aceptar ... No lo-acepten mañana.

Practice 3.
Again using the list of Practice 1, issue a softened command to one person.

Example:

aceptar ... Quiero que lo-acepte mañana.

Practice 4.
Finally, using the same list, ask your boss if he wants you to do each one of these.

Example:

aceptar ... ¿Usted quiere que lo-acepte mañana?

2. Command forms. (Cont'd.)

As you observed in the introduction to this Unit, there are four forms of the command. The I- and he-forms are the same:

Quiero que usted recomiende eso.
José quiere que yo recomiende eso.

The they-form simply adds -n:

Quiero que Nora y María traigan eso.
Quiero que ustedes digan eso.
The we-form of irregular verbs like defender, recomendar, and entender do not have -ie-:

Sánchez quiere que nosotros defendamos a-María.

Jones quiere que nosotros recomendemos a-José.

Marta quiere que nosotros entendamos eso.

**Practice 5.**

If you were speaking Spanish and saying each of the following thoughts, what would you be saying? If in doubt, consult Practice 6.

1. 'El profesor quiere que lo-hagamos mañana.'
2. 'José quiere que María lo-diga.'
3. 'Quiero que (usted) me-haga dos ejercicios.'
4. 'Quiero que (usted) me-prepares tres.'
5. 'Queremos que (Nora y María) nos-preparen siete.'
6. 'José dice que María quiere que hagamos eso hoy.'
7. 'Sánchez dice que María quiere traerlo mañana.'
8. 'Sánchez dice que María quiere que usted lo-traiga mañana.'
9. '¡Oiga, Sánchez!'
10. '¡Oigan, Sánchez y José!'
11. 'El profesor quiere que hagamos eso mañana por la noche.'
12. 'Quiero que (ustedes) hagamos eso mañana por la mañana.'
13. '¿Quién hizo eso? No quiero que usted haga eso.'
14. '¿Quién dijo eso? No quiero que José diga eso.'
15. '¿Quién trajo eso? No quiero que Sánchez traiga eso.'

**Practice 6.**

Practice saying these in Spanish. If in doubt, consult Practice 5.

1. The teacher wants us to do it tomorrow.
2. José wants María to say it.
3. I want you to make me two exercises.
   or: I want you to make two exercises for me.
4. I want you to prepare me three.
   or: I want you to prepare three for me.
5. We want them to prepare us seven.
   or: We want them to prepare seven for us.
6. José says that María wants us to do that today.
7. Sánchez says that María wants to bring it tomorrow.
8. Sánchez says that María wants you to bring it tomorrow.
9. Hey, Sánchez!
10. Hey, Sánchez and José!
11. The teacher wants us to do that tomorrow night.
12. I want you all to do that tomorrow morning.
13. Who did that? I don't want you to do that.
14. Who said that? I don't want José to say that.
15. Who brought that? I don't want Sánchez to bring that.

Practice 7.

(More of the same. If in doubt, consult Practice 8.)

16. 'José y yo somos los que dijimos eso. No quiero que ustedes digan eso.'
17. 'Yo soy el que hice eso. No quiero que usted lo-haga.'
18. 'José es el que iMa a-dice eso. Pero, ahora, no quiero que lo-diga.'
19. 'José es el que iMa a-traer eso. Pero, ahora, no quiero que lo-traiga.'
20. 'José es el que iMa a-recomendar eso.'
21. 'Yo creo que José era el que iMa.'
22. 'Si José era el que iMa, entonces ¿por qué no fue?'
23. 'Si Sánchez era el que iMa a-hacerlo, entonces ¿por qué no lo-hizo?'
24. 'Si nosotros éramos los que íbamos a-traerlo, entonces ¿por qué no lo-trajimos?'
25. '¿Usted quiere que (yo) lo-traiga?'
26. '¿Cuándo quiere usted que (yo) lo-diga?'
27. 'Yo soy el que quiere que usted lo-haga.'
28. 'Si yo era el que iMa a-hacerlo, entonces ¿por qué no lo-Mice?'
29. ‘¿Usted quiere que recomendemos a-José?’
30. ‘¿Usted quiere que la-defendamos hoy?’

Practice 8.

(More of the same. If in doubt, consult Practice 7.)

16. José and I are the ones who said that. I don’t want ‘you-all’ to say that.
17. I’m the one who did that. I don’t want you to do it.
18. José is the one who was going to say that. But now, I don’t want him to say it.
19. José is the one who was going to bring that. But, now, I don’t want him to bring it.
20. José is the one who was going to recommend that.
21. I thought(:) José was the one who was going.
22. If José was the one going, then why didn’t he go?
23. If Sánchez was the one who was going to do it, then why didn’t he do it?
24. If we were the ones who were going to bring it, then why did we not bring it?
25. Do you want me to bring it?
26. When do you want me to say it?
27. I’m the one who wants you to do it.
28. If I was the one who was going to do it, then why didn’t I do it?
29. Do you want us to recommend José?
30. Do you want us to defend her today?

3. Use of ‘yo’, ‘nosotros’, etc.

As explained in Unit 10, these words are used usually to convey emphasis. That is, except for emphasis, these words are not used in normal discourse.

a. Which one means ‘José wants US to do it’?

1. José quiere que nosotros lo-hagamos.
2. José quiere que lo-hagamos.

(1)
b. Which one means 'José wants ME to do it'?

1. José quiere que lo-maga.
2. José quiere que yo lo-maga.

(2)

However, these words are also used to avoid ambiguity. For example:

c. The sentence José quiere que lo-maga may mean:
'José wants 'you-all' (or, ?_) to do it.'

(them)

d. But José quiere que ustedes lo-maga can only mean:
'José wants _?_ to do it.'

('you-all')

e. Complete the possible meanings of José quiere que lo-maga.

'José wants him to do it.'

" " " you " " "
" " " her " " "
" " " ? " " "

(me)

f. However, is there any confusion here? José quiere que yo lo-maga.

(no)

Students are often bothered by the matter of whether or not to use 'yo', or 'nosotros', or any of the other subject pronouns in a given sentence. If this is bothering you, simply avoid them except for emphasis or, if you think there is a possible ambiguity, for clarification.

On the other hand, the use of usted is to be encouraged rather than discouraged. There are probably other factors that account for this preference, but perhaps the main one is social. There are two ways of addressing people in Spanish:

a. The 'polite' way, showing also 'respect'; this is expressed with usted.

b. The 'familiar' way, expressed with tú (a form to be learned later).

Therefore, your use of usted does carry the connotation of respect toward the person addressed by you.
Variations

Part 1.

Practice 9.

Imagine that José is with you and that you are talking to him. Tell him:

1. ... that you are the one who wants to go.
   (Yo soy el que quiere ir.)
2. ... that you are the one who wants to do it.
   (Yo soy el que quiere hacerlo.)
3. ... that you are the one who can’t go.
   (Yo soy el que no puedo ir.)
4. ... that you are the one who brought it.
   (Yo soy el que lo-trajo.)
5. ... that you are the one who doesn’t want to bring it.
   (Yo soy el que no quiere traerlo.)
6. ... that you are the one who doesn’t want (:) Nora to bring it.
   (Yo soy el que no quiere que Nora lo-traiga.)
7. ... that you are the one who wants (:) Nora to bring it.
   (Yo soy el que quiere que Nora lo-traiga.)
8. ... that you are the one who wants (:) Sánchez to prepare it.
   (Yo soy el que quiere que Sánchez lo-prepare.)
9. ... that you are the one who wants (:) him to decide.
   (Yo soy el que quiere que usted lo-decida.)
10. ... that you are the one who wants (:) him to permit that.
    (Yo soy el que quiere que permita eso.)
11. ... that you and María are the ones who brought it.
    (María y yo somos los que lo-trajimos.)
12. ... that you and María are the ones who want to take it.
    (María y yo somos los que queremos llevarlo.)
13. ... that you and María are the ones who want (:) Bill to go.
    (María y yo somos los que queremos que Bill vaya.)
14. ... that you and María are the ones who want (:) Sánchez to leave.
   (María y yo somos los que queremos que Sánchez Salga.)

15. ... that you and María are the ones who want (:) Bill to offer it.
   (María y yo somos los que queremos que Bill lo-ofrezca.)

16. ... that you and María are the ones who want (:) Jones to come tomorrow.
   (María y yo somos los que queremos que Jones venga mañana.)

17. ... that you and María are the ones who want (:) Bill to finish it.
   (María y yo somos los que queremos que Bill lo-termine.)

18. ... that you and María are the ones who want Bill to bring it.
   (María y yo somos los que queremos que Bill lo-traiga.)

19. ... that you and María are the ones who want Nora to leave now.
   (María y yo somos los que queremos que Nora salga ahora.)

20. ... that you and María are the ones who want Nora to go today.
   (María y yo somos los que queremos que Nora vaya hoy.)

Practice 10. (Recorded)

You will hear instructions in English to get something said in Spanish. Produce your response before your instructor's voice confirms the right answer.

Part 2. Comprehension. (Recorded)

Listen to the following utterances. Be sure to let your instructor know of any that you are not sure of.

Part 3. New vocabulary. (Recorded)

For each of the following numbers you will hear several sentences. Among these there will be a new word. Write these new words in the spaces
below, and write their English meaning to the right.

<table>
<thead>
<tr>
<th>New word</th>
<th>Meaning:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

**Answers**

1. más de (+No.)  'more than'
2. menos de (+No.)  'less than'
3. otr-  'other, another'
4. cosa  'thing'

**Applications**

**Part 1.**

How would you say the following utterances?

and in this sentence also?  37. No? What a pity! (or, What a shame!)  
38. If 'What a shame!' is ¡Qué lástima!, then how does one say 'What a señorita!'?  
39. You say ¡ __________!  40. Then, 'What a teacher' is ¡ __________!
41. Did you go last night?  
42. Naturally. I went early. When did you go?  
43. I was going to go early, but I didn't go until 9:00.  
44. Did you say i la a-ir in sentence number 43? No? What a shame!  
45. Yes? I'm glad. Congratulations!  
46. When do you want me to do that?  
47. When do you want us to do that?  
48. When do you want José to do that?  
49. Did you ask me if I want you to do that?  
50. Yes, I asked you that.

Part 2.

Each of the following sentences has one and only one error. Rewrite the sentences correctly.

1. Estes libros son del profesor.

2. Esos dichos no existe en español.

3. Quiero que ustezes lo traiga esta noche.

4. ¿Usted quiere que yo escriba todo?

5. ¡Hola, Nora! ¿Está contento?

6. El señor Gómez quiere que vayamos a su oficina antes de 5:00.

7. Sí, señor. Yo pregunté eso a María.

8. ¿Usted conoce a Nora? ¡Qué una señorita!


10. Me dijeron que iMan mañana continuar con eso.

20.17
Part 3.

Be prepared to produce some sort of answer to these questions concerning your own life.

1. ¿Dónde vive usted?
2. ¿Usted vive en una casa?
3. ¿Le gusta la clase?
4. ¿Le gusta el profesor?
5. ¿Le gusta este libro?
6. ¿Cuántos hijos tiene usted?
7. ¿Dónde están los hijos?
8. ¿Qué va a hacer usted esta tarde?
9. ¿Qué va a hacer esta noche?
10. ¿Qué piensa hacer mañana?

Part 4.

Be prepared to be engaged by your instructor in the following conversations.

A: Hey, Bill! Are you planning to go to the party?
   -- What (which) party?
   Nora's.
   -- Really? When is it?
   Tomorrow night.
   -- I don't know. Are you planning to go?
   Naturally! What are you going to do?
   Are you going to go, or are you going to stay (remain: quedarse) at home?
   -- Well, I'm not going to stay (quedarme) at home! I'm planning to go, I guess.

B: Hi, Betty! How are you?
   -- Fine! And you?
   So-so. Do you know if José brought those books?
-- Which ones?
The ones that he said (: ) he was going to bring.
-- No, I don't know if he already brought them or not.
Who knows?
-- I think (: ) Mr. Gómez knows. Do you want me to ask him?
Yes, please. Ask him if he knows where are the books.

............
Did you ask him? What did he say?
-- He told me that he doesn't know either. I'm sorry.
That's O.K. I'm going to ask Bill if he knows.
UNIT 21

INTRODUCTION

Note

Starting with this unit, we will assume that it is no longer necessary to remind you of 'x', 'y', 'z', or 'd'. We will therefore use normal, authentic orthography from now on. Though the hyphen ('-') is not normal, we will retain it for some time since it is a useful device to portray certain grammatical relationships.

Part 1. ...lo-que...

1. Through unavoidable circumstances, we sometimes associate certain uses of some words in our own language with being the only use for such words. Consequently, we overlook that these words are also used at times in other ways.

2. For example, 'where' is a word used to ask questions. Technically, we call it an 'interrogative word'. However, not all native speakers of English are aware that sometimes it is used when we are not asking anything.

   Observe: 'I want you to stand _where_ he stood.'

3. Observe the word 'what' in this sentence:

   'I'm not saying _what_ he's saying.'

4. You have observed that Spanish makes an obvious difference between 'that' in the following sentence:

   'That chair is broken,'

   and 'that' in this sentence: 'I think _that_ he is here.'

5. What word does Spanish use for 'that' in:

   'That chair is broken'?

   (esa-)

6. What word is used in 'I think _that_ he is here'?

   (que)

7. The word 'that' has two functions:

   a) one as a demonstrative, as in 'that chair',

   b) and another as a relator, as in '... _that_ he is here'.
8. The fact that English spells both the demonstrative and the relator the same way can be considered just a coincidence. The point is to recognize that grammatically they are performing two different functions.

9. In Spanish, these grammatical functions are made obvious by the two words esa- and que.

10. The word 'what' as an interrogative is ¿qué?, but as a relator it is lo-que. 'I don't know what he said' = 'No sé lo-que dijo.'

11. Say the following in Spanish:

   a. 'I don't understand what he said.'
      (No entiendo lo-que dijo.)

   b. 'I didn't write what he said.'
      (No escribí lo-que dijo.)

   c. 'What I want is an easy class.'
      (Lo-que quiero es una clase fácil.)

   d. 'I don't want what they brought me.'
      (No quiero lo-que me-trajeron)

12. The association of lo-que with 'what' in the above examples is clear. However, sometimes Spanish will also use lo-que where English uses the relator 'that'. This brings on some confusion for you since you will now have to choose between que and lo-que for English 'that'.

13. However, the choice is limited and therefore easy to learn.

   '...all that...' = ...todo lo-que...
   He wants all that we have.
   Quiere todo lo-que tenemos.

   'What is it that...?' = ¿Qué es lo-que...?'
   What is it that you want?
   ¿Qué es lo-que usted quiere?

But not: 'When (or, where) is it that...'
   When is it that we're going?
   ¿Cuándo es que vamos?
14. In summary, lo-que is used where English uses noninterrogative 'what', the combination '...all that...', and the sequence 'What is it that...?'

15. Say the following sentences:
   a. 'All that I want is this.'
   (Todo lo-que quiero es esto.)
   b. 'He wants all that we have.'
   (Quiere todo lo-que tenemos.)
   c. 'He wants all that.'
   (Quiere todo eso.)
   d. 'What is it that you want?'
   (¿Qué es lo-que quiere?)
   e. 'When is it that you are going?'
   (¿Cuándo es que usted va?)
   f. 'What is it that you said?'
   (¿Qué es lo-que usted dijo?)
   g. 'Where is it that you are going?'
   (¿A dónde es que usted va?)
   h. 'What is it that you are saying?'
   (¿Qué es lo-que usted dice?)
   i. 'He did all that we told him to.'
   (Hizo todo lo-que le-dijimos.)
   j. 'They did what we told them to.'
   (Hicieron lo-que les-dijimos.)
   k. 'We asked all that he told us to.'
   (Preguntamos todo lo-que nos-dijo.)
   l. 'We asked what he told us to.'
   (Preguntamos lo-que nos-dijo.)
Part 2. To like something:

16. In the previous unit you learned: 
   ¿Le-gusta la clase? and Sí, me-gusta mucho.

17. That is, me-gusta means 'I like' but it can also mean 'I like it.'

18. Though you have been using lo- in sentences like 'I finished it', 'I recommended it', etc., you are not to use it with gusta. Therefore, how are you supposed to say 'I like it a lot'?

(Me-gusta mucho.)

19. There are two ways to approach the teaching of gusta:
   1. give a precise but complicated grammatical analysis, one which would explain the 'mystery' of the absence of lo-,
   or: 2. simply ask the student to learn to perform with these forms without questioning their grammatical structure. We seem to have greater success with the latter. (We will, of course, give you the grammatical structure, but not until some time later when it is more logical to do so.)

20. You have observed that in me-gusta 'I like' and in le-gusta 'you like', gusta does not change. But there is something else that changes: ___

(me-; le-)

21. Therefore, (even though you may miss this one, try it anyway) how would you say 'We like'?

(Nos-gusta.)

22. How would you say 'We like it'?

(Nos-gusta)

23. And how would you say 'We like this class'?

(Nos-gusta esta-clase.)

24. And 'We like our class'?

(Nos-gusta nuestra-clase.)

25. And 'We like to study Spanish'?

(Nos-gusta estudiar español.)

21.4
26. And 'We like to finish early'?
(Nos-gusta terminar temprano.)

27. Try this one: 'We don't like it.'
(No nos-gusta.)

28. And this one: 'We don't like that.'
(No nos-gusta eso.)

29. And 'I don't like to offend him.'
(No me-gusta ofenderlo.)

30. How would you say 'He doesn't like it'?
(No le-gusta)

31. And 'He doesn't like that'?
(No le-gusta eso.)

32. And 'He doesn't like to write'?
(No le-gusta escribir.)

33. And 'She doesn't like to write'?
(No le-gusta escribir.)

34. Ask 'Do you like it?'
(¿Le-gusta?)

35. Ask 'Do you like to study?'
(¿Le-gusta estudiar?)

36. Try 'Do they like to study?'
(¿Les-gusta estudiar?)

37. Now try this one: 'I know that I like it.'
(Sé que me-gusta.)

38. And 'He knows that he doesn't like it.'
(Sabe que no le-gusta.)

39. And 'They know that they don't like it.'
(Saben que no les-gusta.)
40. If what you like is plural (that is if you like more than one thing) then use **gustan**.

   *Me-gusta la clase.*
   *Me-gustan las clases.*

41. Say 'I don't like these streets.'

   *(No me-gustan estas-calles.)*

42. Say 'He doesn't like these invitations.'

   *(No le-gustan estas-invitaciones.)*

43. 'I like your city.'

   *(Me-gusta su-ciudad.)*

44. 'I like your cities.'

   *(Me-gustan sus-ciudades.)*

45. 'We like that name.'

   *(Nos-gusta ese-nombre.)*

46. 'We like those names.'

   *(Nos-gustan esos-nombres.)*

47. (Careful!) 'We like our name.'

   *(Nos-gusta nuestro-nombre.)*

48. 'We like our names.'

   *(Nos-gustan nuestros-nombres.)*

49. 'They like that saying.'

   *(Les-gusta ese-dicho.)*

50. 'They like those sayings.'

   *(Les-gustan esos-dichos.)*

51. 'They like our house.'

   *(Les-gusta nuestra-casa.)*

52. 'They like our houses.'

   *(Les-gustan nuestras-casas.)*

53. When a name is included in the sentence, as in 'José likes the house', that name is prefixed with **a-**:

   *(A-José le-gusta la casa.*

21.6
54. Ask 'Does José like the house?'
(¿A-José le-gusta la casa?)

55. Say 'Sánchez doesn't like to go.'
(A-Sánchez no le-gusta ir.)

56. Ask 'Does Sánchez want to go?'
(¿Sánchez quiere ir?)

57. Reply: 'No, he doesn't want to go because he doesn't like to.'
(No, no quiere ir porque no le-gusta.)

58. Reply: 'No, he doesn't want to go because he doesn't like to go.'
(No, no quiere porque no le-gusta ir.)

59. 'Sánchez doesn't like to do that.'
(A-Sánchez no le-gusta hacer eso.)

60. 'Sánchez likes to do that, but José doesn't like to.'
(A-Sánchez le-gusta hacer eso, pero a-José no le-gusta.)

61. 'Sánchez likes to, but not José.'
(A-Sánchez le-gusta, pero no a-José.)

62. 'We like it a lot.'
(Nos-gusta mucho.)

63. (You may miss this one, but try it:) 'WE like it a lot.'
(A-nosotros nos-gusta mucho.)

64. 'YOU like it, too.'
(A-usted le-gusta también.)

65. 'Does José know that YOU don't like it?'
(¿José sabe que a-usted no le-gusta?)

66. 'Doesn't José know that WE don't like it?'
(¿José no sabe que a-nosotros no nos-gusta?)

57. What would you guess a Spanish person would say for: 'Who? José?' in this exchange?

Person A: Do you know if he likes them?
Person B: Who? José?

(¿A-quién? ¿A-José?)
Part 3  Subject pronouns.

68. Up to Unit 19, you were guided through these materials without the use of the subject pronouns. In fact, the only subject pronouns that had been used were usted and, on occasions, yo. In Unit 19 you learned nosotros as well as the fact that usually a subject pronoun is used as a device for emphasis. We are now going to teach you the remaining pronouns, 'he, she,' and 'they'. We hope that you continue speaking Spanish as before, utilizing these pronouns only when necessary either for emphasis or for clarification.

