

The Spanish Language Speed Learning Course

Speak Spanish Confidently ... in 12 Days or Less!



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INTRODUCTION

¡Buenas dias!

Spanish is one of the most spoken languages in the world. It belongs to the Italic subfamily of the Indo-European language family, and is primarily spoken at the Iberian Peninsula and Latin America of about 250 million people. It is also called Castilian, which was derived from the dialect it came from. This language was brought and introduced by the Spaniards in Canary Island, Antilles, the Philippines, the southern part of North America, South America, and the coast of Africa.

The Standard Spanish language is being spoken at 43 countries, not including Spain. Most of them consider it as their official language and use it for business, education, industry, politics, and everyday conversation.

This shows how widely popular the Spanish language is and how it will continue to be for many years to come. Foreign language courses are already being offered at different colleges and universities. Spanish training is always included in them. Students taking up such courses are continuously increasing in number. New books and training materials are being published and sold.

Aside from the possibility of having to deal with so many Spanish speakers in business or education, another reason to learn Spanish is that it is regarded as a romantic language, both in literature and everyday conversations.

This is the reason why a lot of movies and television programs nowadays use the language – to captivate and touch the hearts of millions of audiences. Imagine how many friends and loved ones you can impress with lines like *Te amo* (I love you) or *Te quiero* (I

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need you) and actually knowing how they came to be!

Whether you're having a hard time coping up with Spanish in school, you're dealing with many Spanish speakers in the office or business, or you simply like adding another entry on the "language spoken" part on your résumé, you have chosen the right report to help you learn the language by yourself.

With this report, you'll be learning basic Spanish not within a whole year, not during one term in school, not even a month! You can learn how to speak Spanish confidently in just 12 days, or even less! Imagine that.

Common foreign language trainings usually bombard you with thousands of words and phrases in their vocabulary. They let you memorize these words and phrases until you get used to speaking them out – without really knowing how they became that way.

How this book differs from those word factories is that it applies the linguistic approach in training you to learn the language effectively. This means, as a foreign language learner, you start by studying the letters and sounds of the language. From these sounds, you create words and phrases. As you gather up these words, you'll be able to form sentences.

In the first few days of your training using this report, you'll be concentrating on Spanish sounds. This is important as you will be encountering sounds that are not present in the English language, or sounds familiar to your native tongue but not used in the Spanish language.

Sounds are among the fundamentals of one language because all throughout your

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language training, you'll be using these sounds as you speak out words and form sentences.

From the 3rd to the 10th day, you will be forming different kinds of Spanish words and phrases. These words consist of nouns, pronouns, adjectives, prepositions, and verbs. Among these basic parts of speech, more days will be given to the training of verbs as they are the most important and complicated topic in learning the Spanish language. You will be taught to conjugate different types of verbs according to tenses such as past, present, and future.

Finally, as you approach the 11th day of our training, you'll be able to compose sentences in Spanish using the words and phrases you've learned. Recall that simple sentences are actually composed of only a subject and a predicate, where a subject can be as simple as a pronoun, and a predicate can be composed of only a verb. Hence, excellent knowledge of word formation will help you a lot in forming sentences.

During your final day of training, you will be provided with some useful situational phrases you can use when you actually deal with Spanish culture, like when you visit Spanish countries or live with Spanish people.

Are you still unconvinced that you can learn the language in just 12 days? It's always easier said than done. Nevertheless, if you really put your mind to it, and if you're determined to achieve success, you can actually learn to speak Spanish in 1 day – if you choose to finish reading and comprehending the book today!

With faith and patience, nothing is impossible. In Spanish, *nada es imposible*. So, are you ready to speak Spanish?

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DAY 1: Getting Started with Greetings and Basic Expressions in Spanish

The first step to learning a new language is being familiar with its greetings and most basic phrases. Listed below are everyday expressions in Spanish words, with pronunciation guides, to help you enunciate them properly. Please be reminded that when written, the Spanish language use both the inverted question mark (¿) and inverted exclamation mark (¡) at the beginning of every interrogative and exclamatory sentence, respectively.

¡Hola!
[oh-lah]
'Hi, Hello'

¡Hola! is the most basic Spanish expression in greeting other people. It means 'hi' or 'hello'. It can be used both for people you know, and for those you don't know to get them to notice you. This is also the phrase used when answering calls from the phone, followed by a good morning or good evening in Spanish.

Note: Spanish people do not pronounce the letter /h/, making it a silent letter, except when used in the /ch/ sound. Thus, the above expression should not be read [hoh-lah] but [oh-lah].

To Remember Easily: Change the common *hello* to *hallo*. Interchange the position of the vowels /o/ and /a/ to make it *holla*, then eventually *hola*, without pronouncing the letter /h/.

¡Buenos dias!
[bwe-nos di-yahs]
'Good morning/day'

¡Buenas tardes!
[bwe-nas tar-des]
'Good afternoon'

¡Buenas noches!
[bwe-nas noh-ches]
'Good evening/night'

These are the daily or timely greetings in Spanish. Similar to English, they are

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composed of two words, namely *bien* which means ‘good’ and the Spanish words for morning, afternoon, and night.