69. Observe: A: Está aquí. '(He)'s here.'
    B: ¿Quién? ¿Ella o él? 'Who? She or he?'
    A: Ella. 'She.'

70. Write the word for 'the' in 'the book' and the word for 'he'.
    'the' = _______    'he' = _______
    (el; él)

71. These two words are identical in sound but different in grammatical function. This difference is identified in writing by the presence or absence of an accent mark. Which one means 'the', el or él?
    (el)

72. What does this mean? al
    (a + the)

73. What does this mean? del
    (de + the)

74. What does this mean? a él
    (a + he)

75. What does this mean? a ella
    (a + she)

76. If ella means 'she', what do you suppose ellos means?
    ('they' feminine)

77. What do you suppose ellos means?
    ('they' masculine)
78. Anything referring to a mixed male-female group is referred to in Spanish with the masculine. Therefore, how do you say 'THEY (Nora and José) are here'?

(Ellos están aquí.)

79. Since the inclusion of ellos seems to add emphasis, which of the following sentences occurs more frequently in Spanish?

1. Ellos están aquí.
2. Están aquí.

(2)

80. What would a Spanish person say for 'who' in this situation?

A: Está aquí.
B: Who?
C: Nora (or: ella).

(¿Quién?)

81. What would it be here?

A: Están aquí.
B: Who?
C: Ellos (or: Nora y José, etc.)

(¿Quiénes?)

82. This is 'He likes to go': Le-gusta ir. How do you say 'HE likes to go'?

(A-él le-gusta ir.)

83. How would you say 'SHE likes to go'?

(A-ella le-gusta ir.)

84. Say 'SHE doesn't like to go.'

(A-ella no le-gusta ir.)

85. And 'THEY don't like to go.'

(A-ellos no le-gusta ir.)

86. And 'THEY' (Nora and María) don't like to go.'

(A-ellas no le-gusta ir.)
Part 4. Further English/Spanish contrasts in subject pronouns.

87. 'Who, me?'
(¿Quién, yo?)

88. 'Who, him?'
(¿Quién, él?)

89. 'Who, you?'
(¿Quién, usted?)

90. 'Who, them?'
(¿Quiénes, ellos?)

91. 'Who, "you-all"?'
(¿Quiénes, ustedes?)

92. Contrary to your expectations, yo is not used in 'I don't like them.' Spanish rejects the use of yo after any preposition, and since a is a preposition, you won't find yo after this a. What you do find is mí:

A-mí no me-gusta. 'I don't like it.'

93. Say 'I don't like that.'
(A-mí no me-gusta eso.)

94. And 'I don't like this.'
(A-mí no me-gusta esto.)

95. Me- is associated with 'I' in these utterances. Nos- is associated with 'We'. That leaves le-: it is associated with everybody else, with les- being used as its plural. How would you then say 'Who doesn't like it?'

(¿A-quién no le-gusta?)

96. How would you say 'Who doesn't like them?'
(¿A-quién no le-gustan?)

97. How would you say the 'B' part below?
A: A-mí no me-gusta esto.
B: Me neither.

(A-mí tampoco.)
98. How would it be had the 'B' part been 'He doesn't either'?
(A-él tampoco.)

99. And if the 'B' part had been 'We don't either'?
(A-nosotros tampoco.)

100. Mi and mí- are identical in sound but different in grammatical function. Write the word for 'my':

(mí-, i.e. no accent)

101. Write the word for 'I' or 'me' that occurs after a preposition:

(mi)

102. As with practically everything that you deal with in language, there is always at least one notable exception. Con is also a preposition, and you know that 'with you' is con usted, but what is 'with me'? It is not con mí.

(conmigo)

103. Summary.

(a) Which one of the following words cannot be used after a preposition? usted, él, ella, ellos, nosotros, ustedes, ellas, yo.

(yo)

(b) What is wrong here? A-mí me-no gusta.

(me- must be next to gusta.)

(c) What is wrong here? A-ellos no les-gustan eso.

(gusta, not gustan)

(d) When do you use gustan?

(When what you like is more than one.)

(e) Is this correct? Me-gustan las chicas.

(Yes,)

(f) Is this one correct? José le-gustan las chicas

(No; should be: A-José...)

104. You are now ready to start the new dialog.

21,11
DIALOG

Review.

New material.

(En el diálogo de la unidad 20 Jones acaba de decir: 'Ah, entonces no hay problema.' Nancy Williams entonces dice:)

Nancy

¿Cuántos hijos tienen ustedes?

Jones

Tenemos tres: un varón y dos niñas.

Nancy

Y, ¿qué piensan hacer ustedes con ellos?

Jones

Estoy seguro que vamos a llevarlos.

Porque son muy jóvenes.

How many children 'you-all' have?

We have three: a boy and two girls.

And what do you plan to do with them?

I'm sure we're going to take them along.

Because they're too young.
¿Ah, sí? ¿Qué edad tienen?

el mayor
el varón
Pues, el mayor, que es el varón...
...tiene nueve años.

La hija mayor tiene siete.

Ya la menor tiene sólo tres años.

¿Ustedes ya saben a-dónde van?

Sí. Me-dijeron que íbamos a Quito.

¿Cuándo supo que íban a Quito?
hace poco
Hace solamente tres semanas.

Observations
and
Practice

1. Finding out...

The idea of 'learning about something' or 'finding out about something' is expressed in Spanish, in the past tense, by sup-. It has the same endings as traje, hizo, etc.

Practice 1. (Recorded)

You will hear some questions and some answers involving sup-. Listen to each one; if you are not sure of any one of them, check with Practice 2 for its probable meaning.

Practice 2.

These are the same utterances of Practice 1. Practice saying these in Spanish.

1. When did you find out (:) you were going to Quito?
2. Last night I found out (:) I was going to Quito.
3. When did you find out (:) you were going to Chile?
4. Yesterday I found out (:) I was going to Chile.
5. When did you find that out?
6. I found it out last night.
7. When did 'you-all' find out (: ) you were going to Colombia?
8. We found it out yesterday morning.
9. Did you find out when Juan left? (... cuándo salió Juan?)
10. I found it out yesterday afternoon.
11. Did you find out what happened to (con) the (boy) child?
12. No, I didn't find out anything.
13. Did you find out if the (boy) child fell off the sofa?
14. No. I only found out that he hurt his head.
15. Did you find out what happened to (con) the letters?
16. No, I didn't find out anything. I think they left last night.
17. Did you find out what happened to (con) José?
18. No, I didn't find out anything. But I think he left early.
19. Did you find out if the letters left?
20. Yes. They left this morning early.

2. The verb 'be' and location.

Ser is the neutral form of soy, somos, es, son.

Estar is the neutral form of estoy, estamos, está, están.

Ser and estar (or any of their respective forms) conflict in one area: location. We have said up to now that ser is used for what (or: what kind) and when, and that estar is used for where and how.

Under special circumstances, ser is used for where also.

(a) Ser is used to locate things such as parties, meetings, classes, etc.
(b) Estar is used to locate things such as books, tables, people, car, etc.
The difference between (a) and (b) above has to do with physical properties. A 'party' for example does not have physical properties; it has no weight, it has no atoms, that is, you can't 'touch' it. On the other hand, a book, a car, or even a person has physical properties; these have weight, body, size: that is, you can 'touch' these.

_Estar_ is used to locate nouns having physical properties (things you can 'touch').

_Ser_ is used to locate nouns having no physical properties (things you can't 'touch').

Thus, 'Where is the party (the meeting, the address, the Spanish class, etc.)?' would be:  ¿Dónde es la fiesta, (el 3379, la clase de español, etc.)? But 'Where is Jones?' would be:  ¿Dónde está Jones?

**NOTE:** Some speech areas will treat _ser_ in locations a little differently from other areas. This is an unavoidable circumstance, a characteristic true of all languages.

If your teacher rejects any of these patterns, be sure to follow his preferences.

**Practice 3.** (Learning to use the neutral form _ser_.)

Learn to say the following in Spanish. The correct Spanish version appears at the right. Notice that English 'going to be a (something)' is said in Spanish without this 'a'. As you learned in Unit 18, _un_ or _una_ would be used if you were to say 'a good something', or 'a bad something', or 'an interesting something', etc., but not with 'a something'.

1. 'He's going to be Consul General.'  Va a-ser Cónsul General.
2. 'He's going to be a student.'  Va a-ser estudiante.
3. 'They're going to be students.'  Van a-ser estudiantes.
4. 'We're going to be teachers.'  Vamos a-ser profesores.
5. 'I'm going to be a teacher.'  Voy a-ser profesor (profesora).
6. 'I'm going to be a good teacher.'  Voy a-ser un profesor bueno (una profesora buena).
7. 'I'm not going to be a bad teacher.'  No voy a-ser un profesor malo (una profesora mala).
8. 'When is the party?'  ¿Cuándo es la fiesta?
9. 'When is the party going to be?'  ¿Cuándo va a-ser la fiesta?
10. 'Where is the class going to be held?'  ¿Dónde va a-ser la clase?
Practice 4. (Learning to use the neutral form estar.)

Learn to say the following in Spanish:

1. 'I'm going to be here tomorrow.' Voy a-estar aquí mañana.
2. 'We're going to be in his office.' Vamos a-estar en su oficina.
3. 'Where are you going to be this afternoon?' ¿Dónde va a-estar esta tarde?
4. 'When are you going to be in your office?' ¿Cuándo va-estar en su oficina?
5. 'I'm going to be well tomorrow.' Voy a-estar bien mañana.
6. 'They're going to be here early.' Van a-estar aquí temprano.
7. 'Nora is going to be here too.' Nora va a-estar aquí también.
8. 'Who is going to be with you?' ¿Quién va a-estar con usted?
9. 'Who is going to be with me?' ¿Quién va a-estar conmigo?
10. 'José is the one who is going to be with me.' José es el que va a-estar conmigo.

Practice 5.

Indicate whether ser or estar (or a form of one or the other) would be used in the following sentences:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>ser?</th>
<th>estar?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Joe is here with us.'</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>The class is being held in the next building.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>He is here now.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>The meeting is going to be next week.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>I don't know where in the world he is!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>I don't know where the party is going to be.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The discussion is not in my office.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>He is there now.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>It's here at 9:00 (the meeting).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>They'll be here in the morning.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answers: ser or a form of ser would be used in 2, 4, 6, 7, 9; estar in the others.
3. **Auditory confusion of 'going to do' and 'going to be'**.

In normal-to-rapid speech, these two constructions sound the same even though in writing they are quite different.

For example: 'What are you going to be?' is in both speech and writing: ¿Qué va a ser?

**But:** 'What are you going to do?' is in writing: ¿Qué va a hacer?

In normal speech, the a- fuses with the same letter in hacer so that you hear only hacer instead of a-hacer. As far as sound goes, they are identical:

¿Qué va a ser? ('Kévaaser')
¿Qué va hacer? ('Kévaaser')

In fact, in rapid speech, these two phrases are even further reduced to only one a:

¿Qué va ser? ('Kévaaser')
¿Qué va hacer? ('Kévaaser')

However, since the two are far apart in meaning (i.e. 'What are you going to be' and 'What are you going to do'), the context in which these would be used is quite different. Therefore, in actual usage, the confusion hardly ever exists.

As a student, if you hear your instructor ask you something that sounds like: ¿'Kévaaser' usted mañana?, you can rest assured that he is asking 'What are you going to do tomorrow?' The circumstances under which he would ask you 'What are you going to be?' are so limited, that he himself would probably ask this in this manner:

¿'Kévaaser' usted en Chile? ¿Consul General?
Practice 6. (Recorded)

You will hear 'Kévaser' in a few contexts in order to learn to identify which might be which.

a. Listen: Is he asking: (1) 'What are you going to be?' or: (2) 'What are you going to do?'
   ( ) ( )

b. Listen: Is he asking: (1) 'What are you going to be?' or: (2) 'What are you going to do?'
   ( ) ( )

c. Is this one: (1) 'going to be' or: (2) 'going to do'?
   ( ) ( )

d. Is this one: (1) 'going to be' or: (2) 'going to do'?
   ( ) ( )

e. Is this one: (1) 'going to be' or: (2) 'going to do'?
   ( ) ( )

f. You'll have to guess at this one. No one can really tell which one it is; but which one would be the wisest guess for you as a student, (1) 'going to be' or: (2) 'going to do'?
   ( ) ( )

g. This is similar to 'f'. Guess: (1) 'going to be' or: (2) 'going to do'?
   ( ) ( )
Practice 7. (Recorded)

Practice learning to catch quickly the meaning of 'going to do'. You will hear a series of questions directed at you. All questions involve 'What are you going to do?' and each is followed by a time element such as mañana, hoy, esta-noche, etc.

Start your response with this time element, and always say 'prepare the lesson'.

Example: 1. ¿Kévaser' usted mañana?
Response: Mañana, voy a-preparar la lección.

4. Telling time.

'What time is it?' = ¿Qué hora es?
'It's (two, three, etc.) o'clock' = Son (las dos, las tres, etc.).
Notice that even though English says: 'It's... Spanish says: Son....

Practice 8.

Say each of the following times:

1. It's 2:00.
2. It's 3:00.
3. It's 10:00.
4. It's 6:00.
5. It's 7:00.
6. It's 12:00 (doce: 'do-ce').
7. It's 7:00.
8. It's 11:00 (once: 'on-ce').
9. It's 9:00.
10. It's 10:00.

References to 1:00 are always: Es la una. (Not son)
2:30, 4:30, 6:30, etc. = Son (las dos, las tres, etc.) y media.

Again, as in 'Kévaser', '2:30' and '12:30' frequently sound the same 'dos-media', although in slower-than-rapid speech the difference can be heard:

son las dos y media
son las doce y media

21,20
Practice 9. (Recorded)

You will hear each of the following phrases said in Spanish. You are to identify in your mind what these are, and then check to see if you were right.

1. It's 1:00. (es) 11. At 4:30?
3. It's 1:30. (es) 13. At what time is the party?
5. It's 12:30. 15. At 2:30.
8. It's 11:00. 18. Why at 1:30?
10. At 11:30. 20. Here, at 4:30?

5. To finish doing something.

You have already learned to say 'I have just (done something)', and so forth, using the expression acabo de- -r. To say 'I finished (studying)', and so on, you use terminar in this way.

terminé de- -r.

Practice 10. (The correct translations appear to the right.)

What do the following mean?

1. Acabo de-usarlo. 'I have just used it.'
2. Terminé de-usarlo a las 3:00. 'I finished using it at 3:00.'
3. Terminamos de-prepararlo a las 5:00. 'We finished preparing it at 5:00.'
4. ¿Usted terminó de-escribirlo? 'Did you finish writing it?'
5. Sí, señor. Acabo de-escribirlo. 'Yes, sir. I have just written it.'
6. José terminó de-hacerlo a la 1:30. 'José finished doing it at 1:30.'
7. José acaba de-preguntarle eso al profesor. 'José has just asked the teacher that.'

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8. Jones terminó de-molestar a-José. 'Jones finished bothering José.'
9. Terminé de-estudiar anoche a las 12:00. 'I finished studying last night at 12:00.'
10. ¿Cuándo terminó usted de-estudiar? 'When did you finish studying?'
11. Terminé de-estudiar antes de las 7:00. 'I finished studying before 7:00.'
12. ¿Sabe usted cuándo terminamos de-estudiar anoche? 'Do you know when we finished studying last night?'
13. Creo que terminamos de-estudiar a la 1:30. 'I think we finished studying at 1:30.'
14. ¿Quién terminó de-estudiar antes, usted o José? 'Who finished studying before (i.e. first) you or José?'
15. Yo terminé antes, José no terminó de-estudiar hasta después de las 7:00. 'I finished before (i.e. first). José didn't finish studying until after 7:00.'
16. ¿A qué hora terminó de-estudiar José? 'At what time did José finish studying?'
17. Creo que terminó a las 7:30. 'I think he finished at 7:30.'
18. No, creo que no terminó de-estudiar hasta después de las 8:00. 'No, I think he didn't finish studying until after 8:00.'

6. After, or before doing something.

This is a similar pattern: después (antes) ... de- -r
Thus: Después de-terminar... 'After finishing...'

Practice 11. (The correct translation appears to the right.)

What do the following mean?

1. Después de-estudiar, fui a mi-casa. 'After studying, I went to my house.'
2. Después de-estudiar, Sánchez me-trajo los libros. 'After studying, Sánchez brought me the books.'
3. Quiero que usted haga esto antes de-ir a la casa. 'I want you to do this before going to the house.'
4. Quiero que ellos hagan esto antes de-salir. 'I want them to do this before leaving.'

21,22
5. Antes de preguntarle eso al profesor, preparen un ejercicio más.

6. José me dijo eso antes de salir ayer.

7. José me trajo eso después de decirme que no iba a traerlo.

8. José le dijo eso a Nora después de decirme que no le iba a decir eso.

9. Fui a la oficina de Sánchez antes de ir a la clase.

10. Terminé de hacerlo antes de ir a la fiesta.

11. Tengo que terminar mi lección.

12. Tengo que terminar de estudiar mi lección.

13. Tengo que terminar de prepararla.

14. Tengo mucho que hacer antes de ir a la fiesta.

15. Tenemos mucho que hacer después de terminar la lección.

16. No tenemos mucho que hacer esta noche.

17. No tenemos nada que hacer esta noche.

18. Después de eso, no tenemos nada que decir.

19. Después de terminar de escribir, no tuvimos nada que hacer.

20. Antes de terminar de estudiar, ¿por qué no vamos a preguntarle eso al profesor?

'Before asking the teacher that, prepare (plural) one more exercise.'

'José told me that before leaving yesterday.'

'José brought me that after telling me that he wasn't going to bring it.'

'José told Nora that after telling me that he was not going to tell her that,'

'I went to Sánchez' office before going to class.'

'I finished doing it before going to the party.'

'I have to finish my lesson.'

'I have to finish studying my lesson.'

'I have to finish preparing it.'

'We have a lot to do before going to the party.'

'We have a lot to do after finishing the lesson.'

'We don't have much to do tonight.'

'We don't have anything to do tonight.'

'After that, we have nothing to say.'

'After finishing writing, we didn't have anything to do.'

'Before finishing studying, why don't we go ask the teacher that.'
Part 1.

Practice 12. (Read these sentences over carefully. If any are not clear to you, check with the translations given at the end of this practice.)

1. No le-haga dos pequeños. Hágale dos grandes.
3. José quiere que hagamos esto antes de salir.
4. ¿José quiere que usted lo-haga o que yo lo-haga?
5. Sí, el profesor quiere que recomendemos a José.
8. Quiero que usted salga antes de las 9:00.
9. Quiero que José vaya después de terminar su-clase.
10. No sé lo que dijo antes de salir.
11. Sí, porque lo que yo quiero es una clase fácil.
12. ¿Usted tiene todo lo-que quiere?
13. No me-traiga tres; tráigame cinco.
14. ¿Qué es lo-que usted quiere que hagamos?
15. ¿Quién es el que quiere que usted vaya hoy?
16. ¿Quiénes son los que quieren que usted salga ahora?
18. ¿A-usted le-gusta terminar temprano?
19. A-mí no me-gusta eso tampoco.
20. Pero, a-José le-gusta mucho.
23. Le-pregunté si iba a la clase hoy.
24. ¿Usted trabaja aquí también?
25. ¿Quién trabaja con usted? ¿Sánchez?
26. No, Sánchez no. Pero José sí... a veces.
27. ¿A-usted le-gusta la clase?
28. A-mí no, pero a-Nora sí.
29. ¿Quién le-dijo eso a-María? ¿Usted?
30. No, yo no. Pero José sí.

(These are the translations of the sentences of Practice 12.)

Part 2. Comprehension. (Recorded)

Listen to the following utterances. Be sure to let your instructor know of any that you are not sure of.

21.25
Part 3. New vocabulary. (Recorded)

For each of the following numbers you will hear several sentences. Among these there will be a new word. Write these new words in the spaces below, and write their English meaning to the right.

New word | Meaning:
--- | ---
1. | 
2. | 
3. | 
4. | 
5. | 

Answers: 1. ¿No? 'Aren't you?; 'don't you?'; etc. (just like ¿verdad?).
2. allá 'there'; 'over there'.
3. llegar Idea of 'arriving'.
4. (a) marzo 'March'.
(b) junio 'June'.

Applications

Part 1.

How would you say the following utterances?

1. You told me that you were born in the year 1930.  
2. You were born in 1930, weren't you? (i.e. ¿verdad?)  
3. You are an American, aren't you?  
4. He's a teacher, isn't he?  
5. He wants to leave now, doesn't he?  
6. You want me to go now, don't you?  
7. Nora is the one YOU like, isn't it?  
8. This is all that he told you, isn't it?  
9. Do you like our city?  
10. Do you like our streets?  
11. What I like about (de) this class is the teacher.  
12. What I like about this class is the Colombian girl.  
13. My husband likes this class, and I like it also.  
14. My husband and I like this class.  
15. Do you work with
the Department of State? 16. Do you work in this department? 17. In which department does he work? 18. Do you like this department? 19. I don't (yo no), but my husband does. 20. Were you born in 1930? I wasn't (yo no), but my husband was.

21. Did you finish the lesson? 22. I didn't, but my husband did. 23. Did your husband finish studying last night? 24. He didn't, but I did. 25. Did you ask him that? 26. I didn't, but José did. 27. What are you going to do now? 28. I don't know, but I think I'm going to leave early. 29. What are you going to be, a teacher? 30. Yes, I'm going to be a teacher.