To Remember Easily: *Dias* is ‘day(s)’ in Spanish (Note the change of /y/ to /i/ and the rearrangement of letters). Since daytime is usually associated with mornings, you should not forget that *¡Buenos Dias!* is to be greeted to a person during the morning.

To associate the Spanish *tardes* with ‘afternoon,’ simply imagine the time of the day when you feel the laziest or, say, **tardiest** – during the afternoon! Now you know why you always feel like taking a short nap after lunch.

Using alliteration, a literary style where words beginning with the same consonant are placed together in a phrase or sentence, we can easily relate *noches* with its English translation meaning ‘night’ since they both start with the letter /n/.

¿Cómo te llamas?
[ko-mo te lya-mas]
‘What is your name?’

¿Cómo se llama?
[ko-mo se lya-mah]
‘What is your name?’ (Formal)

Literally, these phrases mean ‘How do you call yourself?’ The former is being used during informal or casual conversations, like when asking a lost kid what his name is, when meeting new acquaintances in school or organizations, or when getting to know a person younger or the same age as you are. The latter is being used during formal instances, like when talking to an elder or anybody with high societal and political positions like professors, mayor, or your friend’s mother. The literal translation of “What is your name in Spanish?” is...

¿Qué es tu nombre?
[ke es tu nom-bre]
‘What is your name?’

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If someone asks for your name using any of the above questions, you may also respond with various answers:

Yo soy [name].
[yo soy ...]
'I am ...'

Me llamo [name].
[me lya-mo ...]
'I am called ...'

Mi nombre es [name].
[mi nom-bre es ...]
'My name is ...'

Though there are variations when telling your name in Spanish, all are accepted and are used to introduce yourself to other people. However, be reminded that the first introduction is usually a response to the direct question *¿Quién eres tú?* or 'Who are you?'; the second introduction is the most common response among Spanish; and the third introduction is used when giving emphasis to what your name is (i.e. My name is [name1], not [name2]).

¿Qué tal?
[ke tal]
'What's up?'

¿Como estas?
[ko-mo es-tas]
'How are you?'

Both expressions above are used for asking how another person is today, what he has been doing lately, how he is feeling, and the likes.

Note: When talking formally, use *esta* instead of *estas* in the latter expression. The topic on formality in the Spanish Language, especially on pronouns, will be discussed on Day 4.

(Muy) Bien
[(muy) byen]
'(Very) Good'

(Muy) Mal
[(muy) mal]
'(Very) Bad'

Questions on knowing 'how you are doing' can be answered depending on how you are actually feeling during the moment you are asked. Hence, from the options above, you can reply with a good, a very good, a bad, or a very bad.

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To Remember Easily: Know that *muy* is ‘much’ in English, literally. Hence, if something is much, extreme words like ‘very’ should be used to emphasize it. In this case, ‘very’ is translated as *muy*.

As we have already mentioned earlier, *bien* is ‘good;’ while *mal* is ‘bad.’ If you can’t relate the English word to its Spanish counterpart using creative thoughts, try associating the number of letters from one to another – both *bien* and ‘good’ has 4 letters, while both *bad* and ‘mal’ has 3 letters.

Por favor
[por fa-vor]
‘Please’

Por favor is the Spanish way of showing respect when asking a favor. It can be used either at the beginning of your sentence or at the end.

To Remember Easily: Don’t you usually say **please** when you ask **por** (for) a **favor**? 😊

Gracias
[gra-thyas]
‘Thank you’

De nada
[de na-dha]
‘You’re welcome’ or
‘Don’t mention it’

To Remember Easily: *Gracia*, without /s/, is ‘grace’ or ‘blessing’ in English. Don’t you say **thank you** for all the **gracia(s)** you receive? *De nada* literally means ‘it’s nothing.’ When it’s nothing, you don’t have to mention it.

¡Adiós!
[a-dhyos]
‘Goodbye’

¡Adios! or ‘goodbye’ is used when you bid farewell to somebody you know –

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whether personally or through the telephone. It's like wishing that God be with the other person as he continues his journey as *a diós* literally means 'to God.'

DAY 2: Recognizing Letters and Sounds in the Spanish Alphabet

As you are now familiar with the everyday greetings in Spanish, you can start learning the Spanish alphabet. You must know how each letter is called, and the sound it produces.

The Spanish alphabet is composed of 30 letters. However, Spanish sounds are more than the total number of letters, as there are instances that a letter is pronounced in various ways according to its position in a word.

In addition, each letter has a name different from the ABC's of English. The table below will show you how each letter in Spanish is called, how each one of them is pronounced, and some examples for practice.

| Alphabet | Name | Pronounce It! | Examples |
|-----------------|-------------|---|-----------------------------------|
| A | a [ah] | /ah/ as in English <u>o</u> ther, <u>shu</u> t, <u>so</u> n | <i>alto</i> 'tall' [al-to] |
| B | b [beh] | /b/ as in English <u>b</u> oy, <u>a</u> bout, <u>crib</u> | <i>bien</i> 'good' [byen] |
| C | c [theh] | /k/ as in English <u>c</u> up, <u>ro</u> cky, <u>milk</u> when followed by the vowels a, o, u | <i>cuatro</i> 'four' [kwat-ro] |
| | | /th/ as in English <u>th</u> in, <u>Cath</u> erine, <u>math</u> when followed by the vowels e, i | <i>cinco</i> 'five' [thing-ko] |
| Ch | ch [cheh] | /ch/ as in English <u>ch</u> ild, <u>Rich</u> ard, <u>beach</u> | <i>chica</i> 'girl' [chi-ka] |
| D | d [deh] | /d/ as is English <u>d</u> oll, <u>idea</u> , <u>glad</u> when used in the start of a word or syllable | <i>donde</i> 'where' [don-de] |

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| | | | | |
|----|----|-----------|--|--------------------------------------|
| | | | /th/ as is <u>then</u> , <u>mother</u> , <u>breathe</u> when placed in between vowels in a word | <i>nada</i> ‘nothing’ [na-dha] |
| E | e | [eh] | /eh/ as in English <u>enter</u> , <u>let</u> , <u>said</u> | <i>estado</i> ‘state’ [es-ta-dho] |
| F | f | [eh-feh] | /f/ as in English <u>fan</u> , <u>raffle</u> , <u>wife</u> | <i>falso</i> ‘false’ [fal-so] |
| G | g | [keh] | /g/ as in English <u>gift</u> , <u>beagle</u> , <u>dog</u> when followed by the vowels a, o, u | <i>gordo</i> ‘fat’ [gor-do] |
| | | | gargled /k/ as in German <u>Bach</u> when followed by the vowels e, I | <i>gente</i> ‘person’ [khen-te] |
| H | h | [ah-cheh] | the letter h is not pronounced in Spanish words making it a silent letter | <i>hasta</i> ‘until’ [as-ta] |
| I | I | [i] | /i/ as in English <u>income</u> , <u>hit</u> , <u>pity</u> | <i>ídolo</i> ‘idol’ [i-do-lo] |
| J | j | [hoh-tah] | gargled /k/ as in German <u>Bach</u> | <i>jabón</i> ‘soap’ [kha-bon] |
| K | k | [kah] | /k/ as in English <u>kite</u> , <u>wacky</u> , <u>silk</u> | <i>kilo</i> ‘kilo’ [ki-lo] |
| L | l | [eh-leh] | /l/ as in English <u>light</u> , <u>blame</u> , <u>ball</u> | <i>lapiz</i> ‘pencil’ [la-piz] |
| Ll | ll | [eh-lyeh] | /ly/ as in English <u>galleon</u> | <i>llover</i> ‘rain’ [lyo-ver] |
| M | m | [eh-meh] | /m/ as in English <u>money</u> , <u>summit</u> , <u>tame</u> | <i>mal</i> ‘bad’ [mal] |
| N | n | [eh-neh] | /n/ as in English <u>net</u> , <u>tiny</u> , <u>green</u> | <i>norte</i> ‘north’ [nor-te] |
| Ñ | ñ | [eh-nyeh] | /ny/ as in English <u>canyon</u> , <u>onion</u> | <i>ñaque</i> ‘junk’ [nya-ke] |
| O | o | [oh] | /o/ as in English <u>Auckland</u> , <u>saw</u> , <u>decor</u> | <i>obra</i> ‘work’ |

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| | | | | |
|----|----|--------------------|--|-------------------------------------|
| | | | | [ob-ra] |
| P | p | [peh] | /p/ as in English <u>p</u> arty, ha <u>pp</u> y, lea <u>p</u> | <i>pato</i> ‘duck’ [pa-to] |
| Q | q | [kuh] | /k/ as in English <u>k</u> ite, wa <u>ck</u> y, sil <u>k</u> | <i>quema</i> ‘fire’ [ke-ma] |
| R | r | [eh-reh] | /r/ as in English <u>r</u> oll, ma <u>rk</u> , ly <u>r</u> e | <i>robo</i> ‘robbery’ [ro-bo] |
| Rr | rr | [ehr-reh] | /r/ with a roll of the tongue; hard /r/ | <i>correr</i> ‘to run’ [kor-rer] |
| S | s | [eh-seh] | /s/ as in English <u>s</u> on, dai <u>s</u> y, offi <u>ce</u> | <i>salsa</i> ‘sauce’ [sal-sa] |
| T | t | [teh] | /t/ as in English <u>t</u> ime, late <u>r</u> , be <u>l</u> t | <i>taza</i> ‘cup’ [ta-za] |
| U | u | [uh] | /u/ as in English <u>u</u> t, bo <u>o</u> k, pu <u>sh</u> | <i>único</i> ‘single’ [u-ni-ko] |
| V | v | [uh-veh] | /v/ as in English <u>v</u> ase, la <u>v</u> a, ha <u>v</u> e when used in the start of a word or syllable | <i>vaca</i> ‘cow’ [va-ka] |
| | | | soft /b/ when placed in between vowels | <i>ave</i> ‘bird’ [a-be] |
| W | w | [uh-veh do-ble] | /w/ as in English <u>w</u> hale, lo <u>w</u> er, sho <u>w</u> | <i>wáter</i> ‘toilet’ [wa-ter] |
| X | x | [eh-kis] | gargled /k/ as in German Ba <u>ch</u> when used in the start of a word | Xavier (name) [khav-yer] |
| | | | /ks/ as in English ta <u>x</u> i, bo <u>x</u> , fi <u>x</u> when placed inside a word | <i>sexto</i> ‘sixth’ [seks-to] |
| Y | y | [i-gri-yeh-gah] | /y/ as in English <u>y</u> oyo, bo <u>y</u> , Su <u>nd</u> ay | <i>yate</i> ‘yacht’ [ya-te] |
| | | | /i/ as in English rece <u>i</u> ve, cre <u>a</u> m, ski when used as the conjunction y ‘and’ | |