31. Where are you going to be? 32. I'm going to be in the classroom. 33. Do you know if he is going to be in his office? 34. Yes, he is going to be in his office until 6:00. 35. Are you going to be a good student? 36. Sure, I intend (plan) to be a good student. 37. How long (i.e. 'How much time') are you going to be here? 38. I plan to be here in my office until 5:30. 39. I plan to be here until 5:30. 40. I plan to be here until a little after 5:30.

41. He plans to stay here in his office until a little before 1:00. 42. Where do you live now? 43. I live far, over there in Springfield. 44. Where did you say (;) Bill is? 45. He's over there in the office. 46. (On the phone:) Hi! Do you know if Bill is over there with 'you-all'? 47. Yes, he's here with us; he has just arrived. 48. When did you say (;) he arrived? 49. I said that he has just arrived. 50. Please tell him that I want him to come to my office before 1:00.

51. Very well. I'm going to tell him that now. 52. Thanks! 53. You're welcome! 54. When did you arrive this morning? 55. I arrived a little before 9:00. 56. When did Jones arrive this morning? 57. He didn't arrive until after 9:30. 58. Tell Jones that I want him to arrive earlier (más temprano). 59. Fine! I'm going to tell him now that you want him to arrive earlier. 60. At what time do you want him to arrive? 61. Tell him that I want him to arrive a little before 9:00.
Part 2. Each of the following sentences contains one and only one error. Rewrite the sentences correctly.

1. A-nosotros nos-gustan esta-ciudad.

2. A-José y a-Nora no le-gustan las lecciones.

3. Yo no sé dónde voy a-ser esta tarde.

4. ¿Sabe usted si a-él le-gustan? --¿Quién? ¿A-José?

5. Me-dice que va a-terminarlo con yo.


7. Por favor. Quiero que usted termine esto antes las 9:00.

8. Por favor. Pregúntelo eso a-José.


10. Sí. Me-dijo que terminó de-escribió a las 2:30.
Part 3. Be prepared to produce some sort of answer to these questions concerning your own life.

1. ¿En cuál departamento trabaja usted?
   (Note: 'I work' would end in -o as in 'I want', 'I plan', 'I can', 'I have', etc.)

2. ¿Dónde trabaja usted? ¿Aquí en esta-ciudad?

3. ¿Dónde trabajó usted antes de llegar aquí?

4. ¿Con quién trabaja usted? Con un señor, dos señores, cuatro señores,... ?

5. Si un señor (o señora) le-dice a usted '¡Gracias!', qué dice usted después?

6. Si yo le-digo a usted '¡Gracias!', ¿qué me-dice usted?

7. Si yo le-digo a usted '¡De nada!', qué me-dijo usted antes?

8. ¿Cómo está usted hoy? ¿Triste? ¿Contento?

9. ¿Qué piensa hacer usted mañana?

10. ¿Sabe usted cuál forma del verbo se-usa después de una preposición? ¿Es correcto decir 'de-tomando'?

11. ¿Es correcto decir 'en-preparando'?

12. ¿Cómo se-dice in preparing?

Part 4. Be prepared to be engaged by the instructor in the following conversations.

A: Hi, Bill! Did you finish?
   --Did I finish what.
   Did you finish writing?
   --Writing (de-escribir) what?
   Good grief! The exercise!
   --Sure, I finished writing it before 8:00.
   Well, I'm glad! (Gee,..!)
B: How many exercises do you want us to prepare?
   --I want you to prepare all of them (todos).
   All of them? Gee, we don't have time.
   --Why don't 'you-all' have time?
   We have a party tonight and we want to go.
   --I'm sorry, but you can't go. You have to prepare your lessons.
Why don't you go to the party with us?
   --Fine! Why not! When is it?
   At 8:30.
   --Where?
   At Jones' house.
   --Fine. At what time do I have to arrive?
   We're all (todos) going to arrive near 8:30.
   --Very well. Do I have to take something?
   No. But if you want to, you can bring the book.
   Then you can study our lesson with us!
   --Drop dead!

END OF UNIT 21
UNIT 22

INTRODUCTION

Part 1. Free forms of the possessives.

1. Thus far, you have used mi-, nuestro-, and su- as a prefix to a noun, as in mi-casa, nuestro-hijo, etc. We refer to these forms as being 'bound forms' since they are used only in conjunction with (they are bound to) a noun.

2. These same words are also used either following a noun or by themselves. In these cases, we call them 'free forms', and they look different. They look and function like true adjectives just as bonito- does.

3. Thus, 'my table' is either mi-mesa or la mesa mía. (Mía rhymes with María.)


(las mesas mías)

5. How would you say mi libro in this new way?

(el libro mío)

6. How would you say mis-libros?

(los libros míos)

7. And how would you say nuestros-hijos?

(los hijos nuestros)

8. There is no real difference in meaning between the bound and the free forms. Except for one important case, the Spanish speaker uses one or the other almost at will.

9. His choice is controlled sometimes by sentence intonation, sometimes by stylistics, and sometimes by a characteristic of Spanish of being more selective than English. (This last characteristic means little to you at this stage of your learning; however, and if you happen to be grammatically curious, you may want to observe this greater 'selectivity' of Spanish by watching the number of times cuál is used in Spanish where English uses 'what'.)
10. The one important case where you have to make a choice between the free and bound forms concerns emphasis.

11. You want to get used to saying el libro mío as much and as often as mi-libro, but if you feel the necessity of emphasizing the word 'my', then say:

   el libro mío

12. That is, emphasis is conveyed not by raising your voice as you do in English, but by simply using the free form construction. This is similar to:

   me-gusta  'I like'
   A-mí me-gusta  'I like'

In Spanish, it is not necessary to raise your voice to be emphatic, although you can if you are very upset.

13. That is, raising your voice in Spanish is equatable with 'super emphasis':

   mi-libro  =  'my book' (normal)
   el libro mío  =  'MY book' (emphatic)
   el libro MÍO  =  'MY book' (super-emphatic)

14. For now, we want you to be aware of two points:

   a. The bound form and the free form can be used interchangeably.

   b. The free form can imply emphasis, whereas the bound form never does.

15. Convert the following bound form possessives to the free form. The correct conversion appears at the right.

   mi-mesa = ________________ (la mesa mía)
   mis-mesas = ________________ (las mesas mías)
   mi-libro = ________________ (el libro mío)
   mis-libros = ________________ (los libros míos)
   nuestra-mesa = ________________ (la mesa nuestra)
   nuestras-mesas = ________________ (las mesas nuestras)
   nuestro-libro = ________________ (el libro nuestro)
   nuestros-libros = ________________ (los libros nuestros)

16. The form su- has the same endings, but a 'y' is used between su- and the endings (pronounced su-yo):

   suyo  suya  suyos  suyas
17. As in the bound form su-, the free form also stands for everybody but 'my' and 'our'.

18. Convert the following to the free form construction:
   - su-libro = ____________________ (el libro suyo)
   - sus-libros = ____________________ (los libros suyos)
   - su-mesa = ____________________ (la mesa suya)
   - sus-mesas = ____________________ (las mesas suyas)

   (mi-libro or el libro mío)

20. Say 'my book'.
    (el libro mío)

21. Say 'my table' two ways.
    (mi-mesa or la mesa mía)

22. Say 'my table'.
    (la mesa mía)

23. Say 'our table' two ways.
    (nuestra mesa or la mesa nuestra)

24. Say 'our table'.
    (la mesa nuestra)

25. Say 'our tables'.
    (las mesas nuestras)

26. Say 'his table' two ways.
    (su-mesa or la mesa suya)

27. Say 'her table' two ways.
    (su-mesa or la mesa suya)

28. Say 'their table' two ways.
    (su-mesa or la mesa suya)

29. Say 'your table' two ways.
    (su-mesa or la mesa suya)

30. Now say 'your tables'.
    (su-mesa or la mesa suya)
Part 2. Clarification of su-.

34. Since su- means several things, there are occasions when the speaker feels that he has to be more specific. In such instances, he clarifies su- by avoiding it completely and saying:

   la mesa de-________

35. The blank space is filled by either the name of the possessor (José, Sánchez, etc.) or the substitute for that name (él, ella, usted, ustedes, etc.)

36. Thus, 'his table' could be clarified by either saying la mesa de-José or la mesa de-él.

37. Using the substitutes (él, ella, etc.) say the following:

   'his table' = ________________ (la mesa de-él)
   'her table' = ________________ (la mesa de-ella)
   'your table' = ________________ (la mesa de-usted)
   'their (boys) table' = __________ (la mesa de-ellos)
   'their (girls) table' = __________ (la mesa de-ellas)
   'their (boy and girl) table' = __ (la mesa de-ellos)
   'you-all's table' = ____________ (la mesa de-ustedes)
   'his books' = ________________ (los libros de-él)
   'her books' = ________________ (los libros de-ella)

38. Say 'José's tables'.

(las mesas de-José.)

39. Say 'María's book'.
(El libro de-María.)

40. What would a Spanish speaker say for the word 'Whose?' in the following conversation?
   A: El libro de-ella llegó.
   B: (Whose?)
   A: De-María.

(¿De-quién?)

41. What would be used for 'Whose?' in this conversation?
   A: La mesa de-ellos llegó.
   B: (Whose?)
   A: De-José y María.

(¿De-quiénes?)

42. What would be used for 'Whose?' in this conversation?
   A: El libro suyo llegó.
   B: (Whose?)
   A: De-José.

(¿De-quién?)

43. What would be used for 'Bill's in this conversation?
   A: La esposa de-él llegó.
   B: ¿De-quién?
   A: (Bill's.)

(De-Bill.)

44. What would be used for 'Bill's and María's in this conversation?
   A: El profesor suyo llegó.
   B: ¿De-quién?
   A: (Bill's and María's.)

(De-Bill y María): Although you could also say De-Bill y de-María. With possession, it is more common to use de- only once.

45. If someone walked into the room and without saying anything else said directly at you: Los libros suyos acabán de-llegar, what would your guess be as to what suyos means?

('yours') would be a good guess since he is looking directly at you.

22.5
36. Assuming that you didn't want to guess that it meant 'yours', how would you get him to be more specific? (By asking ¿De-quién?)

47. In which case, if he did mean 'yours', he would say de-_____. (De-usted.)

43. If you walked past two people speaking Spanish in the hall, and as you passed them you heard only this one sentence: Los libros suyos acaban de-lle-gar, could you tell whose books they are talking about? (No): Without the rest of the conversation, it would be impossible.

49. If you were talking with someone else about María and sometimes about José, and this someone else said to you at one point in the conversation: Las mesas suyas llegaron ayer, what would be a way for you to ask him to clarify suyas? (Ask him ¿De-quién?)

50. Suppose that the above conversation was such that you knew that suyas had to be either 'his' or 'hers'. How would you ask him 'his or hers'? (¿De-él o de-ella?): Although ¿De-él o ella? is possible, too.)

51. How would you have asked him 'María's or José's?' (¿De-María o de-José) or (De-María o José)

Part 3. Short forms and '... of...'

52. The free forms of the possessive can be shortened in exactly the same way that you learned to shorten la hija de-Gómez to la de-Gómez. How then would you say the short form of la hija mía? (la mía)

53. What is the meaning of this sentence?: La hija mía llegó ayer. ('My daughter -or my daughter- arrived yesterday. ')

54. What is your guess for the meaning of: La mía llegó ayer? ('Mine arrived yesterday. ')

22.6
55. If talking about your son, how would you say: 'Mine arrived yesterday'?
(El mío llegó ayer.)

56. If talking about your books, how would you say: 'Mine arrived yesterday'?
(Los míos llegaron ayer.)

57. If talking about your tables, how would you say: 'Mine arrived yesterday'?
(Las mías llegaron ayer.)

58. If talking about books, what would this mean in English?:
Los nuestros llegaron ayer.
(Ours arrived yesterday.)

59. If talking about your daughters, how would you say: 'Ours arrived yesterday'?
(Las nuestras llegaron ayer.)

60. Say 'Mine (i.e. sons) arrived this morning.'
(Los míos llegaron esta mañana.)

61. Say 'Ours (i.e. son) arrived this morning.'
(El nuestro llegó esta mañana.)

62. Shorten the underlined portion of this sentence:
El hijo de-usted llegó esta mañana.

63. Shorten this one:
El hijo de-nosotros llegó ayer.

64. What is the meaning of: El hijo nuestro?
('our son' or 'our son')

65. What do you suppose is the meaning of:
El hijo de-nosotros?
('our son' or 'our son')

66. What is the meaning of: El nuestro?
(ours)
68. As you have already assumed, you can say either:

el hijo nuestro or el hijo de-nosotros, and
el nuestro or el de-nosotros

69. Using the word nosotros, say: 'ours' (son).

(el de-nosotros)

70. Using the word nuestro, say: 'ours' (son).

(el nuestro)

71. Using usted, say: 'yours' (daughter).

(la de-usted)


(la suya)

73. Using su-, say: 'theirs' (daughter).

(la suya)

74. Using ellos, say: 'theirs' (daughter).

(la de-e 110s)

75. Using nosotros, say: 'Ours (daughter) arrived this morning.'

(La de-nosotros llegó esta mañana.)

76. Using nueue-, say: 'Ours (son) arrived yesterday.'

(El nuestro llegó ayer.)

77. You may recall from an earlier unit that we said that after a preposition we find:

&1, ella, usted, etc.,

but we don’t find: yo

That is, you don’t say: A-yo me-gusta,

but instead: A-? me-gusta.

(-mi)

78. You may now recall that we also listed a notable exception, you can say:

con &1, con usted, con nosotros, etc,

but: 'with me' is _______________.

(conmigo)

22.8
79. The word de is also a preposition, and as with other prepositions you don't find: de-yo.

What you can find is: de-mí, but it is considered 'baby talk'. Therefore, you won't have much of an opportunity to hear anyone but a child say: La silla 'de-mí' está aquí.

What you will hear is (make a guess):

La silla _____ está aquí.

(mía)

80. Therefore, if we exclude 'baby talk', what is the only way to say 'mine' in a sentence like this one?:

'mine (silla) is here.'

(la mía... )

81. That is, there are two ways to say 'ours', 'yours', 'his', etc., but only one way to say 'mine'. How would you say 'mine' (meaning 'father') in 'Mine brought me some money'?

(El mío... )

82. And in 'Mine (mother) brought me a cake'?

(La mía... )

83. And in 'Mine (books) are on the table'?

(Los míos... )

84. Now, this is what we are leading up to: If only children say de-mí in the meaning of 'mine', how would an adult say 'That daughter of mine... '? Make a guess.

(Esa-hija mía... )

85. Say 'That son of mine... '

(Ese-hijo mío... )

86. There are two ways to say 'That son of ours'. Say either one or both of them.

(Ese-hijo nuestro) or (Ese-hijo de-nosotros)

87. There are two ways of saying 'That son of his'. Say both of them.

(Ese-hijo suyo) or (Ese-hijo de-él)

88. There are two ways of saying 'That son of theirs (Mr. and Mrs. Sánchez)'. Say both of them.

22.9
(Ese-hijo suyo.) and (Ese-hijo de-ellos.)

89. How would you say 'That book of mine... '?

(Ese-libro mío... )

90. And how would you say 'A book of mine... '?

(Un libro mío... )

91. How would you say 'A chair of mine... '?

(Una silla mía... )

92. How would you say 'that office of mine... '?

(Esa oficina mía... )

93. And how would you say 'That office of mine is bad'? 

(Esa oficina mía es mala.)

94. If 'a friend' is un amigo, how would you say 'That man (señor) is a friend of mine'? 

(Ese-señor es un amigo mío.)

95. If in referring to a girl, the word 'friend' is amiga, how would you say 'That young lady (señorita) is a friend of mine'? 

(Esa-señorita es una amiga mía.)

96. Say 'A friend of mine (male) has just arrived.' 

(Un amigo mío acaba de-llegar.)

97. Say 'José is a friend of mine.'

(José es un amigo mío.)

98. Say 'María is a friend of mine.'

(María es una amiga mía.)

99. Say 'José and María are friends of mine.'

(José y María son amigos míos.)

100. Say 'These books are mine.'

(Estos-libros son míos.)

101. Say 'That book is mine.'

(Ese-libro es mío.)

102. Say 'That chair is mine.'
There are two ways to say 'That chair is his.' Say one or the other, or both of them.

(Esa-silla es suya) or (Esa-silla es de-él)

Say 'That table is hers.' two-ways.

(Esa-mesa es suya) or (Esa-mesa es de-ella.)

Say 'That book is ours.' two ways.

(Ese-libro es nuestro) or (Ese-libro es de-nosotros.)

Say 'Those books are ours.' two ways.

(Esos-libros son nuestros.) or (Eses libros son de-nosotros.)


Free forms are used after the noun they refer to. In this position, they act just like bonita- 'pretty'.

(la casa bonita)... la casa mía

suya

nuestra

(las casas bonitas)... las casas mías

suyas

nuestras

And so forth.

Constructions like: la casa suya (nuestra) may be reconstructed into: la casa de-..., with él, ella, usted, etc. following de-.

These constructions can be shortened from la casa suya to la suya, or from la casa de-él to la de-él, and so forth.

There is no alternate to la mía (or el mío, etc.)

Mío, suyo, etc. can also be translated into English under certain circumstances as 'of mine'. 'of his', etc.

Is this correct for 'their house'?: la casa suyas

22.11
No; should be suya.)

113. Is this correct for 'our children'? los niños nuestros

(Yes.)

114. Is this correct for 'our daughter'? la hija nuestras

(No; should be nuestra.)

115. Is this correct for 'their son'? el hijo suyos

(No; should be suyo.)

DIALOG

Review.

New Material.

(En el diálogo de la Unidad 21 Jones acaba de decirle a-Nancy que él supo que iba a Quito hace solamente tres semanas. Entonces Nancy le pregunta:

Nancy

 trabajo

¿Qué trabajo va a hacer en Quito?

Jones

como

como soy nuevo

supongo

la sección de visas

Pues, como soy nuevo, supongo que voy a trabajar en la sección de visas.

And what work are you going to do in Quito?

Well, since I'm new, I suppose I'm going to work in the visa section.

22.12
hablar
va a tener que hablar
todo el tiempo

Entonces, va a tener que hablar español todo el tiempo.

Jones

por eso
me dedico
por eso me dedico tanto

¡Ya lo creo!
Por eso me dedico tanto a mis lecciones.

aprender
lo más que pueda
Tengo que aprender lo más que pueda.

Nancy

ojalí
ojalá que tenga
mucho éxito

pues, ojalá que tenga mucho éxito.

Jones

Gracias.

Nancy

permiso
Bueno, con su permiso...

Nancy

speaking (n.f.)
you’re going to have to speak
all the time

Then, you’re going to have to speak
Spanish all the time.

that’s why; for that reason
I dedicate myself
that’s why I dedicate myself
so much

I should say so!
That’s why I work so hard on my
lessons.

learning (n.f.)
the most that I can
I have to learn as much as I can.

I hope
I hope you have
much success

Well, I hope you have a lot of success.

Thank you.

Well, if you’ll excuse me...

22.13
Quiero ver a una amiga mía antes de la próxima clase.

Jones

you have it (my permission)

Okay. Certainly.

we'll see each other within

We'll see you in a little while.

Observations and Practice

1. Reflexive verbs

Certain actions are expressed with a reflexive prefix. Sometimes this reflexive prefix corresponds to something that has meaning in English, but other times there is no English counterpart.

You have already learned to say: se-cayó and se-lastimó. These are 'reflexive verbs', and the se- is one of these reflexive prefixes. The most recent reflexive verb that you have learned occurred in:

¿Cómo se-llama usted? and Me-llamo Nancy.

The se- in se-cayó and in se-lastimó has no English meaning except in the most remote and 'wildest' sense. However, the se- and me- in se-llama and in me-llamo do have a strong resemblance to English.

The verb used by Spanish speakers to say 'my name is... ' etc. is llamar. The dictionary would define llamar as the idea of 'calling'. Therefore:

'I called Nora last night' = Llamé a-Nora anoche.

'José called me last night' = José me-llamó anoche. etc.
Me- can mean 'myself' and se- can mean 'yourself'. Therefore, when Nancy said: me-llamo Nancy, she was really saying 'I call myself Nancy', and when you ask somebody ¿Cómo se-llama usted? you are really saying 'How do you call yourself?'

An interesting observation is that María, as a native speaker of Spanish, is probably not aware that she says 'myself' when she says me-llamo María. In her mind she is saying 'My name is María.' This is a point which we should like to pursue further as follows:

1. To a large extent, people belonging to closely related cultures (as English and Spanish) have similar thoughts in their minds, but the words used to express these parallel thoughts are different.

2. Frequently, the native speaker of a language is not aware of the actual words that he uses to express certain thoughts until he studies another language.

3. You, as a student involved in the learning of another language, can sometimes find some advantage in relating certain things about Spanish to English. At other times, trying to relate something about Spanish to your own English is a hopeless task; this is true, for instance, of de- in acabar de- and que- in tener que-.

4. Under no circumstances should you expect a foreign language to correspond to your own. When and where the two languages do correspond to each other, rejoice! When and where they don't, simply learn to say it the way the native speaker does, and keep going.

The reflexive substitutes are a good case in point: at times they vaguely resemble your English '-self', but at times they don't. Whether they do or do not resemble English is not important. The important thing is (1) to learn which actions are expressed in Spanish with these reflexive prefixes, and (2) to use them when you should.

2. '... getting up...'

The idea of 'getting up' is expressed with the verb levantar and the reflexive prefixes.

Examples: 'I got up at 10:00' = Me-levanté a las diez.
          'He got up at 9:00' = Se-levantó a las nueve.
          'María got up early' = María se-levantó temprano.

As you would expect, nos- is used with 'we':
          'We got up at 7:00' = Nos-levantamos a las siete.
Se- (like su-) is used for everybody but me- and nos-
'They got up early' = Se-levantaron temprano.
'She got up early' = Se-levantó temprano.

Practice 1. (Check with Practice 2 if in doubt.)

What do the following mean?

1. ¿Cuándo se-levantó usted?
2. ¿Cuándo se-levantó Nora?
3. ¿Cuándo se-levantaron ellos?
4. ¿A qué hora se-levantó usted?
5. ¿Usted se-levantó temprano?
6. Esta-mañana me-levanté a las seis.
7. Esta-mañana no me-levanté hasta las ocho.
8. No fui a clase esta mañana porque no me-levanté a las ocho.
9. Esta-mañana no fui a clase porque me-levanté tarde ('late').
10. Esta-mañana José no se-levantó hasta las nueve y llegó tarde,
11. Esta-mañana Nancy y su-esposo se-levantaron tarde.
12. Ayer nos-levantamos temprano y llegamos a la clase temprano.
13. Hoy nos-levantamos tarde y llegamos tarde.
14. ¿Quiénes se-levantaron temprano hoy?
15. María y su-esposo se-levantaron temprano.

Practice 2. (These are the same utterances of Practice 3.)

Practice saying these in Spanish:

1. When did you get up?
2. When did Nora get up?
3. When did they get up?
4. At what time (i.e. hour) did you get up?
5. Did you get up early?
6. This morning I got up at 6:00.
7. This morning I didn't get up until 8:00.
8. I didn't go to class this morning because I didn't get up at 8:00.
9. This morning I didn't go to class because I got up late.
10. This morning José didn't get up until 9:00 and he arrived late.
11. This morning Nancy and her husband got up late.
12. Yesterday we got up early and we arrived at the class early.
13. Today we got up late and we arrived late.
14. 'Who-all' got up early today?
15. María and her husband got up early.

3. Neutral form of '... getting up...

In phrases where the neutral form of a verb is used, me-, nos-, or se- would be attached to the end.

Practice 3. (If in doubt, check with Practice 4.)

What do these mean?:

1. ¿A qué hora tiene que-levantarse usted?
2. Tengo que-levantarme temprano.
3. ¿Usted puede levantarse antes de las siete?
5. ¡Hola, José! ¿Cómo está?
   ¡Por favor! ¡Acabo de-levantarme!
6. ¡Hola, Jones! ¿Quiere ir a clase conmigo?
   ¡Por favor! ¡Acabamos de-levantarnos!
7. ¡Oiga, Bill! ¿A qué hora piensa levantarse mañana?
8. ¿Mañana? Pues, pienso levantarme antes de las siete.
9. ¿A qué hora van a-levantarse ustedes mañana?
10. Creo que vamos a-levantarnos tarde, después de las nueve.
Practice 4. (These are the same utterances of Practice 3.)

Practice saying these in Spanish.

1. At what time do you have to get up?
2. I've got to get up early.
3. Can you get up before 7:00?
4. Of course. I can get up before that time.
5. Hi, José! How are you!
   Please! I’ve just gotten up!
6. Hi, Jones! Do you want to go to class with me?
   Please! We’ve just gotten up!
7. Hey, Bill! When do you plan to get up tomorrow?
8. Tomorrow? Well, I plan to get up before 7:00.
9. When are 'you-all' going to get up tomorrow?
10. I think we're going to get up late, after 9:00.

4. 'Staying' or 'remaining'.

In Unit 6 you learned ¿Usted piensa quedarse aquí? The idea of 'staying' or 'remaining' is also a reflexive verb.

Practice 5. (If in doubt, check with Practice 6.)

What do these mean:

1. Me- quedé aquí dos años.
2. Me- quedé en Colombia por ('for') dos años.
3. José se- quedó seis horas.
4. ¿Cuántas horas se- quedó usted en la fiesta?
5. Solamente me- quedé por dos horas.
6. Pero, ¿por qué no se- quedó más tiempo (more time, i.e. 'longer')?
7. No me- quedé más tiempo porque era tarde.
8. ¿Cuánto tiempo ('how long') se quedó Jones?
9. Jones se quedó en Colombia por mucho tiempo (much time, i.e. 'a long time')
10. Pero yo me quedé ahí sólo por un año.
11. Mañana voy a quedarme aquí dos horas.
12. Mañana voy a quedarme aquí por dos horas.
13. ¿Usted tuvo que quedarse ahí por mucho tiempo?
14. ¿Usted tuvo que quedarse ahí, mucho tiempo?
15. Yo quiero quedarme aquí dos horas más.

Practice 6. (These are the same utterances of Practice 5.)

Practice saying these in Spanish.

1. I remained (stayed) here two years.
2. I remained (stayed) in Colombia for two years.
3. José stayed six hours.
4. How many hours did you stay at the party?
5. I only stayed for two hours.
6. But, why didn't you stay longer?
7. I didn't stay longer because it was late.
8. How long did Jones stay?
9. Jones stayed in Colombia for a long time.
10. But I stayed there only for one year.
11. Tomorrow I'm going to remain here two hours.
12. Tomorrow I'm going to remain here for two hours.
13. Did you have to stay there for a long time?
14. Did you have to stay there a long time?
15. I want to stay here two more hours. (Be sure you use the Spanish word order for 'two more hours'.)
VARIATIONS

Part 1.

Practice 7. (Recorded)

The following sentences have been taken from the dialogs. After each one you will hear several other sentences which are similar to the model. Listen carefully, and if in doubt, check with Practice 8.

a. Modelo: Y, qué piensan hacer ustedes con ellos? (There are eight variations.)

b. Modelo: Estoy seguro que vamos a llevarlos. Note: Girls would say estoy segura... (There are five variations.)

c. Modelo: ¿Ustedes ya saben a dónde van? (There are seven variations.)

d. Modelo: Pues, como soy nuevo.... (There are eight variations.)

Practice 8. (These are the same sentences of Practice 7.)

Practice saying these in Spanish.

a. Modelo: 'And what do you plan to do with them?'
   1. What do 'you-all' plan to write?
   2. What do 'you-all' plan to write to him (her)? (Did you hear '... to him (her)' during practice 7?)
   3. When do 'you-all' plan to write us?
   4. When do 'you-all' plan to speak with him?
   5. But, why are 'you-all' going to speak with him?
   6. When do 'you-all' plan to get up? At 7:00?
   7. Why do 'you-all' plan to get up so early?
   8. What do 'you-all' plan to bring to the party?
b. **Model:** 'I'm sure we're going to take them.'
1. I'm sure we're going to stay here.
   (**Remember:** quedarse has to use -*nos* instead of -*se* in this sentence.)
2. I'm sure we're going to arrive late.
3. I'm sure we're going to get up late.
4. José is sure he's going to get up late.
5. Nora is sure that we're going to finish today.

   **Observations on 'b' model:**
   - Did you remember to use *levantarnos* in #3?
   - Did you say (correctly) *levantarse* in #4?
   - Did you say *segura* in #5?
   - Did you remember to use *que* after *seguro(-a)*?

c. **Model:** 'You-all' already know where you're going?'
1. 'You-all' already know where you want to go?
2. 'You-all' already know where they are going?
3. 'You-all' already know where they (girls) are going?
4. 'You-all' already know when is the party?
5. 'You-all' already know who is the teacher?
6. 'You-all' already know what he said?
7. 'You-all' already understand what he said?

   **Observations on 'c' model:**
   - Did you remember to use *lo-que* in #6 and #7?
   - Did you say (correctly) *entienden* in #7?

d. **Model:** 'Well, since I'm new...'
1. Well, since I'm new, I don't know.
2. Well, since I don't know Spanish...
3. Well, since José doesn't want to go...
4. Well, since I can't go...
5. Well, since we're new...
6. Well, since José is new...
7. Well, since Marta is new...
8. Well, since we don't have to go...

Observations on 'd' model:
- Did you use (correctly) somos in #5?
- Did you change nuevo to nueva in #7?
- Did you remember que- in #8?

Practice 9. (Recorded)

The following is a list of nouns that you have used in recent lessons. Some are masculine and others are feminine; similarly, some are in their singular form and others in their plural forms.

You will hear the noun read in the form listed below. You are then expected to ask in Spanish: 'Yours or mine?'

Example: carro... ¿El suyo o el mio?
carros... ¿Los suyos o los misos?
casa... ¿La suya o la mia?

Remember: Even though the forms change in Spanish, the meaning is still 'yours or mine?'

The purpose of this exercise is to begin to develop an association between the thing being talked about and the corresponding form suyo or mio. Repeat this exercise until you feel 'comfortable' with it.

1. carro 6. trabajos 11. amigo
2. carros 7. sección 12. amiga
3. casa 8. visas 13. amigas
4. casas 9. permiso 14. amigos
5. trabajo 10. clase 15. niña

Practice 10. (Recorded)

This is similar to Practice 9, except that you are expected to ask, 'Theirs or mine?'

(If, after listening to a few you are puzzled by the similarity of this practice with Practice 9, remember that suy-, like su-, refers to everybody but mi- and nuestro-)
Be sure you imagine yourself asking: 'Theirs or mine?'

1. niño  6. cónsul  11. descanso
2. hijo  7. problema (m)  12. café
3. hija  8. problemas  13. país
4. semanas  9. cosas  14. calle
5. departamento  10. piso  15. apartamento

Practice 11. (Recorded)

The same nouns of Practice 9 will be used here. As you hear each one, put it into the blank space of the following construction:

'A _____ of mine'

Of course, say this phrase in Spanish.

Part 2. Comprehension

Listen to the following utterances. Be sure to let your instructor know of any that you are not sure of.

APPLICATIONS

Part 1.

How would you say the following utterances?

1. I'm sure.  2. I'm sure that I understand.  3. I'm sure that José understands.  4. I finished studying at 10:00.  5. I finished talking before 5:00.  6. Do you know if José finished?  7. Do you know if José finished talking before or after 5:00?  8. Which is older, the son or the daughter?  9. What's the name of the older daughter?  10. What's the name of the older son?


16. He said that he wants this.  17. He wants all that (todo lo-que) we have.  18. They did what we told them to.  19. What is it that you want?  20. What is it that you said?

22.23
We'll see you in (within: dentro de) a little while. We'll see you in (within) a week. We'll see you within an hour. Within a week or within a month? Within a year?! Well, I hope you have a lot of success. I hope 'you-all' have a lot of success. That's why I work so hard ('me-dedico tanto') on my lessons. That's why I work so hard on my book. Please, I want you to finish this within an hour.

Part 2. (Each of the following sentences contains one and only one error.) Rewrite the sentences correctly.

1. Por eso quiero saber que él me-dijo.

2. Quiero que usted traiga eso dentro 5 minutos.

3. Voy a-trabajar en el sección de visas.

4. Ojalá que José tengo mucha suerte.

5. Voy a-aprender lo más que puedo.

6. Sí, señor; yo lo-supó hace poco.

7. ¿Cuál? ¿La hija mayora?

8. ¿Qué hora está? ¿Las 5:00?

9. Ojalá que usted tenga mucho suceso.

10. Voy tener que-hablar todo el tiempo.
Part 3. Be prepared to produce some sort of answer to these questions concerning your own life.

1. ¿Tiene usted un amigo en este país?
2. ¿Tiene usted amigos en Washington?
3. ¿Sabe usted dónde va a trabajar el próximo año?
4. ¿Cuáles lecciones va a estudiar la próxima semana?
5. ¿Cómo le dice usted a un amigo 'I hope you have a lot of success?'
6. ¿Usted trabaja todo el tiempo?
7. ¿Tiene hijos? Si usted tiene hijos, por favor díganos:
   - cuántos tiene,
   - qué edad tienen,
   - cuál es el mayor,
   - y cómo se llama, etc.

Díganos lo más que pueda de sus hijos.
8. ¿Usted llegó a esta ciudad hace poco o hace mucho?
9. ¿Puede usted decirme qué hora es?
10. ¿Usted piensa hablar español dentro de dos meses?

Part 4. Be prepared to be engaged by your instructor in the following short conversations:

A: I hope you have a lot of success.
   --Thanks. I hope you have a lot of success too.
   I hope María and Nora are successful too. (i.e. 'have success too')
   --Naturally! I hope both of them have a lot of success.

B: Do you like this class?
   --Who (likes)?
   You.
   --Yes, of course. I like it a lot.

C: Do you know if José liked the party?
   --How's that?
   I asked you if you know if José liked the party.

22.25
--That if he what?
Liked! (That) if he liked the party!
--Oh, thanks. Now I understand. Yes, he liked it a lot.

D: Do you have to talk a lot?
--Me? Talk?... Where?
Well, in the class.
--Sure. I have to talk as much as I can.

E: Do you have to get up early?
--Sometimes.
And tomorrow... do you have to get up early?
--Tomorrow? Gee! Tomorrow I have to get up as early as I can.
UNIT 23
INTRODUCTION

Part 1.

1. Say, 'Well, a short while ago.'
   
   (Pues, hace poco.)

2. Say, 'Only three weeks ago.'
   
   (Hace solamente tres semanas.)

3. Say, 'Three weeks ago.'
   
   (Hace tres semanas.)

4. Say, 'Two years ago.'
   
   (Hace dos años.)

5. The idea of 'ago' is expressed with the word ____?
   
   (hace)

6. What is the meaning of this sentence?
   
   Yo estudié eso hace tres meses.

   ('I studied that three months ago.')

7. Observe what happens if the hace... part is in front of yo estudié.
   
   What has been added?  'Hace tres meses que yo estudié eso.'

   (que)

8. Is there an important difference in meaning between the following two sentences? Make a guess.
   
   a. Llegué aquí hace dos días.
   
   b. Hace dos días que llegué aquí.

   (No, no important difference.)

9. In fact, it would be practically impossible to define any difference whatever between the two sentences. Therefore, for all practical purposes, we can say there is no difference.

10. Complete this sentence: Hace cinco meses ____ llegué.

    (que)

11. Complete this one: Trabajé en ese-departamento ____ 10 años.
(hace)

12. Say the sentence in # 11 starting with Hace...

(Hace 10 años que trabajé en ese-departamento.)

13. Say, 'They brought me the car two weeks ago.' Start with hace.

(Hace dos semanas que me-trajeron el carro.)

14. Say, 'They told me that six hours ago.' Start with hace.

(Hace seis horas que me-dijeron eso.)

15. Say, 'Six months ago.'

(Hace seis meses.)

16. How would you translate Hace dos horas que fui?
   a. I went two hours ago.
   b. Two hours ago I went.

(As far as Spanish is concerned, there is no difference. As far as English is concerned, 'a' sounds a little more natural than 'b'; therefore, perhaps a is a 'better' translation.)

17. Would it be all right, then, to translate Hace tres minutos que me-llamó. as 'He called me three minutes ago'?

(Yes. In fact, this translation 'sounds' more normal than 'Three minutes ago he called me.')

18. Questions involving 'time ago' are constructed with cuánt- and hace.
   'How many days ago did he arrive?'
   ¿Cuántos días hace que llegó?

19. Ask, 'How many years ago were you born?'
   ¿Cuánto ______ hace ______ nació?

(¿Cuántos años hace que nací?)

20. Ask, 'How many weeks ago did you finish?'
   ¿Cuánto ______ hace ______ terminé?

(¿Cuántas semanas hace que terminó?)

21. Ask, 'How many years ago did they write this?'
   ¿Cuánto ______ años ______ escribieron ______?

(¿Cuántos años hace que escribieron esto?)

22. 'How long is' is ¿Cuánto tiempo..., so that 'How long ago?' would be: ¿Cuánto tiempo ______?
23. Ask, 'How long ago did they get up?'
¿Cuánto ______ hace ______ se-_______?

24. Ask, 'How long ago did you get up?'
¿_______ tiempo _____ que se-_______?

25. Finally, ask, 'How long ago did you learn Spanish?'
¿_______ tiempo hace que aprendió español?

Part 2.

26. Up to now, you have said things like 'I sold the car for him' and 'I finished it', but we have purposefully avoided having you say constructions like 'I sold it for him' or 'He sent it to me'. In the last two, the ( ) and the ( ) are included in the same sentence.

27. Whenever both are to be used in the same sentence, Spanish places them in this order: 

28. Thus, 'José brought /it/ (to me)' is: 'José (me) - /lo/ -trajo.'
29. Say, 'Jose sent /it/ (to me)'

(José me-lo-mandó.)
30. Say, 'José finished it for me.'

(José me-lo-terminó.)
31. Say, 'They prepared it for me.'

(Me-lo-prepararon.)
32. Say, 'María told me so.' (i.e. 'She told it to me.')

(María me-lo-dijo.)
33. Say, 'They made it for me.'

(Me-lo-hicieron.)
34. Say, 'Tell me... '

23.3
(Dígame...)  
35. Now try saying, 'Tell me so.' (i.e. 'Tell it to me.')

(Dígámeló.)  
36. And now say, 'Bring it to me.'

(Tráigame...o.)  
37. How would you say 'I want you to bring it to me.'?

(Quíero que me-lo-traiga.)  
38. How would you say 'I want you to recommend it to me.'?

(Quíero que me-lo-recomiende.)  
39. Say, 'I want you to recommend her to me.'

(Quíero que me-la-recomiende.)  
40. Say, 'I want you to bring her to me.'

(Quíero que me-la-traiga.)  
41. Say, 'I want you to write it for me in the morning.'

(Quíero que me-lo-escriba por la mañana.)  
42. Say, 'I want you to send it to me tomorrow afternoon.'

(Quíero que me-lo-mande mañana por la tarde.)  
43. How would you say 'José wants to bring it to me now'?

(José quiere traer-melo ahora.)  
44. How would you say 'José can bring it to me tomorrow'?

(José puede traer-melo mañana.)  
45. How about this one?: 'He's going to bring it to me tomorrow.'

(Va a traer-melo mañana.)  
46. And this one?: 'He has just brought it to me.'

(Acaba de traer-melo.)  
47. And this one?: 'He has to bring it to me.'

(Tiene que traer-melo.)  
48. Thus far, you have always seen in the foregoing examples:  
\[...me-lo-... \text{ or } -meló \text{ but never lo-me.}\]  
\[\frac{1}{2} \text{ or } \frac{2}{1} \text{ but never } \frac{2}{1}\]  

23.4
49. The sequence is always me + lo, never lo + me. In fact, if lo-(or los-, la-, las-) is going to be used in your sentence, it will always be second; anything else (such as me-) will be first. Observe this as you say the following:

a. Gómez brought it to me.
(Gómez me-lo-trajo.)

b. The books? Gómez brought them to me.
(¿Los libros? Gómez me-los-trajo.)

c. The letters? María wrote them for me.
(¿Las cartas? María me-las-escribió.)

d. The car? Sánchez sold it to me.
(¿El carro? Sánchez me-lo-vendió.)

e. The sentences? José wrote them for me last night.
(¿Las frases? José me-las-escribió anoche.)

f. The exercises? María prepared them for me.
(¿Los ejercicios? María me-los-preparó.)

g. The lessons? The teacher sent them to me.
(¿Las lecciones? El profesor me-las-mandó.)

h. The lessons? José has to send them to me.
(¿Las lecciones? José tiene que-mándamelas.)

i. The exercises? José has to bring them to me.
(¿Los ejercicios? José tiene que-traérmelos.)

Part 3.

50. Observe:

José me-lo-trajo. 'José brought it to me.'
José se-lo-trajo. 'José brought it to him.'

What is the meaning of se-?

('to him')

51. How would you say, 'José sent it to him.'?
(José se-lo-mandó.)

52. How would you say, 'José sold it for him.'? Make a guess.

(José se-lo-vendió.)

53. Say, 'María sent it to him.'

(María se-lo-mandó.)

54. Say, 'María took it to him.'

(María se-lo-llevó.)

55. In the sequences with which you have been working (i.e. ___), you may find me- in position No. 1 (me-_) or even nos (nos-_). Anyone else in position No. 1 is represented by se-.

56. This means that se- can stand for anybody but me- and ?.

(nos-)

57. As you recall from Unit 22, with reflexive verbs se- can mean 'yourself' (just as me- can mean 'myself'). As you are beginning to appreciate now, this se- is obviously a versatile 'word': it stands for many more meanings than any one English word does.

58. The fact that se- stands for so many things leads many students to believe that this is going to be a problem. It isn't.

59. The truth is that this is a great simplification. Therefore, the 'versatility' of se- should make learning Spanish that much easier for you.

60. There are, then, only three words that can occur in position No. 1 (X __): me-, nos-, and ?.

(se-)

61. For a while, we will concentrate on the meaning of se- as 'to you', 'to him', or 'to her'. Later, we will practice with the other meanings.

62. Say, 'I sent it to him.'

(se-lo-mandé.)