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Z z [zeh-tah] /z/ as in English zebra, lazy, buzz zona ‘zone’
[zo-na]

To summarize, sounds not present or are very minimal in the English language but are common in Spanish includes /ch/, /th/, gargled /k/ of German, /ly/, /ny/, /rr/, and the soft /b/. Meanwhile, the letter h is common in the written language of Spanish, but is not pronounced verbally unless it belongs to the /ch/ sound.

As this day ends, you should now be able to recite the 30 letters of the Spanish alphabet using the names they are called (ah, beh, theh, etc.), distinguish the different sounds made by some letters like c, d, g, v, x, and y according to certain conditions, and cite some examples where all letters and sounds can be observed.

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DAY 3: Forming Spanish Nominal Words and Phrases

With enough knowledge on Spanish letters and sounds, you are now ready to begin forming words and phrases. On this 3rd day of training, the focus will be on forming nominal words and phrases. These are what we usually call **nouns**. These words name people, places, animals, events, and even abstract entities.

Spanish is a gender- and number-specific language. This means that its words, particularly nouns and adjectives, contain within them the categorization whether they are masculine, feminine, or neuter; and whether they are plural or singular.

Gender-Specific Characteristic

Nouns in Spanish may be classified according to gender – masculine, feminine, or neuter. How do we know which gender fits which noun?

To help you resolve this problem, I'd like you to meet two good friends of mine: Lawrence, a clever guy from California, and Dazcion, a pretty maiden from Mexico. Lawrence can help you remind which nouns in Spanish are masculine because he is a guy, while Dazcion can do the same for feminine nouns. How is that possible? Read on.

Spanish nouns ending in L, O, R, E, N, and S are **masculine**. Here are some examples:

| | | | | | |
|----------|--------------|----------|--------|-------------|---------|
| Árbol | [ar-bol] | 'tree' | Azucar | [ah-zu-kar] | 'sugar' |
| Barrio | [bar-ryo] | 'town' | Bebé | [be-be] | 'baby' |
| Cinturón | [sin-tu-ron] | 'belt' | Disco | [dis-ko] | 'disk' |
| Examen | [ek-sa-men] | 'exam' | Freno | [fre-no] | 'brake' |
| Garaje | [ga-ra-he] | 'garage' | Hombre | [om-bre] | 'man' |
| Imán | [i-man] | 'magnet' | Jamón | [ha-mon] | |
| 'ham' | | | | | |
| Libro | [lib-roh] | 'book' | Miedo | [mye-do] | 'fear' |

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| | | | | | |
|--------|-----------|-----------|---------|-------------|--------|
| Nombre | [nom-bre] | ‘name’ | Oído | [oy-do] | |
| | ‘ear’ | | | | |
| País | [pa-is] | ‘country’ | Pupitre | [pu-pit-re] | ‘desk’ |
| Queso | [ke-so] | ‘cheese’ | Regalo | [reh-ga-lo] | ‘gift’ |
| Sello | [sel-yo] | ‘stamp’ | Tacón | [ta-kon] | ‘heel’ |
| Traje | [tra-he] | ‘dress’ | Zorro | [zor-ro] | ‘fox’ |

On the other hand, nouns ending in D, A, Z, and Cion are **feminine**. Some examples are shown below:

| | | | | | |
|-------------|-------------------|-------------------|----------|--------------|---------|
| Agua | [ah-gwa] | ‘water’ | Barba | [bar-ba] | ‘beard’ |
| Blusa | [blu-sa] | ‘blouse’ | Cama | [ka-ma] | ‘bed’ |
| Circulación | [sir-ku-la-thyon] | ‘traffic’ | Cosa | [ko-sa] | ‘thing’ |
| Dirección | [di-rek-thyon] | ‘address’ | Estrella | [es-tre-lya] | ‘star’ |
| Fruta | [fru-ta] | ‘fruit’ | Guerra | [ger-ra] | ‘war’ |
| Hora | [oh-ra] | ‘hour’ | Hierba | [yer-ba] | ‘grass’ |
| Iglesia | [ig-le-sya] | ‘church’ | Juventud | [hu-ven-tud] | ‘youth’ |
| Luz | [luz] | ‘light’ | Mancha | [man-cha] | ‘stain’ |
| Nación | [na-syon] | ‘nation’ | Página | [pa-hi-na] | ‘page’ |
| Profesión | [pro-fe-syon] | ‘profession, job’ | Querida | [ke-ri-da] | ‘dear’ |
| Red | [red] | ‘net’ | Suela | [swe-la] | ‘sole’ |
| Salud | [sa-lud] | ‘health’ | Tinta | [tin-ta] | ‘ink’ |
| Uña | [uh-nya] | ‘nail’ | Voz | [voz] | ‘voice’ |
| Vida | [vi-da] | ‘life’ | Zona | [zo-na] | ‘zone’ |