63. Suppose your boss asked you, 'Did you send it to me?', how would he say that in Spanish?
(¿Me-lo-mandé?)
64. Reply by saying 'Yes, I sent it to you.'
(Sí, se-lo-mandé.)
65. Ask, 'When did you send it to me?'
(¿Cuándo me-lo-mandó?)
66. Say, 'I sent it to you yesterday.'
(Se-lo-mandé ayer.)
67. Ask, 'Do you want me to send it to you?'
(¿Quieres que se-lo-mande?)
68. Ask, 'Do you want me to send it to her?'
(¿Quieres que se-lo-mande?)
69. Reply, 'Yes, send it to her.'
(Sí, mándeselo.)
70. Reply, 'Yes, send it to him.'
(Sí mándeselo.)
71. (More practice with these combinations will follow after the
dialog of this Unit.)

DIALOG

Review.

New Material.

(Nancy acaba de-decirle a-Jones que iba a-ver a-una amiga. En este-
diálogo nuevo, es un poco más tarde. El profesor y el señor Jones
están en la clase, hablando.)

Profesor

hágame
do me
hágame el favor
do me the favor
dar
idea of 'giving' (n.f.)
hágame el favor de-darme
do me the favor of giving
me

Sr. Jones, hágame el favor de-darme su-libro.

Mr. Jones, please give me your book.

23.7
Muy bien. Aquí lo tiene.

Ud.

Gracias. ¿Qué hizo Ud.?

Profesor

(abbr. of usted)

Thank you. What did you do?

Le-di el libro.

Jones

I gave you the book.

¿Cuándo me-lo-dió?

Profesor

When did you give it to me?

mismo

Jones

same

mismo momento

same moment

en este mismo momento

in this same moment

Se-lo-di en este mismo momento.

I gave it to you this very minute.

Profesor

abrir

idea of 'opening' (n.f.)

abra

open (command form)

Abrame

open for me

la puerta

the door

Muy bien. Ahora, Ábrame la puerta, por favor.

O.K. Now, open the door for me, please.

Profesor

serio

serious

¿En serio?

Are you serious?

¡Claro!

Naturally!

Profesor

Muy bien. Lo que Ud. diga.

O.K. Whatever you say.

Jones

23.8
(Después de abrir la puerta.)

Profesor ¿Qué hizo?

Jones ¡Le-abrí la puerta!

Profesor ¿Le-abrió la puerta? ¿No me-vió?

Jones ¡Se-la-abrí! ¿No me-vió?

Profesor calmarse cálmese nada más

¡Cálmese! Es un ejercicio nada más.

Don't get excited! It's just an exercise.

Observaciones y Practice

1. Time ago.

The hace with which you have practiced in the introduction to this Unit comes from the verb hacer. Therefore, the structure of Hace cinco días... is closer to 'It makes five days...' than it is to 'Five days ago... ' That is, our translation as 'Five days ago... ' is a loose one befitting English more than representing Spanish.

Since English has no direct counterphrase, it is at times also convenient to translate the hace part of a sentence as follows:

a. Hace cinco meses que salió.
   'It's been five months since he left.'
Practice 1. (Practica saying each of the following two ways in English. If in doubt, check with Practice 2.)

1. Hace siete años que fui a México.
2. Hace nueve días que me lo mandó.
3. Hace más de tres meses que se lo mandamos.
4. ¿Cuánto tiempo hace que Ud. se lo mandó?
5. Sí, señor; hace dos semanas que vi a María.
6. Hace más de seis años que José hizo eso.
7. Hace solamente un minuto que vi a José.
8. ¿Cuánto tiempo hace que Ud. vio a María?
9. Hace solamente una hora que la vi.
10. Hace mucho tiempo que la vi.

Practice 2. (Each of the following pairs of sentences may be translated into Spanish the same way. Practica saying these in Spanish. If in doubt, check with Practice 1.)

1. It’s been seven years since I went to Mexico.
   Seven years ago I went to Mexico.

2. It’s been nine days since he sent it to me.
   Nine days ago he sent it to me.

3. It’s been more than three months since we sent it to him.
   More than three months ago we sent it to him.

4. How long has it been since you sent it to him?
   How long ago did you send it to him?

23.10
5. Yes, sir; it's been two weeks since I saw María.
   Yes, sir; two weeks ago I saw María.

6. It's been more than six years since José did that.
   More than six years ago José did that.

7. It's been only a minute since I saw José.
   Only a minute ago I saw José.

8. How long has it been since you saw María?
   How long ago did you see María?

9. It's been only an hour since I saw her.
   Only an hour ago I saw her.

10. It's been a long time since I saw her.
    A long time ago I saw her.

Practice 3. (Recorded)

You will hear an 'hace question' addressed to you. Since the similarity of each question is great, listen carefully for the time element used in the question so that you can use it in your answer. Always reply using siete as the number for these time elements.

Example: ¿Cuántas horas hace que José salió?
   Hace siete horas que salió.


Becoming fluent in the use of combinations is a problem. As in so many other language-learning situations, the problem is not in knowing how something works but in making it work fluently for you. To acquire this fluency requires a lot of work, most of it repetitious and boring.
Practice 4. (Recorded)

This exercise is designed to help you acquire a "feeling" for the meanings of the clitics that can occupy position No. 1 (?-) especially se-. At the same time, this exercise should help you establish firmly that lo- occupies only position No. 2 (?-lo-).

This is a "look-say-listen" exercise with controlled timing. Try to say the following sentences in Spanish within the very short space allowed in the recording between the number and the right answer. Keep re-working this exercise until you can do all sentences in the time allowed.

Group A: (trajo)

1. ... José brought it to me.
2. ... __________ to us.
3. ... __________ to him.
4. ... __________ to her.
5. ... __________ to them.

Group B: (mandó)

1. ... José sent it to me.
2. ... __________ to us.
3. ... __________ to you.
4. ... __________ to them.
5. ... __________ to her.

Group C: (mandó)

1. ... José sent it for me.
2. ... __________ for us.
3. ... __________ for them.
4. ... __________ for him.
5. ... __________ for you.
Group D: (vendió)

1. ... Sánchez sold it to me.
2. .... __________ for me.
3. ... __________ for her.
4. ... __________ to us.
5. ... __________ to her.

Practice 5. (Be prepared to ask these questions. If in doubt, consult Practice 6.)

1. Do you want me to bring it to you?
2. Do you want me to tell it to you?
3. Do you want me to do it now?
4. Do you want me to bring it to you now?
5. Do you want me to tell it to you now?
6. Do you want me to write it for you now?
7. Do you want me to take it to you now?
8. Do you want me to sell it for you now?
9. Do you want me to receive it for you now?
10. Do you want me to finish it for you now?

Practice 6. (Recorded) (You will hear the 10 questions of Practice 5. Reply affirmatively.)

Example: ¿Ud. quiere que se-lo-traiga?
Sí, tráigamelo.
PART 1.

PRACTICE 7. (Recorded)

The following sentences have been taken from the dialogs. After each one you will hear several other sentences which are similar to the modelo. Listen carefully, and if in doubt, check with Practice 8.

a. Modelo: Hágame el favor de-darme su-libro.
   (There are six variations.)

b. Modelo: Ahora, ábrame la puerta, por favor.
   (There are six variations.)

   (There are seven variations.)

d. Modelo: Es un ejercicio nada más.
   (There are five variations.)

e. Modelo: Después de-abrir la puerta.
   (There are eight variations.)

PRACTICE 8. (These are the same sentences of Practice 7. Practice saying these in Spanish.)

a. Modelo: Please ('do me the favor of-') give me your book.
   1. Please write me a letter.
   2. Please speak with Jones.
   3. Please ask me that.
   4. Please ask me that later.
   5. Please get up at five.
      (Did you remember to use -se at the end of levantar?)
   6. Please get up earlier.

b. Modelo: Now, open the door for me, please.
   1. Now, speak to me in Spanish.
   2. Now, don't speak to me in English; speak to me in Spanish.
   3. Please, don't come to my office; come to my house.
   4. Please, don't take that to the office for me; take it to the house for me.
5. Please, don't get up before 7:00; get up at 7:30.
   (Remember: negative commands require no se-levante; the
   affirmative part requires levántese.)
6. Please, don't get up so late; get up earlier.

c. Model: I gave it to you this very minute.
   1. I gave it to you this morning.
   2. I brought it to you this very minute.
   3. I wrote it for you a moment ago.
   4. I wrote it for you this very minute.
   5. I told you so (i.e. 'I told it to you') this very minute.
   6. I sent it to you a moment ago.
   7. I sent it to you this very minute.

d. Model: It's just an exercise.
   1. It's just a book.
   2. It's just a child.
   3. The teacher told me that it was just an exercise.
   4. We have to study just an exercise.
   5. I'm going to learn just a little.

e. Model: After opening the door.
   1. After learning the lesson.
      (Remember: don't forget to use de- in después de-)
   2. After learning Spanish.
   3. After seeing José.
      (Did you remember to use a- in front of José?)
   4. After seeing María.
   5. After speaking with the teacher.
   6. María told me so after speaking with the teacher.
   7. I told Nora so after arriving this morning.
      ('I told Nora so' = 'I told it to Nora' = Se-lo-dije a-Nora)
   8. I told José so after arriving last night.
Practice 9. (Recorded)

You will recall that suyos is like su- in that it stands for everybody but mi- and nuestra-. You will also remember that the only time suyos would be said suyos is exactly the same as when su- would be said sus-.

You will hear a friend of yours say 'the (something or other)'. You are to raise the question 'You-all's or ours?' Be sure you make your response before you hear the correct answer, and be sure to keep in mind what you are saying.

Part 2. Comprehension.

Listen to the following conversational exchanges between two persons. Be sure to let your instructor know of anything you are not sure of.

APPLICATIONS

Part 1.

How would you say the following utterances?

1. I did that yesterday. 2. I did that a month ago. 3. Who brought it (lo) to you? 4. Who brought it to her? 5. Who brought it (la) to them? 6. Did you bring it to him today or yesterday? 7. Did you say lo (i.e. 'it')? 8. Did you tell him so? 9. When did you tell him so? 10. I told him about it (i.e. 'so') this morning.

11. Did you bring the book to Nora? (Don't forget to use le-.) 12. Did you bring it to Nora? (Don't forget to use se-.) 13. Did you send your car to José? 14. Did you send it to José? 15. Yes, I sent it to him yesterday.

16. What happened? 17. What happened to him? 18. What happened to José? 19. What happened to Sánchez? Did he fall off the couch? 20. Did he fall off the table? 21. When did he fall (or, fall off)? Did he fall 'right this minute'? 22. When did he get up? Did he get up this very minute? 23. When did they get up? A moment ago? 24. I'm going to get up (levantarme) later tomorrow. 25. Do you know if José is going to get up late also?
Part 2. (Each of the following sentences contains one and only one error. Rewrite each sentence correctly.)

1. Me-dijo José quiere ir con nosotros.

2. Voy a-estudiar lo más que puedo.


4. José habló conmigo después hablar con ella.

5. El profesor quiere que nosotros se-levantemos temprano.

6. Por eso lo-dije a-José.

7. ¿Habla español? Sí, a-mí gusta mucho.

8. ¿Cuándo levantaron? ¿Hace mucho tiempo?


10. Por favor, ¿qué es que Ud. quiere?
Part 3. (Be prepared to produce some sort of answer to these questions concerning your own life or your own opinions.)

1. ¿Cuáles lecciones estudió la semana pasada?
2. ¿Estudió mucho o poco?
3. ¿Cuáles lecciones va a estudiar la semana próxima?
4. ¿Cómo se dice: 'la semana próxima' o 'la próxima semana'?
5. ¿Cómo le dice Ud. en español a un amigo 'as much as I can'?
6. ¿Ud. quiere que terminemos esta clase mañana?
7. ¿Ud. nació en los Estados Unidos? ¿En qué parte?
8. ¿Dónde va a vivir después de terminar su estudio de español?
9. ¿Dónde va a trabajar la próxima semana?
10. ¿Dónde va a trabajar el año próximo?
11. ¿A dónde fue ayer?
12. ¿A dónde piensa ir la próxima semana?
13. ¿Cuántas semanas hace que usted llegó aquí?
14. ¿A cuál país va? ¿Cuándo supo esto?
15. ¿Cuánto tiempo va a quedarse en ese país?

Part 4. (Be prepared to be engaged by your instructor in the following conversations):

A: What did you do?
   --I gave her my book.
   When did you give it to her?
   --I have just given it to her.

B: Did you send (-mandó) it to them?
   --Yes, I sent it to them.
   Why did you send it to them?
   --Because I had to send it to them.
G: Do you know if José sent those letters?
--Which ones?
The ones we wrote yesterday.
--Oh, yes. He sent them yesterday.
To whom did he send them? Did he send them to Sánchez?
--I'm not sure. But I think he was going to send them to him.
When?
--I said that he sent them to him yesterday.
Okay. Thanks.
UNIT 24

INTRODUCTION

Part 1.

1. ¿Cómo se-dice José brought it to me?
   (José me-lo-trajo.)

2. ¿Cómo se-dice José told me so?
   (José me-lo-dijo.)

3. Diga en español María sent it to him.
   (María se-lo-mandó.)

4. Diga en español María sent it to me.
   (María me-lo-mandó.)

5. ¿Cómo se-dice ... I want ...?
   (...quiero...)

6. ¿Cómo se-dice I want you to send it to me?
   1. Quiero que mándemelo?
   2. Quiero que me-lo-mande?

(2)

7. Muy bien. Ahora diga I want José to send it to me.
   (Quiero que José me-lo-mande.)

8. Y ahora diga I want José to send it to him.
   (Quiero que José se-lo-mande.)

9. Diga ahora José wants me to send it to him.
   (José quiere que se-lo-mande, o
    José quiere que yo se-lo-mande.)

10. ¿Cuál quiere decir José wants ME to send it to him?
    1. José quiere que se-lo-mande.
    2. José quiere que yo se-lo-mande.

(2)

11. What does *hay* appear to mean in the following sentence?

   Hay tres estudiantes aquí.
   'There are three students here.'

('There are...')

12. What does *hay* appear to mean in this sentence?

   Hay cinco sillas en la clase.
   'There are five chairs in the class.'

('There are...')

13. Say 'There are five students in the class.'

   (Hay cinco estudiantes en la clase.)

14. Is the *h* in *hija*, or *ahora*, or *hizo* pronounced?

   (No.)

15. Is the *h* in *hoy* pronounced?

   (No.)

16. Is the *h* in *hay* pronounced?

   (No.)

17. If pronounced correctly, *hay* should rhyme with the English word 'sigh' or 'sky'. Of course, to approximate native Spanish your lips should be drawn back slightly.

18. Now say 'There are two in my class.'

   (Hay dos en mi-clase.)

19. Quite often, instead of saying distinctly 'there are' we say less formally 'there're'. Spanish still says *hay*.

20. A large number of speakers of English do not differentiate between 'there're' and 'they're' in informal speech. In fact, 'their' also sounds the same.

21. Even though they may be pronounced the same, their grammatical function is different.

22. For example, which of the following two means 'They are in his office'?

   a. Están en su-oficina.
   b. Hay en su-oficina.

   (a.)
23. As another example, which is the correct translation of *Hay dos americanas en mi-clase?*
   
   a. They're two American girls in my class.
   b. There're two American girls in my class.

   (b.)

24. 'They're' ('they are') is (Ellos) están.... or (Ellos) son...,
   but 'There're' ('there are') is: __?

   (Hay...)

25. Say 'There're fourteen here.'

   (Hay catorce aquí.)

26. Ask this question in Spanish:
   'Are there fourteen here?'

   (¿Hay catorce aquí?)

27. Ask this one: 'Are there eleven or are there twelve?'

   (¿Hay once o hay doce?)

28. Make a guess with this one:
   'There aren't eleven, but (rather) twelve.'

   (No hay once, sino doce.)

29. Try this one: 'There aren't Colombians in my class.'

   (No hay colombianos en mi-clase.)

30. Try this one: 'Aren't there Colombians in your class?'

   (¿No hay colombianos en su-clase?)

Part 3.

31. What does *hay* appear to mean in the following sentence?

   *Hay una silla en mi-oficina.*
   'There is a chair in my office.'

   ('There is...')

32. What does *hay* appear to mean in this sentence?

   *¿Hay una mesa en su-oficina?*
   'Is there a table in your office?'

   ('Is there...')

   24.3
33. As you have observed, hay has two meanings in English: 'there are' and '_____' ('there is')

34. Say 'There is a sentence...'

(Hay una frase...)

35. Say 'There is a word that I don't understand.'

(Hay una palabra que no entiendo.)

36. If algo means 'something' (Unit 13), how would you say 'Is there something that you didn't understand?'

(¿Hay algo que usted no entendió?)

37. Ask 'Is there something easy in this lesson?'

(¿Hay algo fácil en esta-lección?)

38. Ask 'Isn't there something easy in this lesson?'

(¿No hay algo fácil en esta-lección?)

39. Say 'There's a student in my office...'

(Hay un estudiante en mi-oficina...)

40. Now say the complete phrase: 'There's a student in my office who wants to talk with you.'

(Hay un estudiante en mi-oficina que quiere hablar con usted.)

Part 4. Double negative.

41. The opposite of 'something' is 'nothing'. In Spanish, the opposite of algo is nada. (The ḏ in nada is 'soft' as in casa, quedarse, etc.)

42. Though it may be all right at times to say in English 'I don't know nothing', in more formal situations this "double negative" usage is rejected in favor of 'I don't know anything' or 'I know nothing.' In Spanish, the double negative is the appropriate construction.

43. Therefore, if you wanted to say 'I don't know anything', you would say: __________

(No sé nada.)

24.4
44. In fact, the word 'any' and its composites 'anybody', 'anything', 'anywhere', etc. do not exist in Spanish. Therefore, the Spanish for 'There aren't any Colombians in my class' is:

No hay colombianos en mi clase.

45. And 'I don't know anything' is 'I don't know nothing':

No sé nada.

46. Say 'I didn't send anything.'

(No mandé nada.)

47. Say 'We didn't write anything.'

(No escribimos nada.)

48. And 'We didn't say anything.'

(No dijimos nada.)

49. And 'He didn't send me anything.'

(No me mandó nada.)

50. And finally, 'I don't want to send him anything.'

(No quiero mandarle nada.)

(If you made any errors between number's 46 and 50, it would be advisable to review quickly 46-50 before going on.)

51. A negation in Spanish is admissible if the verb has a negative word in front of it. If there is no negative word (any negative word) in front of the verb, the sentence is not real and, therefore, not admissible.

52. Which of the following are admissible (i.e. 'real')?

a. Sé nada.
   b. No sé nada.
   c. Nada sé.

(b. and c.)

53. If Nada sé is admissible, does it mean something different from No sé nada?

(Not much; both translate either as 'I know nothing' or 'I don't know anything.')

24.5
54. Is this sentence admissible?
   Escribimos nada.
   (No.)

55. How would you change the sentence in number 54 to a real one?
   (Either No escribimos nada or Nada escribimos.)

56. Change the following sentence to an admissible one:
   Me-mandó nada.
   (Either No me-mandó nada or Nada me-mandó.)

57. Say this in Spanish two ways: 'He didn't ask me anything.'
   (No me-preguntó nada or Nada me-preguntó.)

58. Say 'I'm not going to say anything' two ways.
   (No voy a-decir nada or Nada voy a-decir.)

59. Say 'I don't want to tell them anything' two ways.
   (No quiero decirles nada or Nada quiero decirles.)

60. Say 'I can't tell them anything' two ways.
   (No les-puedo decir nada or Nada les-puedo decir.)
   (Or: No puedo decirles nada. Nada puedo decirles.)

Part 5.

61. The word 'always' is siempre. Its opposite 'never' is nunca.
   Say 'He always wants to leave early.'
   (Siempre quiere salir temprano.)

62. Change the sentence in 61 to the negative two different ways.
   (No quiere salir temprano nunca or Nunca quiere salir temprano.)

63. Say 'José always has to leave early.'
   (José siempre tiene que-salir temprano.)

64. Change the above sentence to the negative two different ways.
   (José nunca tiene que-salir temprano or José no tiene que-salir temprano nunca.)
65. The word *siempre* may occur in almost any location in a sentence, but it is usually placed in front of the verb (see #61 and #63). With this in mind, say 'There is always a good student in my classes.'

(Siempre hay un estudiante bueno en mis-clases.)

66. Without using the Spanish word *No*, say 'There never is a good student in my classes.'

(Nunca hay un estudiante bueno en mis-clases.)

67. Say 'There are always problems.'

(Siempre hay problemas.)

68. Say 'No, there aren't any problems.'

(No, no hay problemas.)

69. Now say 'No, there never are any problems.'

(No, nunca hay problemas or, No, no hay problemas nunca.)

70. And finally, say 'Aren't there ever any problems here?'

(¿No hay nunca problemas aquí? or ¿Nunca hay problemas aquí?)

**DIALOG**

Review.

New Material.

Jones

- ¿...cambiaron...?
- ¿Le-cambiaron...?

¡Oiga, Bill! Le-cambiaron su instructor? Hey, Bill! Did they change your instructor on you?

Bill

Sí, Hoy tuvimos al señor Hernández. Yes, Today we had Mr. Hernández.

Jones

- ¿Ah, sí? ¿Cómo es?
- Really? What's he like?

24.7
Bill
todavía
still; yet
Pues, todavía no sé. Es muy pronto. Well, I don't know yet. It's too soon.

Jones
por lo menos
at least
Pues, por lo menos,

parecer
n.f. of 'seem'
¿qué le pareció?
how did he strike you?