Hence, when you encounter a Spanish noun, all you have to do is look at its ending and see if it belongs to Lawrence (L-O-R-E-N-S) or Dazcion to know its gender. However, there are some exceptions to these rules. You would notice that most of them are borrowed words from other languages like English. Observe the table below:

| Masculine Nouns | | | Feminine Nouns | | |
|---------------------------|-----------|-----------|-----------------------|-----------|----------|
| Not Ending in L-O-R-E-N-S | | | Not Ending in Dazcion | | |
| Arroz | [ar-roz] | ‘rice’ | Calle | [ka-lye] | ‘street’ |
| Bistec | [bis-tek] | ‘steak’ | Cancer | [kan-ser] | ‘cancer’ |
| Champú | [cham-pu] | ‘shampoo’ | Carcel | [kar-sel] | ‘prison’ |
| Día | [di-ya] | ‘day’ | Carne | [kar-ne] | ‘meat’ |
| Esquí | [es-ki] | ‘ski’ | Flor | [flor] | ‘flower’ |
| Fax | [faks] | ‘fax’ | Ley | [ley] | ‘law’ |
| Mapa | [ma-pa] | ‘map’ | Lente | [len-te] | ‘lens’ |

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| | | | | | |
|-----------|--------------|-------------|--------|------------|-----------|
| Menú | [me-nu] | ‘menu’ | Mujer | [mu-her] | ‘wife’ |
| Pez | [pez] | ‘fish’ | Noche | [noh-cheh] | ‘night’ |
| Programma | [pro-gra-ma] | ‘programme’ | Orden | [or-den] | ‘command’ |
| Reloj | [re-loh] | ‘watch’ | Razón | [ra-zon] | ‘reason’ |
| Rey | [rey] | ‘king’ | Suerte | [swer-te] | ‘luck’ |

You should also note that not because the actual entity which is being referred by the word is associated with a certain gender (i.e., pants for men, skirts for women); the word takes the gender of the actual thing. Look how ironic Spanish nouns can be just for the sake of following its gender-specific characteristic:

Masculine Nouns

| | | |
|------------|----------------|---------------|
| Camison | [ka-mi-son] | ‘nightdress’ |
| Pantys | [pan-tis] | ‘thights’ |
| Paraguas | [pa-ra-gwas] | ‘umbrella’ |
| Salvaslips | [sal-vas-lips] | ‘panty liner’ |
| Sujetador | [su-he-ta-dor] | ‘bra’ |
| Pendiente | [pen-dyan-te] | ‘earrings’ |

Feminine Nouns

| | | |
|----------|--------------|----------|
| Cantera | [kan-te-ra] | ‘case’ |
| Corbata | [kor-ba-ta] | ‘tie’ |
| Ginebra | [khi-ne-bra] | ‘gin’ |
| Gorra | [gor-rah] | ‘cap’ |
| Guardia | [gwar-dya] | ‘guard’ |
| Guitarra | [gi-tar-ra] | ‘guitar’ |

Nouns referring to persons and animals are inflected depending on the gender of the noun being referred to:

Masculine Nouns

| | |
|------------|----------------|
| Arquitekto | [ar-ki-tek-to] |
| Cajero | [ka-he-ro] |
| Chico | [chi-ko] |
| Director | [di-rek-tor] |
| Dueño | [dwe-nyo] |
| Esposo | [es-poh-so] |
| Granjero | [gran-he-ro] |
| Hermano | [er-ma-no] |
| Huesped | [wes-ped] |
| Hijo | [i-ho] |
| Ladron | [lad-ron] |
| Medico | [me-di-ko] |
| | ‘doctor’ |
| Nieto | [nye-to] |
| Perro | [per-ro] |

Feminine Nouns

| | |
|------------|----------------|
| Arquitekta | [ar-ki-tek-ta] |
| Cajera | [ka-he-ra] |
| Chica | [chi-ka] |
| Direkto | [di-rek-to-ra] |
| Dueña | [dwe-nya] |
| Esposa | [es-poh-sa] |
| Granhera | [gran-he-ra] |
| Hermana | [er-ma-na] |
| Huespeda | [wes-pe-da] |
| Hija | [i-ha] |
| Ladrona | [lad-ro-na] |
| Medica | [me-di-ka] |
| Nieta | [nye-ta] |
| Perra | [per-ra] |

Meaning

| |
|----------------|
| ‘architect’ |
| ‘cashier’ |
| ‘boy/girl’ |
| ‘director’ |
| ‘owner’ |
| ‘spouse’ |
| ‘farmer’ |
| ‘sibling’ |
| ‘guest’ |
| ‘son/daughter’ |
| ‘thief’ |
| |
| ‘grandchild’ |
| ‘dog’ |

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Notice that most of the masculine nouns referring to persons and animals above end in *-o* or use the base form (without any suffix) of the word, while the feminine nouns end in *-a*.

The third gender in Spanish noun classification is called **neuter**. Words belonging to this category can be both male and female, depending on the actual gender of the noun being referred to. They do not need to be inflected with any suffix. Look at some examples below:

| | | |
|---------------|---------------------|--------------------------|
| Agente | [ah-hken-te] | ‘agent’ |
| Adolescente | [ah-doh-le-sen-te] | ‘adolescent’ |
| Artista | [ar-tis-ta] | ‘artist’ |
| Canguro | [kan-gu-ro] | ‘babysitter’ |
| Ciclista | [si-klis-ta] | ‘cyclist’ |
| Cliente | [kli-yen-te] | ‘client, customer’ |
| Especialista | [es-pe-sya-lis-ta] | ‘specialist’ |
| Estudiante | [es-tu-dyan-te] | ‘student’ |
| Gerente | [he-ren-te] | ‘manager’ |
| Periodista | [per-yo-dis-ta] | ‘journalist’ |
| Policia | [po-li-thyah] | ‘policeman, policewoman’ |
| Representante | [re-pre-sen-tan-te] | ‘representative’ |

Number-Specific Characteristic

Similar to English, Spanish can be inflected for number – an affix is placed on words to show plurality. Below are the rules in forming plural nouns in Spanish:

1. Add *-s* to nouns ending in vowels.

| | | | | |
|-------|---|--------|-----------|-----------|
| Vaca | → | Vacas | [va-kas] | ‘cows’ |
| Gato | → | Gatos | [ga-tos] | ‘cats’ |
| Plaza | → | Plazas | [pla-zas] | ‘towns’ |
| Calle | → | Calles | [ka-lyes] | ‘streets’ |
| Tía | → | Tías | [ti-yas] | ‘aunts’ |

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2. Add *-es* to nouns ending in consonants except /s/.

| | | | | |
|--------|---|----------|---------------|-----------|
| Papel | → | Papeles | [pa-pe-les] | ‘papers’ |
| Color | → | Colores | [ko-lo-res] | ‘colors’ |
| Ciudad | → | Ciudades | [thyu-da-des] | ‘cities’ |
| Hotel | → | Hoteles | [o-te-les] | ‘hotels’ |
| Flor | → | Flores | [flo-res] | ‘flowers’ |

3. Most nouns ending in /s/ remain themselves when pluralized.

| | | | | |
|--------|---|--------|------------|-------------|
| Jueves | → | Jueves | [khwe-ves] | ‘Thursdays’ |
|--------|---|--------|------------|-------------|

4. Add *-es* to some other nouns ending in /s/.

| | | | | |
|------|---|--------|-----------|-------------|
| Mes | → | Meses | [me-ses] | ‘months’ |
| País | → | Países | [pay-ses] | ‘countries’ |

5. For nouns ending in /z/, change first the letter /z/ to /c/ before adding *-es*.

| | | | | |
|-------|---|---------|--------------|-------------------|
| Pez | → | Peces | [pe-thes] | ‘fishes’ |
| Luz | → | Luces | [lu-thes] | ‘lights’ |
| Ve | → | Veces | [ve-thes] | ‘number of times’ |
| Voz | → | Voces | [vo-thes] | ‘voices’ |
| Lapiz | → | Lapices | [la-pi-thes] | ‘pencils’ |

Apart from adding the suffixes *-s* and *-es*, numbers can be observed in Spanish nouns by using the numerals themselves with the nouns. They should agree with one another – if the noun is more than one, a plural suffix should be present in the word. Here is the table for Spanish numerals:

| | | | | | |
|---|--------|------------|----|--------------|------------------|
| 0 | cero | [se-ro] | 16 | diez y seis | [dyez i seys] |
| 1 | uno | [u-no] | 17 | diez y siete | [dyez i she-te] |
| 2 | dos | [dos] | 18 | diez y ocho | [dyez i ocho] |
| 3 | tres | [tres] | 19 | diez y nueve | [dyez i nwe-ve] |
| 4 | cuatro | [kwat-ro] | 20 | veinte | [veyn-te] |
| 5 | cinco | [thing-ko] | 21 | veinte y uno | [veyn-te i u-no] |

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| | | | | | |
|----|---------|--------------|------|--------------|-----------------|
| 6 | seis | [seys] | 22 | veinte y dos | [veyn-te i dos] |
| 7 | siete | [she-te] | 30 | treinta | [treyn-ta] |
| 8 | ocho | [oh-cho] | 40 | cuarenta | [kwa-ren-ta] |
| 9 | nueve | [nwe-veh] | 50 | cincuenta | [thing-kwen-ta] |
| 10 | diez | [dyez] | 60 | sesenta | [se-sen-ta] |
| 11 | once | [on-the] | 70 | setenta | [se-ten-ta] |
| 12 | doce | [doh-the] | 80 | ochenta | [oh-chen-ta] |
| 13 | trece | [tre-the] | 90 | noventa | [no-ven-ta] |
| 14 | catorce | [ka-tor-the] | 100 | cien | [shen] |
| 15 | quince | [kin-the] | 1000 | mil | [mil] |