Bill
Creo que va a ser muy bueno.
I think he's going to be very good.

como
as
Como Ud. sabe.
As you know,

fama
he has fame, a reputation
tiene fama
de ser bueno
of being good
tiene fama de ser bueno.
he has a reputation of being good.

¿Y el suyo?
And yours?

Observations
and
Practice

1. More practice with ...lo-que...

In Unit 21 you worked with lo-que in the meaning of:
a. Non-interrogative 'what':
   No entiendo lo-que dijo.
   'I don't understand what he said.'

24.8
b. 'that' in 'What is it that...?'

¿Qué es lo-que él quiere?
'What is it that he wants?'

c. 'that in ...all that (we)...

Quiere todo lo-que tenemos.
'He wants all that we have.'

Practice 1.

Which of the following sentences use lo-que? (Answers follow this practice.)

1. What is it that you want?
2. Is this what you want?
3. I think that he's here.
4. What's that?
5. I don't know what he said.
6. What I don't know is 'when'.
7. I want to send him all that we have here.
8. Did José say that?
9. He didn't tell me when he was going.
10. I told them what you told me.

(Answer: lo-que appears in 1, 2, 5, 6, 7, 10)

Practice 2. (Recorded)

The sentences of Practice 1 appear in this Practice. Be prepared to say these sentences with fluency.

2. More practice with two clitics.

Practice 3. (Recorded)

You will hear the following questions addressed to you by a friend. Answer Sí, ....... Be sure you work this practice often enough until you can produce the answer before the voice on the tape does. In this series, try to keep in mind that the first clitic stands for 'people', and that the second one stands for 'things'.
1. (Do you want me to bring it to you?)
2. (Do you want me to send it to you?)
3. (Do you want me to write it for you?)
4. (Do you want me to defend it for you?)
5. (Do you want me to recommend it to you?)
6. (Do you want me to sell it for you?)
7. (Do you want me to receive it for you?)
8. (Do you want me to change it for you?)
9. (Do you want me to open it for you?)
10. (Do you want me to give it to you?)

**Practice 4. (Recorded)**

Similar questions will be asked again with one important difference. The part occupied by 'it' will be specified as a noun. Your answer will be similar, but you will now have to differentiate between masculine and feminine as well as plural and singular.

Work this exercise often enough until you can reply to the questions in a fluent, natural manner.

**Practice 5. (Recorded)**

This is in effect a continuation of the previous practice.

**Practice 6. (Recorded)**

You will now hear your boss ask you some questions. Reply affirmatively, and specify that you did it 'yesterday afternoon' (i.e. ayer por la tarde). Use two clitics in your reply.

**Example:**

Your boss: ¿Ud. me-mandó esa-carta?
You: Sí, se-la-mandé ayer por la tarde.

3. **Caerse.**

_Caerse, like levantarse and quedarse, is a reflexive verb. This means that me-, nos-, or se- will be used with any form of this verb, as in:_
4. Dropping something.

The closest idea to 'dropping' is expressed in Spanish with caerse PLUS -me-, -nos-, -le-, or -les-. As with gustar, -me-, -nos-, -le-, or -les- represents the person who drops something. The 'formula' is

\[ \text{se} + \text{?} + \text{caer} \]

with '?' representing the person doing the dropping.

5. Differentiating 'falling' from 'dropping'.

Until such time as the meaning and the usage of these two verbs become automatic for you, the easiest identification of the difference is simply that one of them has only one clitic, the other has two.

'Falling down' is the one with one clitic. It is also the one in which the verb reflects who is falling down:

- Me-caí.
- Nos-caímos.
- Etc.

'Dropping' is the one with two clitics. As with gustar, the verb agrees with how many things are dropped, not with who does the dropping:

- Se-me-cayó el libro. 'I dropped the book.'
- Se-me-cayeron los libros. 'I dropped the books.'

And, as with gustar, the name of the person who drops something is prefixed by a-

- A-José y a-María se-les-cayó el libro. 'José and María dropped the book.'
- A-José y a-mí se-nos-cayó el libro. 'José and I dropped the book.'
Practice 7. (Recorded)

Listen to a series of sentences with the objective of identifying which mean 'falling' and which involve 'dropping' something. All of these sentences involve vocabulary that is unknown to you at this time; therefore, do not worry about meaning. Simply listen to the verb: if it has one clitic, it means 'falling'; if it has two clitics, it means 'dropping'.

After each number below, write 'f' for 'falling' or 'd' for 'dropping'. Correct answers are listed after the exercise.

1. ___ 6. ___ 11. ___
2. ___ 7. ___ 12. ___
3. ___ 8. ___ 13. ___
4. ___ 9. ___ 14. ___
5. ___ 10. ___ 15. ___

(Answers: 'falling' occurs in 1, 5, 6, 7, 9, 11, 13, and 14. The others are 'dropping' something.)

Practice 8.

Learn the meaning of the following. If in doubt, consult Practice 9.

1. (a) Se-me-cayó el libro.
   (b) Se-me-cayeron los libros.

2. (a) A-José se-le-cayó la silla.
   (b) A-María se-le-cayeron las sillas.

3. (a) Se-me-cayó algo importante.
   (b) Se-nos-cayó algo importante.
   (c) Se-les-cayó algo importante.

4. (a) Esta mañana me-caí en la sala de clase.
   (b) Esta mañana se-cayó en la sala de clase.
   (c) Esta mañana nos-caimos en la sala de clase.
   (d) Esta mañana se-cayeron en la sala de clase.

5. (a) José se-cayó esta mañana.
   (b) A-José se-le-cayó el libro.
6. (a) Yo me-cá¡ hoy.
    (b) A-mí se-me-cayó el libro.
    (c) A-ella se-le-cayó el libro.
    (d) ¿A-quién se-le-cayó el libro? ¿A-ella?

Practice 9.

These are the English equivalents of the sentences of Practice 8. Learn to say these in Spanish without having to refer to Practice 8.

1. (a) I dropped the book.
    (b) I dropped the books.

2. (a) José dropped the chair.
    (b) María dropped the chairs.

3. (a) I dropped something important.
    (b) We dropped something important.
    (c) They dropped something important.

4. (a) This morning I fell down in the classroom.
    (b) This morning he fell down in the classroom.
    (c) This morning we fell down in the classroom.
    (d) This morning they fell down in the classroom.

5. (a) José fell down this morning.
    (b) José dropped the book.

6. (a) I fell down today. (Emphasis on 'I'.)
    (b) I dropped the book. (Emphasis on 'I'.)
    (c) She (emphasis or clarification) dropped the book.
    (d) Who dropped the book? She (did)?
VARIATIONS

Part 1.

Practice 10. (Recorded)

The following sentences have been taken from the dialogo. After each one, you will hear several which are similar to the modelo. Listen carefully, and if in doubt, consult Practice 11.

a. Modelo: ¿Le cambiaron su-instructor?

b. Modelo: ¡Ah, sí? ¿Cómo es?

c. Modelo: Pues, todavía no sé.

d. Modelo: ¿Qué le-pareció?

e. Modelo: Creo que va a-ser muy bueno.

f. Modelo: Tiene fama de ser bueno.

Practice 11.

These are the same sentences of Practice 10. Practice saying these in Spanish.

a. Modelo: 'Did they change your instructor on you?'

1. Did they change your car for you? (or, 'on you?')
2. Did they change your class on you? (or, 'for you?')
3. Yes, they changed my class for me. (or, 'on me'.)
4. Yes, they changed my car on me. (or, 'for me'.)
5. They changed the classroom for us. (or, 'on us'.)
6. They change the teacher for us. (or, 'on us'.)

b. Modelo: Really? What's he like?

1. What's he like? Is he tall?
2. What's the instructor like? Good?
3. What's the secretary like? Pretty?
4. What's Carlos' friend like? Intelligent?
5. What's Unit 12 like? Difficult or easy?

24,14
c. **Model:** Well, I don't know yet.
   1. Well, I don't understand yet.
   2. Well, I don't understand the lesson yet.
   3. Well, I can't talk yet.
   4. Well, I can't speak Spanish yet.
   5. Well, I can't speak much yet.
   6. Well, I don't know how to speak much yet.
   7. Well, I don't know how to speak well yet.

d. **Model:** How did he strike you?
   1. How did the secretary strike you?
   2. How did the book strike you? (i.e. What did you think of the book?)
   3. How did this lesson strike you? (i.e. What did you think of this lesson?)
   4. This lesson struck José as difficult. (i.e. This lesson seemed difficult to José.)
   5. But to Nora, this lesson seemed easy. (i.e. This lesson struck her as being easy.)

e. **Model:** I think he's going to be very good.
   1. I think this lesson is going to be very important. (Did you remember to use **que** in _creo que_...?)
   2. I believe (i.e. 'I think') that this building is going to be very big.
   3. I think this lesson is going to be very easy.
   4. I think José is going to be a good student.
   5. I believe María is going to be a very good teacher.

f. **Model:** He has a reputation of being good.
   1. María has a reputation of being pretty.
   2. José has a reputation of being tall.
   3. José has a reputation of being very intelligent.
   4. José has a reputation of being a very good student.
   5. Lesson twelve has a reputation of being difficult.
   6. But this lesson has a reputation of being easy.
Part 2. Comprehension.

Listen to the following conversational exchanges between two persons. Be sure to let your instructor know of anything you are not sure of.

APPLICATIONS

Part 1.

How would you say the following utterances?

1. When did you find out that he was Colombian?
2. When did you find out that she was American?
3. Did you find it out this morning?
4. When did he find out that he was going to Chile?
5. When did you find out that you were going to Colombia?
6. How did this lesson strike you?
7. Did it strike you (i.e. Did it seem to you...) easy?
8. No, it seemed difficult to me. (or, 'It struck me difficult')
9. José (A-José...) thought it was easy, too. ('To José it seemed easy, too.')
10. But Nora thought it was difficult.

11. As you know, I dropped the cups (tazas).
12. When did you drop them? (¿Cuándo se-le-cayeron?)
13. I dropped them when I fell down.
14. Where did you fall?
15. I fell down in my office.

16. How many students are there in your class?
17. There are six in my class.
18. How many are there in yours (la suya)?
19. In mine (Did you use la?) there are four.
20. There is a Colombian in ours.

21. Who opened the door?
22. I did (i.e. 'I opened it'), didn't you see me?
23. Who brought José?
24. I did (i.e. 'I brought him'), didn't you see me?
25. Who fell down?
26. I did, didn't you see me?

Part 2.

Each of the following sentences contains one error. Rewrite each sentence correctly.

24.16
1. ¿Cuántos semanas hace que Ud. llegó?

2. Sí, José lo mandó ayer.

3. Yo sé nada.

4. María se cayó pero no se la cayó la taza.

5. Sí, se le cayó las tazas esta mañana.

6. Terminé estudiar en este mismo momento.

7. Por el menos, creo que va a ser muy bueno.

8. Creo que es mucho pronto.


10. Mi profesor nuevo tiene fama ser muy bueno.
Part 3.

Be prepared to produce some sort of answer to these questions concerning your own life or your own opinions.

1. ¿Cuántos días hace que Ud. estudió la Unidad catorce?
2. ¿Cuáles Unidades estudió Ud. la semana pasada?
3. ¿Cuánto tiempo hace que Ud. está aquí estudiando español?
4. ¿Cuánto tiempo hace que Ud. llegó a Washington?
5. ¿Usted puede hablar mucho español?
6. ¿Su-esposa (o su-esposo, o su-amigo) está aquí estudiando español también?
7. ¿Hace mucho tiempo que Ud. estudió el concepto de masculino y femenino? ¿Cuánto tiempo hace?
8. ¿Es usted casado (casada)? ¿De dónde es su-esposa (esposo)? ¿De Texas?
9. ¿Usted se-cayó ayer? ¿Cuándo se-cayó? ¿Hace mucho o poco tiempo que se-cayó?
10. ¿A-usted se-le-cayó algo ayer? ¿No? ¿A-usted no se-le-cayó nada?
11. ¿Cuántos días hace que a-usted se-le-cayó algo?
12. ¿Hace mucho tiempo que Ud. nació?
13. ¿Hace mucho tiempo que Ud. estudió en la universidad?
14. ¿Ud. tiene fama de ser inteligente?
15. ¿Ud. quiere cambiar su-carro, o hace poco que lo-cambió?

Part 4.

Be prepared to be engaged by your instructor in the following conversations:

A: Hi, Jones! How're you doing?
   --Fine! And you?
   Very well!... Say, I want to ask (preguntar) you something.
   --Fine, ask me!
   How many Colombians are there in your class?
   --In mine?
   Yes, in yours.
There aren't any Colombians in my class. Are there any in yours?
Yes, there are two in mine.

B: Say, I understand(:) they have just (acaban de) changed your teacher on you.
--Yes, you're right. They changed him this morning.
What's the new teacher like?
--He's pretty good (bueno).
At least, he struck me(as) pretty good.
And yours?
Well, I think it's too soon. Next week I can tell you more.

C: Say, Jones! When do you plan to leave?
--Within two weeks.
Two weeks?! It's very soon.
--Yes! Two weeks more and I'm in Chile!
Are you going to finish studying before leaving?
--No, I can't. I'm going to have to finish after arriving in (a-) Chile.

END OF UNIT 24
UNIT 25

INTRODUCTION

Part 1. Por.

1. The word for 'by' is por.

2. Say the underlined portion in Spanish.
   (The book was written) by Pardo Bazán.
   (...por Pardo Bazán.)

3. The word for 'airplane' is avión.
   Say 'He's going to leave by plane.'
   (Va a salir por avión.)

4. Say 'I like to go by plane.'
   (Me gusta ir por avión.)

5. Pasar is the idea of 'passing' (and sometimes the idea of 'happening'). Say 'He passed by my office this morning.'
   (Pasó por mi oficina esta mañana.)

6. Say 'I passed by his apartment yesterday.'
   (Pasó por su apartamento ayer.)

7. Por is also used where English uses 'through'. Say '...through my apartment.'
   (...por mi apartamento.)

8. How would you say the underlined portion of this sentence? ('The inspector walked) through my apartment.'
   (...por mi apartamento.)

9. As you are beginning to suspect, and correctly so, Spanish does not clearly differentiate between 'by' and 'through'. Thus, '...by my apartment' and '...through my apartment' are both

   (...por mi apartamento.)
10. Of course, the context in which you would say ... por misapartamento would define whether the meaning is 'by' or 'through'.

11. Viajar is the n.f. of the idea of traveling. What does this mean? El año pasado viajé por México.

('Last year I traveled through Mexico.')

12. Compasión is 'compassion'. What does this mean? Lo-hizo por compasión.

('He did it through compassion.')

13. What does this mean? Lo-mandé por avión.

('I sent it by plane.')

14. Mar is 'sea'. What does this mean? Sánchez viajó por mar.

('Sanchez traveled by sea.')

15. Amor is 'love' and Dios is 'God'. What does this mean? Hernández lo-hizo por el amor a Dios.

('H. did it through the love of God.')

16. Tren is 'train'. What does this mean? Viajé a Washington por tren.

('I traveled to Washington by train.')

17. Por is also used where English says 'on account of', 'because of'. For example, in Unit 22 you learned por eso as 'that's why' or 'for that reason'. The truth of the matter is that Spanish is saying 'because of that' or ' ... of that'.

(on account)

18. Say 'That's why I don't want to go.'

(Por eso no quiero ir.)

19. Say 'He didn't do it because of that.'

(No lo-hizo por eso.)

20. Say 'That's why he didn't go.'

(Por eso no fue.)

21. Say 'On account of that, Nora didn't go to the party.'

(Por eso Nora no fue a la fiesta.)

25.2
22. 'Weather' is el tiempo. Say 'Sánchez can't leave now on account of the weather.'

(Sánchez no puede salir ahora por el tiempo.)

23. There is very little difference in meaning in English between 'doing something because of pity' or 'on account of pity', or 'out of pity' or even 'through pity'. Spanish says all of these with ________.

(por)

24. Say 'Do you want to pass by his office now?'

(¿Quieres pasar por su oficina ahora?)

25. How would you say 'Nora didn't go to the party because of her dad'?

(Nora no fue a la fiesta por su papá.)

26. How would you say 'On account of not studying, Bill doesn't know today's lesson'?

(Por no estudiar, Bill no sabe la lección de hoy.)

27. Say 'Bill didn't understand anything.'

(Bill no entendió nada.)

28. Say 'Bill didn't understand anything on account of not being here yesterday.'

(Bill no entendió nada por no estar aquí ayer.)

Part 2. Para

29. Except as noted later on, para is used where English uses 'for'. Say 'This book is for Bill.'

(Este libro es para Bill.)

30. Say 'Please prepare the next lesson for tomorrow.'

(Por favor, preparen la próxima lección para mañana.)

31. Say 'When did they leave for Chile?'

(¿Cuándo salieron para Chile)

32. Say 'For when did you say? For today?'

(¿Para cuándo dijo usted? ¿Para hoy?)

25,3
33. Say 'No, not for tomorrow; for next week.'
(No, para mañana no; para la próxima semana.)

34. Say 'No, not for Bill; for Nora.'
(No, para Bill no; para Nora.)

35. Say 'No, not for him; for me.'
(No, para él no; para mí.)

36. Say 'Is this book for me?'
(¿Este libro es para mí?)

37. Para will also appear before the n.f. of verbs. In such cases it means 'in order to' as in:
'Bill quiere estudiar mucho para hablar mucho.'

38. How would you say 'In order to speak Spanish...?'
(Para hablar español...)

39. How would you say 'In order to arrive early...?'
(Para llegar temprano...)

40. Say 'I'm going to study more in order to know more.'
(Voy a estudiar más para saber más.)

41. Say 'In order to learn more, you have to study more.'
(Para aprender más, Ud. tiene que estudiar más.)

Part 3. Por/Para

42. Under three circumstances, para conflicts with por. These circumstances are easy to describe, but they are not as easy to remember. You must remember these, or your Spanish will sound awkward.

43. Whenever for is followed by a period of time indicating for how long something goes on, use por (not para).
Say 'for three minutes'.
(por tres minutos)

44. Say 'I studied Spanish for four months.'
(Estudié español por cuatro meses.)
45. Say 'for a long time' (i.e. 'for much time')
   (por mucho tiempo)

46. Say 'I spoke Spanish for six years.'
   (Hablé español por seis años.)

47. When indicating in exchange for use por (not para).
   How would you say the underlined part of the following sentence?
   ('I'll give you this one) for that one.'
   (...)por ése.

48. How would you say this one?
   ('He sent me this one) for that one.'
   (...)por ése.

49. Before going into the third circumstance, check the following exercise to see if you are positive that you understand the difference thus far. Remember, use para for 'for' except:
   1. ...with expressions indicating how long,
   2. ...and in the meaning of 'in exchange for.'

Use por in the last two circumstances.

Indicate whether para or por would be used in the following sentences. (Do not bother to translate these sentences now.)

1. This is for our use (i.e. 'for us'.)
   (para)

2. For when do you want this?
   (para)

3. For tomorrow?
   (para)

4. We stayed there for three weeks.
   (por)

5. It's a present for my daughter.
   (para)

6. It's not for you; it's for me.
   (para)

25.5
7. He gave me this one for that one.

8. For that reason (i.e. 'on account of that')..., I didn't go.

9. He left for Guatemala this morning.

10. He never studied for more than three hours.

11. He was here for a long time.

12. Nobody knew anything for six hours.

50. The third circumstance involves the use of for meaning 'in the place of X' and 'for the sake of X'.

51. There is a difference in meaning between the following two sentences:
   a) Lo-preparé por Jones.
   b) Lo-preparé para Jones.

52. ...por Jones means that you took his place and prepared it. ...para Jones means that, whatever you prepared, you are going to give it to him.

53. If Bill's wife bakes a cake for their son on his birthday, would you use por su-hijo or para su-hijo?

54. However if Bill's wife is ill, and Bill finds it necessary to bake their son's cake for her, would you use para ella or por ella?

55. In the preceding case, Bill baked a cake para su-hijo, but he did so por su-esposa, that is, in the place of his wife, or in behalf of his wife.
56. **Trabajar** is the n.f. of the idea of working. If you wanted to say that you worked for your boss, Mr. Smith, which would you say?

a. **Trabajé para el señor Smith.**

b. **Trabajé por el señor Smith.**

(a.)

57. Suppose your boss was absent yesterday and that you worked for him, that is in his place, yesterday. Which would you say, **por** or **para el señor Smith**?

(por)

58. If you sat down at a typewriter and wrote a letter **'para Bill'**, does this mean that you were writing it in place of Bill?

(No. **'...para Bill'** indicates that you were writing a letter to be sent to Bill.)

59. How would you indicate that you were writing the letter in place of Bill?

(Use **'por Bill'**.)

60. If Jones is ill, and you have to replace him at his desk, do you work **'para Jones'** or **'por Jones'**?

(por Jones)

61. Sometimes you will want to translate **por X** as 'for the sake of X' or 'in behalf of X' instead of 'in place of X', as in **José lo-hizo por su mamá.**

62. If **patria** means 'fatherland', what would be the most appropriate translation for the following?

Hernández lo-hizo por su patria.

(Hernandez did it for the sake of his fatherland.)

63. How would you say 'He did it for her sake'?

(Lo-hizo por ella.)

64. And how would you say 'He did it in her place'?

(Same as 63.)

65. And how would you say 'He made it for her' (i.e. for her benefit)?

(Lo-hizo para ella.)

25.7
66. Say 'He left for Chile.'

(Salió para Chile.)

67. For some reason, English speakers will often use por where they should use para. (This might be because of the resemblance of por to 'for'.) When in doubt, it is recommendable for you to use para. This will increase the semblance of accuracy in your speech, especially if you learn to master the following uses of por for 'for':

a. ...in phrases indicating for how long;

b. ...in phrases indicating 'in place of' or 'for the sake of';

c. ...in phrases expressing the idea of 'in exchange for'.

68. Check your accuracy.

The following sentences are translated into Spanish. The space to be occupied by por or para is left in blank. Select which one would be used, and then check your choice.

If you are not correct every time, perhaps you should plan to review this Introduction at your earliest convenience.

1. 'I intend to work more tomorrow afternoon.'
   Pienso trabajar más mañana ______ la tarde.

(por)

2. 'This letter is for me.'
   Esta-carta es ______ mí.

(para)

3. 'He passed by my office this morning.'
   Pasó ______ mi-oficina esta-mañana.

(por)

4. 'They stayed in Mexico for six weeks.'
   Se- quedaron en México ______ seis semanas.

(por)

5. 'I passed by the park.'
   Pasé ______ el parque.

(por)
6. 'I drove through the park.'
   Manejé ___ el parque.

7. 'Prepare Lesson 6 for tomorrow.'
   Prepare la Lección 6 ___ mañana.

8. 'I wrote the report for (in place of) Bill.'
   Escribí el informe ___ Bill.

9. 'I intend to go by way of Caracas.'
   Pienso ir ___ Caracas.

10. 'We plan to leave for Caracas tomorrow.'
    Pensamos salir ___ Caracas mañana.

11. 'José didn't go to Peru because of his dad.'
    José no fue al Perú ___ su-papá.

12. 'In order to be a good friend.'
    ___ ser un buen amigo.

13. 'I baked this cake for my son for his birthday.'
    Hice esta-torta ___ mi-hijo ___ su-cumpleaños.

14. 'That's why I don't know anything.'
    ___ eso no sé nada.

15. 'For when do you want this?'
    ¿ ___ cuándo quiere esto?
Review.

New Material.

(En el diálogo de la Unidad 24, Bill y Jones están hablando del nuevo profesor de Bill, y Bill acaba de preguntarle a Jones 'Y, ¿el suyo?'. Esta conversación continúa abajo ('below').)

Jones

El mío no es malo tampoco.

Bill

¿No es la señora Martínez?

Jones

Precisamente. ¿La conoce?

Bill

Sí, la clase mía la tuvo hace un mes.

¿Y...?

Jones

And...?

Bill

aconsejar

le-consejo

Pues, le aconsejo que estudie mucho.

Jones

¡No me diga!

Bill

¿No me diga?

Ud., quiere decir exigente

You mean demanding

Ud., quiere decir que es exigente, verdad?

You mean she's hard, don't you.

bad

Mine isn't bad either.

Isn't it Mrs. Martínez?

Exactly. Do you know her?

Yes. My class had her a month ago.

Well, I advise you to study a lot.
Observations

and

Practice

1. More on word order.

a. In Unit 20 you learned that 'Not I.' (or, 'Not me.') is Yo no. How would you say 'Not us'? Make a guess.

(Nosotros no.)

It would be the same with 'Not you,' or 'Not him,' and so forth: Usted no, él no. Similarly, 'not today' would be Hoy no, and so on.

b. English and Spanish share equal word order in questions that begin with an interrogative word, as in:

¿Dónde está José?
'Where is José?'

However, when such a question is embedded in another sentence, English changes but Spanish remains unchanged. Thus, English will say '...where Joe is.', but Spanish will say ...dónde está José. Observe:

'I don't know where Joe is.'
No sé dónde está José.

'Do you know when Ana arrived?'
¿Sabe Ud. cuándo llegó Ana?

This arrangement is observed --though not as rigidly-- even in those clauses where the interrogative word is a relator instead of an interrogative, as in these pairs:
'We want to eat where Washington ate.'
Queremos comer donde comió Washington.

'Gómez left when José left.'
Gómez salió cuando salió José.

**Practice 1. (Recorded)**

You will hear the following questions addressed to you. Produce an answer starting with No sé..., and keep the Spanish word order unchanged. (If you are doubtful about the meaning of any, consult Practice 2.)

Example:

**Question:** ¿Dónde está José?
**Answer:** No sé dónde está José.

1. ¿Dónde está José?
2. ¿Quién es ese señor?
3. ¿Dónde lo cambió Hernández?
4. ¿Dónde la vio José?
5. ¿Cuánto fue María?
6. ¿Cuándo salió María?
7. ¿Cuánto se cayó José?
8. ¿Cuándo se le cayó el libro a Nora?
9. ¿Dónde se le cayó el libro a Nora?
10. ¿Dónde cambió Gómez el carro?
11. ¿Dónde vio José a Alicia?
12. ¿Cuánta vez vio José?
13. ¿Cuánto tiempo estudió María?
14. ¿Cuántos años estudió aquí su papá?
15. ¿Cuántas horas estudió su hija?
Practice 2.

Practice saying the following sentences in Spanish. (If in doubt, listen to the answers given in Practice 1. These are the same sentences as those answers of Practice 1.) Be sure to use the proper Spanish word order.

1. I don't know where José is.
2. I don't know who that man is.
3. I don't know where Hernández changed it.
4. I don't know where José saw her.
5. I don't know when María went.
6. I don't know when María left.
7. I don't know when José fell down.
8. I don't know when Nora dropped the book.
9. I don't know where Nora dropped the book.
10. I don't know where Gómez changed the car.
11. I don't know where José saw Alicia.
12. I don't know when José saw her.
13. I don't know how long (how much time) María studied.
14. I don't know how many years my father studied here.
15. I don't know how many hours my daughter studied.

2. Spanish usage of '-ing'.

As you have begun to observe in a few isolated sentences, Spanish has a form that strongly resembles English '-ing'.

- **-ar** verbs use -ando for '-ing':
  *preguntar* .... *preguntando* 'asking'

- **-er** and **-ir** verbs use -iendo:
  *comer* ............... *comiendo* 'eating'
  *escribir* ............... *escribiendo* 'writing'
Practice 3. (Recorded)

You will hear a series of verbs in their n.f. Convert them to their '-ing' form before you hear the correct conversion on the tape.

Practice 4. (Recorded)

You will hear a question and its answer. The question will always be ¿Dónde está (José)? Learn what the answer means. Any new words used in the answer appear below:

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Spanish</th>
</tr>
</thead>
<tbody>
<tr>
<td>cocina</td>
<td>'kitchen'</td>
<td>cocinar n.f. 'cooking'</td>
</tr>
<tr>
<td>tío</td>
<td>'uncle'</td>
<td>portugués</td>
</tr>
<tr>
<td>aprender</td>
<td>'learning'</td>
<td>ayudar n.f. 'helping'</td>
</tr>
<tr>
<td>hermano</td>
<td>'brother'</td>
<td>reparar n.f. 'repairing'</td>
</tr>
<tr>
<td>tía</td>
<td>'aunt'</td>
<td>durmiendo 'sleeping'</td>
</tr>
<tr>
<td>sala</td>
<td>'living room'</td>
<td>sala</td>
</tr>
<tr>
<td>cocina</td>
<td>'cooking'</td>
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</tr>
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</tr>
<tr>
<td>sala</td>
<td>'living room'</td>
<td>sala</td>
</tr>
</tbody>
</table>

Practice 5. (Recorded)

Look-say-listen. Get each one of the following thoughts said in Spanish before you hear the correct version on the tape.

Be prepared to tell your teacher:

1. ...that you're in your office writing a letter.
2. ...that you're in the kitchen cooking.
3. ...that Nora is also in the kitchen cooking.
4. ...that you're in the class learning Spanish.
5. ...that your father is in his office speaking with a friend.
6. ...that your brother is in the garage fixing the car.
7. ...that your sister is in the living room speaking with her friends.
8. ...that your uncle is at his home studying Portuguese.
9. ...that your aunt is in the kitchen helping your mother. (Did you remember to use a- in front of mi-mamá?)
10. ...that you think your linguist is in his office sleeping. (Did you remember to use que in creo que...?)

b. The combination of estar plus the -ndo form is not used in Spanish except to portray actions which exist at the time one is speaking:

\[(\text{estar}) + \text{-ndo} = \text{existing actions}\]

Thus, Spanish does not say 'I'm speaking at the Club tomorrow.' What is said is:

'I speak at the Club tomorrow.'

Hablo en el Club mañana.

The above clarifies why the phrase 'I am going...' is always expressed in Spanish as Voy... One normally employs 'I am going...' to refer to the future, not to existing actions. For example:

'I am going tonight.'

Voy esta-noche.

'I am going to finish early.'

Voy a-terminar temprano.

3. More on commands.

In the dialog of this Unit you learned Pues, le-aconsejo que estudie mucho ('Well, I advise you to study a lot.'). We hope you recognized estudie as the command form.

Advising someone to do something is also in the category of commands. Therefore:

'Le-aconsejo que (command form)'

Similarly, 'It's necessary for you to _____' is classifiable also in the category of commands. As in the case of the verb querer you can find two constructions:

1. (a) Quiero ir.    'I want to go.'
    (b) Es necesario ir.    'It's necessary to go.'
2. (a) Quiero que Ud. vaya. 'I want you to go.'  
(b) Es necesario que Ud. vaya. 'It's necessary for you to go.'

In summary, the command form is found in direct commands as well as in the following softened commands:

(1) Quiero que __________.
(2) Le-aconsejo que ______.
(3) Es necesario que ______.

and after (as in Unit 22)

(4) Ojalá que __________.

Practice 6. (Recorded)

This is a quick review of the correct verb endings in the command form. You will hear each of the following sentences, followed by a pause for you to respond, followed by the correct response.

Each of these means 'I want to go' (or, 'It's necessary to go'). Your response is to change this to 'I want you to go' (or, 'It's necessary for you to go'). Be sure you can make a correct response in the time and space allotted for you.

Group A. (Sentences with irregular verbs are marked "*".)

*1. Quiero ir.
2. Quiero abrir la puerta.
3. Quiero aprender español.
*4. Quiero ver (c.f., vea) a-Sánchez.
5. Quiero escribir esta carta.
*6. Quiero entender esta- lección.
*7. Es necesario salir temprano.
*8. Es necesario ir mañana.
*9. Es necesario venir a mi-oficina.
*10. Es necesario hacer esto hoy.
*11. Es necesario defender a-Nora.
*12. Es necesario decir eso.
13. Es necesario vivir cerca de-aquí.
*14. Es necesario traerlos mañana.
15. Es necesario vender el carro hoy.

Group B.
1. Quiero estudiar más.
2. Quiero llevar el carro al garage.
3. Quiero preparar esta-lección.
4. Es necesario preguntarle eso a Gómez.
5. Es necesario trabajar más.
7. Es necesario terminarlo temprano.
8. Es necesario levantarse a las seis.
9. Es necesario hablar con Hernández.
10. Es necesario cambiarlo hoy.
*11. Es necesario estar (esté) aquí a las ocho.

Practice 7. (Recorded)

This is the same kind of practice as the preceding one except that -ar and -er/-ir verbs are in a mixed order, and the front part of your response will change to 'Le-aconsejo que...'

For the sake of some realism in this drill, imagine that you are talking to someone, and that you are his superior. You are saying to him, 'It's necessary to stay here. I advise you to stay here.'

The instructor's voice will give you the first sentence. You are to respond by supplying the 'I advise you...' sentence.

Practice 8. (Recorded)

This is a continuation of Practice 7. Respond in exactly the same manner.
Part 1.

Practice 9. (Recorded)

The following sentences have been taken from the dialog. After each one, you will hear several which are similar to the modelo. Listen carefully, and if in doubt, consult Practice 10.

a. **Modelo:** El mío no es malo tampoco.
b. **Modelo:** Precisamente, ¿la-conoce?
c. **Modelo:** Quiere decir que es exigente, ¿verdad?
d. **Modelo:** ¡Ya lo-creo! ¡Exigentísima!

Practice 10.

These are the same sentences of Practice 9. Practice saying these in Spanish

a. **Model:** Mine isn't bad either.

1. Mine isn't good either.
2. Mine isn't big either.
*3. Mine (plural) are not bad either.
*4. Mine ( ) are not good either.
*5. Mine ( ) are not big either.
6. Mine (one) is not hard (demanding) either.
*7. Mine (plural) aren't hard either.
*8. Mine ( ) aren't important either.

*(Did you remember to use the plural forms malos, buenos, grandes, etc.,?)

b. **Model:** Exactly. Do you know her?

1. Exactly. Do you know him?
2. " . Do you know them?
3. " . It's very important.
5. " . That's why I didn't go to class.
8. " Todo el tiempo.
10. " ¿No te dije?

c. Modelo: ¿Significa que es difícil, ¿no?

1. Significa que el maestro es difícil (demandante), ¿no?
2. Significa que la (señora) maestra es difícil, ¿no?
3. Significa que los maestros son difíciles, ¿no?
4. Significa que los ejercicios son difíciles (difíciles), ¿no?
5. Significa que las lecciones son difíciles (difíciles), ¿no?
6. Significa que el maestro tiene una reputación de ser difícil, ¿no?
7. Significa que el señor Hernández tiene una reputación de ser difícil, ¿no?
8. Significa que es solo un ejercicio, ¿no?
9. Significa que esto es en este momento, ¿no?
10. Significa que en la sección de la visa, ¿no?

d. Modelo: ¡Debo decir eso! Muy difícil (demandante)!

1. Debo decir eso! Es grande, muy grande!
2. (Esto y el resto de estas frases se refieren a algo masculino.) ¡Debo decir eso! Muy importante!
3. Debo decir eso! Estoy seguro, muy seguro!
4. " ¡Estudié mucho, muy mucho!
5. " ¡Pequeño, muy pequeño!
6. " ¡Fácil, muy fácil!
7. " ¡Difícil, muy difícil!
8. " ¡Famoso, muy famoso!
9. " ¡Moderno, muy moderno!
10. " ¡Complicado, muy complicado!

25.19
Part 2. Comprehension.

Listen to the following conversational exchanges between two persons. Be sure to let your instructor know of anything you are not sure of.

APPLICATIONS

Part 1.

How would you say the following utterances?

1. José wants to send (mandar) it to me. 2. I don't want José to send it to me. 3. My son wants to sell it for me. 4. But I don't want my son to sell it for me. 5. Of course. My wife (husband) wants me to go.

6. 'Where are you?' -- 'I'm in the kitchen helping my aunt.'
7. 'Where's your uncle?' -- 'He's in the living room studying Portuguese.'
8. Are you helping your mother? (Did you remember to use a- before su-mamá? And how about a- before mi-tía in #6?)
9. Yes, I'm in the kitchen learning to cook. (Aprender is like ir: aprender ... a-__________-r.)
10. I'm in the garage learning to fix the car.


16. I want you to see Sánchez now. 17. I advise you to see Sánchez this very minute. 18. It's necessary to tell him that.
19. It's necessary to tell that to Gómez. (Did you forget to use -le on decirle?)
20. It's necessary for you to tell Sánchez that.

21. I want to ask the teacher that. 22. I want you to ask the teacher that. 23. I want you to ask the teacher if we have to prepare all the exercises of this lesson for tomorrow. 24. I want you to tell your teacher that if he can't come to our house tonight, then we want (queremos) him to come see us. (Use a- before ver tomorrow.)
25. I advise you to study tonight's lesson well, because if not, then you are going to have many problems tomorrow.

(Note: the desired word order in #19, #20, & #21 is the placement of eso immediately after the verb, as in ...preguntarle eso al profesor.)
Part 2.

Each of the following sentences contains one error. Rewrite each sentence correctly.

1. Sí, fui a Miami para tren.

2. ¿Este-ejercicio es por mañana?

3. ¿Quién, la señora Martínez? ¡Es durísimo!

4. No sé cuándo Nora quiere salir.

5. Estamos en la cocina ayudar a mi-tía.

6. Mi-lingüista está en su-oficina durmand.

7. Le-aconsejo vaya hoy.

8. Es necesario que Ud. tráigalos mañana.

9. Le-aconsejo que Ud. venir a mi-oficina pronto.

10. Es necesario que ustedes se-levanten más temprano.

Part 3.

Be prepared to produce some sort of answer to these questions concerning your own life.

1. ¿Cuándo vino Ud. a esta-escuela ('school')? ¿Hace mucho tiempo? ¿Dos semanas?
2. ¿Qué le pareció esta Unidad?
   ¿Fácil? ¿Difícil? ¿Dura? ¿Facilísima?

3. ¿Aprendió algo en esta Unidad?

4. ¿Qué aprendió? ¿Puede Ud. decir en español lo que aprendió?

5. ¿Cómo es su profesor? ¡Cuidado! (i.e. 'careful!')
   ¿Es bueno? ¿Es malo? ¿Es duro?
   Por favor, conteste con 'El mío (o, la mía)...'

6. ¿Su profesor tiene fama de algo?

7. ¿Dónde está Ud.? ¿Está en la clase hablando español?

8. ¿Usted nació en Ohio?

9. Cuando Ud. le dice a su amigo 'Le aconsejo que estudie mucho', ¿qué quiere decir Ud.? ¿Que el profesor es duro?

10. ¿Hace mucho tiempo que le cambiaron su profesor?

Part 4.

Be prepared to be engaged by your instructor in the following conversations.

A:

What's that?
   -- What? This?

Yes. That thing.
   -- It's a book.

Of course! I know (!) it's a book!
   -- Then, why did you ask me?

Because I want to know if it's a Spanish book (un libro de español).
   -- Yes. It's a Spanish book.
B:

What's it like?
-- Not too good (muy bueno), but pretty good.

B:

Where is Alicia?
-- She's in the kitchen.

Don't tell me! Is she learning to cook?
-- Yes, she's learning.

I'm glad. With whom?
-- With María.

Really? When did María learn to cook?
(Remember: aprender... a-________r).
-- She learned a long time ago.

C:

What's the new class like?
-- The new class is fine, but the teacher.... I don't know.

Is he (any) good?
-- I don't know. It's too soon.

How does he strike you?
-- He struck me as tough.

But I'm not sure. Do you know him?

Not me. But Carlos had him last week.
-- Really? I'm going to ask him right this minute.