Here are examples of nouns and numbers forming nominal phrases:

| | | |
|---------------------|-----------------------------|----------------------|
| Una dia | [u-na di-ya] | 'one day' |
| Ocho vasos de agua | [oh-cho va-sos de a-gwa] | '8 glasses of water' |
| Doce meses cada año | [do-the me-ses ka-da a-nyo] | '12 months a year' |
| Treinta y dos años | [treyn-ta i dos a-nyos] | '32 years' |
| Cien pesos | [shen pe-sos] | '100 pesos' |

Definite and Indefinite Articles

As we have already started forming nominal phrases with the use of numbers, let us continue by using articles in Spanish this time.

A nominal phrase is usually composed of an article and a noun, Articles can be either definite or indefinite. In English, we use the article “*the*” to show definiteness, while we use “*a*” to refer to indefinite nouns. As a review of definiteness, consider the following English sentences below:

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[The child] is playing.
[A child] is playing.

In the former sentence, the one playing is the child whom perhaps we already know or have been talking about earlier; unlike in the latter where the one playing is a child who we don't really know.

In Spanish, articles are also used to show a noun's definiteness. Since it is again a gender- and number-specific language, these articles are also inflected for gender and plurality. Study the table below that introduces these articles:

| | DEFINITE | | INDEFINITE |
|------------------|--|---|--|
| | Singular | Plural | Singular |
| Masculine | <i>el</i> [el] el libro [el lib-roh] 'the book' | <i>los</i> [los] los libros [los lib-rohs] 'the books' | <i>un</i> [un] un chico [un chi-ko] 'a boy' |
| Feminine | <i>la</i> [la] la plaza [la pla-za] 'the town' | <i>las</i> [las] las plazas [las pla-zas] 'the towns' | <i>una</i> [una] una chica [u-na chi-ka] 'a girl' |

To summarize, here are the steps in forming nominal phrases:

1. Identify the gender of the noun. Check its ending but remember the exceptions.
2. How many are being talked about? If it's more than one, observe the ending so you would know what suffix to add.
3. Is the noun definite or not? This would determine what article to use.

Examples: Answer the questions in Spanish.

Q: What did you have for breakfast?
 A: 2 bananas and a glass of milk

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1. *Platano* 'banana' is a male.
Vaso 'glass' is also a male.
2. 2 bananas. Hence, add -s to *platano* → 2 *platanos*.
1 glass. Hence, *vaso* remains.
3. 2 bananas - definite, with numeral → *dos platanos*
1 glass - indefinite, use *un* → *un vaso*

→ *Dos platanos y un vaso de leche*

Q: Who called while I was gone?

A: The neighbors (girls) and a student (boy)

1. The neighbors are girls. Use *vecina* (instead of *vecino*).
Estudiante is neuter. No need for inflection.
2. Neighbors. Hence, add -s to *vecina* → *vecinas*.
Student. Hence, *estudiante* remains.
3. The neighbors – definite, use *las* → *las vecinas*
A student – indefinite, use *un* → *un estudiante*

! *Las vecinas y un estudiante*

Learn More Nouns that are Spanish!

It is also important to learn the following Spanish nouns that are used in daily conversations. Take time to get yourself familiar with these nouns and memorize each one of them.

1. Months in a Year (los meses en un año)

| | | |
|------------|----------------|-------------|
| Enero | [e-ne-ro] | 'January' |
| Febrero | [feb-re-ro] | 'February' |
| Marzo | [mar-zo] | 'March' |
| Abril | [ab-ril] | 'April' |
| Mayo | [ma-yo] | 'May' |
| Junio | [hu-nyo] | 'June' |
| Julio | [hu-lyo] | 'July' |
| Agosto | [a-gos-to] | 'August' |
| Septiembre | [sep-tyem-bre] | 'September' |
| Octubre | [ok-tu-bre] | 'October' |
| Noviembre | [no-vyem-bre] | 'November' |
| Diciembre | [di-thyem-bre] | 'December' |

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2. **Days of the Week** (las dias en una semana)

| | | |
|-----------|---------------|-------------|
| Lunes | [lu-nes] | ‘Monday’ |
| Martes | [mar-tes] | ‘Tuesday’ |
| Miercoles | [myer-ko-les] | ‘Wednesday’ |
| Jueves | [khweh-ves] | ‘Thursday’ |
| Viernes | [vyer-nes] | ‘Friday’ |
| Sabado | [sa-ba-dho] | ‘Saturday’ |
| Domingo | [do-ming-go] | ‘Sunday’ |

3. **Time of the Day** (hora en la diya)

| | | |
|----------------|-------------------|----------------------|
| De la mañana | [de la ma-nya-na] | ‘am’ |
| De la tarde | [de la tar-de] | ‘pm’ |
| Hora | [o-ra] | ‘time, hour’ |
| Media hora | [me-dya ora] | ‘half hour’ |
| Cuarto de hora | [kwar-to o-ra] | ‘quarter of an hour’ |

4. **What is The Date Today?** (¿Que fecha es hoy?)