END OF UNIT 25

25,23
VOCABULARIES

Spanish-English Page 453

English-Spanish Page 459
### A

<table>
<thead>
<tr>
<th>Spanish Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>a preposition</td>
</tr>
<tr>
<td>abril</td>
<td>April (m)</td>
</tr>
<tr>
<td>ahabrir</td>
<td>(nf) opening</td>
</tr>
<tr>
<td>abrir</td>
<td>(cf)</td>
</tr>
<tr>
<td>acabar de---r</td>
<td>Have just done</td>
</tr>
<tr>
<td>aceptar</td>
<td>(nf) accepting</td>
</tr>
<tr>
<td>aconsejar</td>
<td>(nf) advising</td>
</tr>
<tr>
<td>agricultura</td>
<td>agriculture (f)</td>
</tr>
<tr>
<td>ahora</td>
<td>now</td>
</tr>
<tr>
<td>¡Ah, sí?</td>
<td>Really?</td>
</tr>
<tr>
<td>al</td>
<td>to the</td>
</tr>
<tr>
<td>alegrarse</td>
<td>I'm glad</td>
</tr>
<tr>
<td>algo</td>
<td>something</td>
</tr>
<tr>
<td>altot(-a)</td>
<td>tall</td>
</tr>
<tr>
<td>allá</td>
<td>there; over there</td>
</tr>
<tr>
<td>americano(-a)</td>
<td>American</td>
</tr>
<tr>
<td>amigo(-a)</td>
<td>friend</td>
</tr>
<tr>
<td>amor</td>
<td>love (m)</td>
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<tr>
<td>anoche</td>
<td>last night</td>
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<tr>
<td>antes</td>
<td>before</td>
</tr>
<tr>
<td>año</td>
<td>year</td>
</tr>
<tr>
<td>apartamento</td>
<td>apartment</td>
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<tr>
<td>aprender</td>
<td>(nf) learning</td>
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<td>aquí</td>
<td>here</td>
</tr>
<tr>
<td>así</td>
<td>thus; so</td>
</tr>
<tr>
<td>avión</td>
<td>plane; airplane</td>
</tr>
<tr>
<td>ayer</td>
<td>yesterday's</td>
</tr>
<tr>
<td>la de-ayer</td>
<td>yesterdays'</td>
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<tr>
<td>ayudar</td>
<td>(nf) helping</td>
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### B

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<th>Spanish Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>bailar</td>
<td>dancing</td>
</tr>
<tr>
<td>bastante</td>
<td>sufficient</td>
</tr>
<tr>
<td>bien</td>
<td>well; (before</td>
</tr>
<tr>
<td></td>
<td>adjectives) very</td>
</tr>
<tr>
<td>bueno</td>
<td>well...; good</td>
</tr>
<tr>
<td>buenos días</td>
<td>good morning</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### C

<table>
<thead>
<tr>
<th>Spanish Word</th>
<th>English Translation</th>
</tr>
</thead>
<tbody>
<tr>
<td>cabeza</td>
<td>head (f)</td>
</tr>
<tr>
<td>caer(se)</td>
<td>(nf) falling</td>
</tr>
<tr>
<td>se cayó del</td>
<td>he fell off of...</td>
</tr>
<tr>
<td>caer(se(me))</td>
<td>dropping</td>
</tr>
</tbody>
</table>

---

Don't get excited! - street (f)
-capital (city) (f)
- Gee!
car
- house
- married
-fourteen
-close; nearby
-near to
-five
-city (f)
-Of course!
-class(room);
-kind (f)
closet; nearby
-five

How do you say... - How's that?
-Sure!
-compassion (f)
-complete
-complicated
-comprehension (f)
-with
-knowing (somebody)
-Consul General
-happy
-(nf) continuing
-We'll continue
-thing
-(nf) thinking;
believing
-I believe
-I should say so!
-(I) thought
-I thought it was
-which; which one
-when
-how many/much
-four
-Careful!
chica - young girl
dar - (nf) giving
decidir - (nf) deciding
decir - (nf) saying
no me diga - You don't say!;
¿Cómo se dice..? - How do you say...
se dice - one says
dígáme - tell me
dedíquese - (nf) dedicate oneself
me dedico tanto - I work so hard
defender - (nf) defending;
dentro - within; in
dentro de dos meses - within two months
Departamento de Estado - State Department
descanso - rest; class break
después - after; afterwards
después de----r - after----ing
da - day (m)
dicho - saying (m)
de-se dicho - that saying
diez - ten
difícil - difficult
Dios - God
doce - twelve
dónde - where
adónde - to where; where...
de-dónde - from where
dos - two
los dos (somos) - both of us (are)
durante - during
durmiendo - 'sleeping'
edad - age (f)
edificio - building
ejercicio - exercise
el - the
ella - she
ellos - they
en - a preposition; with English 'in', 'at', 'on'
entender - (nf) understanding
Entiendo - I understand
¿Entendió? - Did you '?
entonces - then
eso - a demonstrative:
escribir - that
todo - that thing; that
los escribí todos - (nf) writing
me - I wrote all of
esa - them
escuela - school
demonstrativo: - demonstrative:
esto - that
eso - that one
eso - that thing
eso - that's why; for
por eso - that reason
Español - Spanish (lang.)
esposa - wife
esposo - husband
eso - It's that...
estar - (nf) being
esta - a demonstrative:
estado - this
Estados Unidos - States
esta - state
este - United States
adónde - a demonstrative:
esto - this
adónde - this thing
de-adónde - (nf) studying
exigente - exclusive
de-exigente - demanding; hard
existe - (nf) existing
éxito - success
éxito - easy
fácil - fame
fama - tiene fama de--
la - Has a
reputation of--'

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<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>famoso</td>
<td>famous</td>
</tr>
<tr>
<td>¡No fastidie!</td>
<td>Drop dead!; Get off it!, etc.</td>
</tr>
<tr>
<td>favor</td>
<td>- (nf) going</td>
</tr>
<tr>
<td>Por favor</td>
<td>1/he was going</td>
</tr>
<tr>
<td>Hagame el favor</td>
<td>going to (do)</td>
</tr>
<tr>
<td>de-</td>
<td>(cf)</td>
</tr>
<tr>
<td>felicitar</td>
<td>(J)</td>
</tr>
<tr>
<td>¡Los felicito!</td>
<td>Congratulations!</td>
</tr>
<tr>
<td>fiesta</td>
<td>- young (m/f)</td>
</tr>
<tr>
<td>frase</td>
<td>- June (m)</td>
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<tr>
<td>(G)</td>
<td></td>
</tr>
<tr>
<td>garage</td>
<td>garage (m)</td>
</tr>
<tr>
<td>gracias</td>
<td>- thanks; thank you</td>
</tr>
<tr>
<td>muchas gracias</td>
<td>- Thanks a lot</td>
</tr>
<tr>
<td>gustar</td>
<td>(K)</td>
</tr>
<tr>
<td>me/le gusta</td>
<td>- I/he likes</td>
</tr>
<tr>
<td>nos/les gusta</td>
<td>- We/they like</td>
</tr>
<tr>
<td>Hágame el favor</td>
<td>(L)</td>
</tr>
<tr>
<td>¿Qué más?</td>
<td>- What a shame!</td>
</tr>
<tr>
<td>háblame</td>
<td>- He hurt his head</td>
</tr>
<tr>
<td>le</td>
<td>- obj. substitute: (f) 'it'; 'her'; the (f)</td>
</tr>
<tr>
<td>le</td>
<td>- ind. obj. substitute: you; him; her</td>
</tr>
<tr>
<td>hace</td>
<td>(M)</td>
</tr>
<tr>
<td>hace + (time)</td>
<td>- ago</td>
</tr>
<tr>
<td>hace solamente</td>
<td>- Only 3 weeks ago</td>
</tr>
<tr>
<td>3 semanas</td>
<td></td>
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<tr>
<td>¿Cuánto tiempo hace?</td>
<td>- How long ago?</td>
</tr>
<tr>
<td>hasta</td>
<td>- until</td>
</tr>
<tr>
<td>hay</td>
<td>- there is/are</td>
</tr>
<tr>
<td>hermano</td>
<td>- brother</td>
</tr>
<tr>
<td>hija</td>
<td>- daughter</td>
</tr>
<tr>
<td>hijo</td>
<td>- son</td>
</tr>
<tr>
<td>¡Hola!</td>
<td>- A greeting; 'Hi!'</td>
</tr>
<tr>
<td>hora</td>
<td>- hour; time</td>
</tr>
<tr>
<td>hospital</td>
<td>- hospital (m)</td>
</tr>
<tr>
<td>hoy</td>
<td>- today</td>
</tr>
<tr>
<td>la de hoy</td>
<td>- 'today's'</td>
</tr>
<tr>
<td>(LL)</td>
<td></td>
</tr>
<tr>
<td>(I)</td>
<td></td>
</tr>
<tr>
<td>-iendc</td>
<td>- 'ing' ending for -er/-ir verbs</td>
</tr>
<tr>
<td>imposible</td>
<td>- impossible</td>
</tr>
<tr>
<td>inglés</td>
<td>- English</td>
</tr>
<tr>
<td>invitación</td>
<td>- invitation (f)</td>
</tr>
<tr>
<td>(M)</td>
<td></td>
</tr>
</tbody>
</table>

*Hosted for free on livelingua.com*
mar - sea; ocean (m)  
marzo - March (m) 
más - more  
menos - less  
menos de No. - less than  
por lo menos - at least  
mes - table  
mesa - a possessive: my  
minutos - minutes  
mil - thousand  
modern - modern  
molest - annoying  
momento - moment  
momento - 'this very minute'  
muchas - Glad to know you  
muy bien - very well  
\( N \) - small  
nací - was/were born  
nada - nothing; anything  
de nada - You're welcome  
nada más - Just...; only  
necesario - necessary  
es necesario - It's necessary  
niño - boy child  
niña - girl child  
no - no  
¿No? - Isn't it?  
noch - night (f)  
media noche - midnight (f)  
nombre - name  
nos - us  
nosotros - we  
puestos - 900  
usted - our  
nueve - nine  
número - number  
nunca - never  
¿Por qué? - Why?  
¿Por qué no? - Why not?  
- or  
ocho - eight  
oficina - office  
ofrecer - offering  
ofrezca - (cf)  
¡Oiga! - an attention-getter: 'Say!' or 'Hey!'  
ojalá - I hope  
one - eleven  
otra(o) - another  
país - country (m)  
palabra - word  
para - for; in order to  
parce - (nf) seemed; strike  
part - (f)  
- part (f)  
pasa - passing  
- What happened?  
pasó - 'What happened?'  
pequeñ - small  
¡Ah, perdón! - Oh, pardon me!  
permiso - permission  
- Excuse me  
- (nf) permitting  
pern - but  
- with a n.f., he-form of 'planning', 'intending'  
- floor  
- little (a little diff.)  
- (nf) being able; can  
- he can  
- one can  
- one can say  
- for (two years); by; pass by; through; during; on account of; for the sake of; on behalf of; because of; out of  
- Why?  
- Why not?  
- because
<table>
<thead>
<tr>
<th>Spanish Word</th>
<th>English Translation</th>
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<tbody>
<tr>
<td>precisamente</td>
<td>precisely</td>
</tr>
<tr>
<td>preguntar</td>
<td>(nf) asking</td>
</tr>
<tr>
<td>pregunté/preguntó</td>
<td>I/He asked</td>
</tr>
<tr>
<td>pregunte</td>
<td>(cf)</td>
</tr>
<tr>
<td>preparar</td>
<td>(nf) preparing</td>
</tr>
<tr>
<td>problema</td>
<td>problem (m)</td>
</tr>
<tr>
<td>profesor</td>
<td>teacher</td>
</tr>
<tr>
<td>pronto</td>
<td>soon</td>
</tr>
<tr>
<td>Es muy pronto</td>
<td>'It's too soon'</td>
</tr>
<tr>
<td>próxima</td>
<td>next</td>
</tr>
<tr>
<td>puerta</td>
<td>door</td>
</tr>
<tr>
<td>pues</td>
<td>a hesitation marker: Well..</td>
</tr>
<tr>
<td>(Q)</td>
<td></td>
</tr>
<tr>
<td>que</td>
<td>a structural word used to relate a clause to other parts of a sentence; frequently English 'that'</td>
</tr>
<tr>
<td>¿Qué tal?</td>
<td>How're you doing?</td>
</tr>
<tr>
<td>¿Qué cual?</td>
<td>What a...!</td>
</tr>
<tr>
<td>quedarse</td>
<td>(nf) idea of staying; remaining</td>
</tr>
<tr>
<td>quiere decir</td>
<td>idea of wanting means</td>
</tr>
<tr>
<td>quiénes</td>
<td>'Who-all'</td>
</tr>
<tr>
<td>(R)</td>
<td></td>
</tr>
<tr>
<td>razón</td>
<td>- You're right</td>
</tr>
<tr>
<td>tiene razón</td>
<td></td>
</tr>
<tr>
<td>realidad</td>
<td>- to be honest</td>
</tr>
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<td>en realidad</td>
<td></td>
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<tr>
<td>recibir</td>
<td>(nf) receiving</td>
</tr>
<tr>
<td>reparar</td>
<td>(nf) repairing</td>
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</tbody>
</table>

(q) Los siento mucho - I regret it; I'm sorry

saber - knowing
sala - (class)room;
señor - leaving room
profesor - (cf)
profesor - section (f)
seguro - sure
seis - six
sentir - I regret it; I'm sorry
lo-siento - 'I'm very sorry

¿Qué tal? - How're you doing?
¿Qué cual? - What a...!
Quedarse - (nf) idea of staying; remaining
Quieres decir - idea of wanting means
Quiénes - 'Who-all'

(t)

También - also
dependencia - either; neither
tan - so
tan (fáciles) - so (easy)
tarde - late; afternoon (f)
temprano - early
tuvo - (nf) having
tuvo que - had to

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tercer  - third
terminar - (nf) finishing
tía       - aunt
tiempo    - time; weather
todo el tiempo - all the time
mucho tiempo - a long time	
tío       - uncle
todavía   - yet
todos     - all
(los escribí) - (I wrote) all of
todos     - them
tomar     - (nf) taking
trabajar  - (nf) working
¿trabaja...? - 'Do you work...?'
trabajo   - work (m)
traer     - (nf) bringing
treinta   - thirty
tren      - train (m)
tres      - three
triste    - sad

(U)

un/una    - a
universitario - of a university
...es universi-
tario       - he's a univ. stu-
dent
urgente    - urgent
usar       - (nf) using
usted      - you

(V)

varón     - male child
veces     - time (frequen-
            cy)
            - at times
vender    - (nf) selling
venir     - (nf) coming
vesa       - (cf)
ver        - (nf) seeing
¿Nos vemos - 'We'll see you'
¿No me vió? - 'Didn't you see me?'
vea        - (cf)
¿De veras? - Really?
¿Verdad?   - Isn't it?
viajar     - (nf) traveling
visas      - visa
vivir      - (nf) living
vivo/vive  - 1/he-form: lives
(A)

a - un/una  
accept - (nf) aceptar  
both both of us(are)  
- los dos (sonos)  
advise - (nf) aconsejar  
bothering - (nf) molestar  
after - después  
brother - (nf) traer  
after(doing something) - después de________  
building - hermano  
afternoon - tarde (f)  
but - pero  
afterswards - después  
change - pero  
age - edad (f)  
sino  
(x time) ago - hace (x tiempo)  
(x long time ago) - hace mucho tiempo  
How long ago? - ¿Cuánto tiempo hace?  
can - idea of being able,  
agriculture - agricultura  
poder  
airplane - avión  
one can - se-puede  
all - todo(s)  
capital - capital  
already - ya  
car - carro  
also - también  
careful! - ¡Cuidado!  
always - siempre  
chair - silla  
American - americano(-a)  
(nf) cambiar  
and - y  
boy child - niño  
another - otra(-o)  
child - niña  
other - otro(-a)  
male child - varón  
apartment - apartamento  
chocolate - chocolate  
April - abril  
city - ciudad (f)  
arriving - (nf) llegar  
class - clase  
as - como; tan  
class break - hora de descanso  
asking - (nf) preguntar  
changing  
(cf) pregunte  
at - en; a  
saludando  
aunt - tía  
(during)  
(C)

can - idea of being able,  
course!  
(C)

day - día  
all - todo(s)  
because - porque  
complete - completo  
before - antes  
complicated - complicado  
before doing s. - antes de______r  
comprehension - comprensión  
being - (nf) ser; estar  
Congratulaciones! - ¡Los-felicitos!  
believing - (nf) creer  
Consult General - Consul General  
continuing - (nf) continuar  
... I believe - ...., creo  
Continuaremos  
better - mejor  
We’ll continue... - (nf) cocinar  
bright - brillante  
cooking - sofá (m)  
build - casa  
countryside - país (m)  
bus - carro  
course - curso  
book - libro (m)  
form:  
born was born, I/he  
Of course! - ¡Claro!

SPANISH 459

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<table>
<thead>
<tr>
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<th>Spanish</th>
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<td>Con su-permiso</td>
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<td>se-siente mejor</td>
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<td>girl</td>
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<td>Glad to know you</td>
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<td>(see happy)</td>
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<td>iba/Ibamos, etc.</td>
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<td>¡Hola!</td>
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<td>¿Qué clase?</td>
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<td>cocina</td>
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**SPANISH**

<p>| knowing people | conocer |
| knowing things | saber |
| knowing how    | saber |
| lady | señor |
| young lady | señorita |
| late | tarde |
| later | después; más tarde |
| learn | (nf) aprender |
| learning to do s. | aprender a----- |
| least | por lo menos |
| at least | menos |
| leaving | menos de |
| less than | por lo menos |
| less | menos |
| liking | (me)-gusta(n) |
| (I) like | lingüista |
| little | - paquete |
| a little (difficult) | un poco (diffícil) |
| living | (nf) vivir |
| living room | sala |
| love | amor (m) |
| making | (nf) hacer |
| many | muchos |
| How many... | - Cuántos(-as) |
| March | marzo |
| married | casado(-a) |
| May | mayo |
| me | - él |
| dir./ind object | me-; |
| after a preposition | m |
| midnight | media noche (f) |
| minutes | minutos |
| Miss | señorita |
| mister | señor |
| modern | moderno |
| moment | momento |
| this very minute | en este mismo momento |
| month | mes (m) |</p>
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<th>(Q)</th>
<th>(R)</th>
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<td>- más</td>
<td>pardon</td>
<td>- ¡Ah, perdón!</td>
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<td>more than</td>
<td>- más de</td>
<td>part</td>
<td>- parte (f)</td>
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<td>morning</td>
<td>- mañana</td>
<td>party</td>
<td>- fiesta</td>
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<td>- Buenos días</td>
<td>passing</td>
<td>- (nf) pasar</td>
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<td>- esta-mañana</td>
<td>passing by (a place)</td>
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<td>- permiso</td>
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<td>- (nf) pensar</td>
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<td>- cuánto</td>
<td>plane</td>
<td>- avión</td>
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<td>muy</td>
<td>- mi</td>
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<td>- por favor; Hágame</td>
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<td>- llamarse</td>
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<td>- me-llamo</td>
<td>problem</td>
<td>- Problema (m)</td>
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<td>- ¡Claro!</td>
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<td>- cerca...(de)</td>
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<td>- tampoco</td>
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<td>never</td>
<td>- nunca</td>
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<td>next</td>
<td>- próximo(-a)</td>
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<tr>
<td>night</td>
<td>- noche (f)</td>
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<td>- anoche</td>
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You don't say!  - ¡No me-diga!  
(Don't tell me!)  - (no) suponer 
How do you say...?  - ¿Cómo se-dice...? 
One says  - se-dice  
school  - escuela  
sea  - mar (m)  
section  - sección (f)  
seeing  - (nf) ver; (cf) vea  
We'll see you  - Nos-vemos  
How did it seem to you?  - ¿Qué le-pareció?  
selling  - (nf) vender  
sending  - (nf) mandar  
sentence  - frase (f)  
sure  - cierto  
Are you serious?  - ¿En serio?  
seven  - siete  
shame  - lástima  
What a shame!  - ¡Qué lástima!  
she  - ella  
since  - como  
single  - soltera (un-married)  
sir  - señor  
six  - seis  
sleeping  - (nf) dormir  
small  - pequeño(-a)  
so(easy)  - tan(fácil)  
so-so  - así, así  
something  - algo  
soon  - pronto  
sorry  - siento  
I'm sorry  - lo siento  
I'm very sorry  - lo siento mucho  
Spanish  - español  
state  - estado  
State Department  - Departamento de Estado  
staying  - (nf) quedarse  
street  - calle (f)  
strike  - huelga  
How did it strike you?  - ¿Qué le-pareció?  
study  - (nf) estudiar 

success  - éxito  
supposing  - (inf) suponer 
suppose  - supongo  
sure  - seguro  
I'm sure  - Estoy seguro  
Sure! (An affirmation)  - ¡Cómo no!

table  - mesa  
taking  - (nf) hablar  
tall  - alto(-a)  
teacher  - profesor(-a)(m/f)  
ten  - diez  
thanks  - gracias  
thanks a lot  - muchas gracias  
that  - eso; ese/esa  
there  - el/los; la/las  
their  - su-  
then  - los/-las-  
direct object:  - les-  
indirect object:  - ellos/ellas  
then  - entonces  
there  - ahí; allí; allá  
there is/are  - hay  
these  - estos/estas  
they  - ellos/ellas  
thing  - cosa  
thinking  - (inf) pensar; creer  
third  - tercero  
thirty  - treinta  
this  - esto; este/esta  
thousand  - mil (m)  
those  - esos/esaos  
three  - tres  
así  
time  - tiempo  
a long time  - mucho tiempo  
What time is it?  - ¿Qué hora es?  
times  - veces (f)  
at times  - a veces
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<td>today's</td>
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<td>welcome</td>
<td>de nada</td>
</tr>
<tr>
<td>You're welcome</td>
<td>bueno,...; Pues,...</td>
</tr>
<tr>
<td>well</td>
<td>bien</td>
</tr>
<tr>
<td>Well...</td>
<td>¿Qué?</td>
</tr>
<tr>
<td>What</td>
<td>lo que</td>
</tr>
<tr>
<td>at times</td>
<td>lo que, as in</td>
</tr>
<tr>
<td>whatever</td>
<td>lo que Ud. diga</td>
</tr>
<tr>
<td>(at times)</td>
<td></td>
</tr>
<tr>
<td>when</td>
<td>cuándo</td>
</tr>
<tr>
<td>where</td>
<td>adónde</td>
</tr>
<tr>
<td>where...to; to where</td>
<td>adónde</td>
</tr>
<tr>
<td>where...from; from</td>
<td>de dónde</td>
</tr>
<tr>
<td>where</td>
<td></td>
</tr>
<tr>
<td>which</td>
<td>cuál</td>
</tr>
<tr>
<td>who</td>
<td>quién</td>
</tr>
<tr>
<td>Why?</td>
<td>¿Por qué?</td>
</tr>
<tr>
<td>Why not?</td>
<td>¿Por qué no?</td>
</tr>
<tr>
<td>wife</td>
<td>esposa</td>
</tr>
<tr>
<td>with</td>
<td>con</td>
</tr>
<tr>
<td>within</td>
<td>dentro de</td>
</tr>
<tr>
<td>work</td>
<td>palabra</td>
</tr>
<tr>
<td>writing</td>
<td>(nf) trabajar</td>
</tr>
<tr>
<td>I work so hard</td>
<td>Me dedico tanto</td>
</tr>
<tr>
<td>(Y)</td>
<td>yet</td>
</tr>
<tr>
<td>year</td>
<td>año</td>
</tr>
<tr>
<td>yes</td>
<td>sí</td>
</tr>
<tr>
<td>yesterday</td>
<td>la de ayer</td>
</tr>
<tr>
<td>yesterday's</td>
<td>todavía</td>
</tr>
<tr>
<td>you</td>
<td>usted/ustedes</td>
</tr>
<tr>
<td>subject or after a preposition</td>
<td>lo/-la; los/-las-</td>
</tr>
<tr>
<td>direct object</td>
<td>le/les-</td>
</tr>
<tr>
<td>indirect object</td>
<td>joven</td>
</tr>
<tr>
<td>young</td>
<td>menor</td>
</tr>
<tr>
<td>younger</td>
<td>su</td>
</tr>
</tbody>
</table>

* U.S. GOVERNMENT PRINTING OFFICE: 1967 O - 252-220 (207)