Dates, in Spanish, are formed by stating the date (number) first before the month.

The number is introduced by an article, while the preposition *de* ‘of’ is used to link that date to the month. Let’s try it!

| | | |
|--|--|--|
| <i>¿Que fecha es hoy?</i> [ke fe-cha es oy] ‘What’s the date today?’ | <i>El cinco de marzo.</i> [el thing-ko de mar-zo] ‘It’s the 5 th of May.’ | <i>El seis de Julio.</i> [el seys de hu-lyo] ‘It’s the 6 th of July.’ |
| <i>¿Que dia es?</i> [ke di-ya es] ‘What day is it?’ | <i>Es domingo.</i> [es do-ming-go] ‘It’s Sunday’ | <i>Es miercoles.</i> [es myer-ko-les] ‘It’s Wednesday’ |

Note:

- The months and days in Spanish do not begin with capital letters when written.

5. **What Time Is It?** (¿Que hora es?)

| | | |
|----------------------|------------------------------|----------------------------|
| <i>¿Que hora es?</i> | <i>Es la una de la tarde</i> | <i>Son las dos y media</i> |
|----------------------|------------------------------|----------------------------|

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[ke o-ra es]
'What time is it?'

[es la u-na de la tar-de]
'It's 1:00 p.m.'

[son las dos i me-dya]
'It's 2:30'

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DAY 4: Getting Familiar with Spanish Pronouns

Pronouns are noun substitutes. Even though you can already form nominal phrases, it isn't enough that you proceed in studying verbs and then forming sentences right away. You would not want *el gato* to be present just at each of your sentences, would you? Trust me; it will only sound bad.

Hence, you should understand and know the proper usage of pronouns in Spanish. This day's lesson is divided into learning subjective, objective, possessive, and demonstrative pronouns.

Subject Pronouns

In Spanish, subject pronouns are usually used only once in a context and are generally omitted. This is because Spanish verbs already contain in them both the person and number of the subject being talked about. (Verbs will be discussed further in later days to come.) Hence, once the subject pronoun is stated, the next sentences about it can become grammatical even without the said pronoun, or even noun for that matter.

The subject pronoun chart appears like this:

| Person | | Singular | Plural |
|------------------------|----------|----------------------|---|
| 1 st Person | | <i>Yo</i> [yo] 'I' | <i>Nosotros</i> [no-sot-ros] 'we' |
| 2 nd Person | Familiar | <i>Tu</i> [tu] 'you' | <i>Vosotros</i> [vo- |

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| | | | |
|------------------------------|---------------|-------------------------------|--------------------------------------|
| | | | sot-ros] ‘you all’ |
| | Formal | <i>Usted</i> [us-ted] ‘you’ | <i>Ustedes</i> [us-te-des] ‘you all’ |
| 3rd Person | Male | <i>El</i> [el] ‘he/it’ | <i>Ellos</i> [eh-lyos] ‘they’ |
| | Female | <i>Ella</i> [eh-lya] ‘she/it’ | <i>Ellas</i> [eh-lyas] ‘they’ |

Pronouns in the first person, both in singular and plural forms, should be familiar to you as they function just the same as in English.

As for the 2nd person, pronouns here are of two forms, the familiar and the formal. You should know that Spanish people value respect greatly for the elderly and authority. This is what the formal form of the 2nd person pronouns refers to. *Usted* and *ustedes* have respect inherent in them. Hence, they should be used when talking to people you regard highly.

Finally, you should notice that the 3rd person pronouns have also 2 forms according to gender of the person or thing being talked about. Here, it is important to be able to identify the gender of the noun before substituting it with a pronoun.

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The use of subject pronouns will be further shown when they are already being used in sentences. As for now, it is enough that you become familiar with each one of them.

Object Pronouns

Object pronouns are generally substituted for direct and indirect objects in sentences with transitive verbs.

Study the object pronoun chart below:

| Person | | Singular | Plural |
|------------------------|----------|--|---|
| 1 st Person | | <i>Me</i> [meh] 'me' | <i>Nos</i> [noh s] 'us' |
| 2 nd Person | Familiar | <i>Te</i> [teh] 'you' | <i>Os</i> [ohs] 'you all' |
| | Formal | <i>Le</i> [leh] 'you' | <i>Les</i> [lehs] 'you all' |
| 3 rd Person | Male | <i>Lo</i> [loh] 'he/it' (DO) <i>Le</i> [leh] 'he/it' (IO) | <i>Los</i> [lohs] 'they', (DO)) <i>Les</i> [lehs] 'they', (IO) |
| | Female | <i>La</i> [lah] 'she/it' (DO) | <i>Las</i> |

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| | | | |
|--|--|-------------------------------|--|
| | | <i>Le</i> [leh] ‘she/it’ (IO) | [lahs] ‘they’, (DO) <i>Les</i> [lehs] ‘they’, (IO) |
|--|--|-------------------------------|--|

For the 1st and 2nd persons, you would notice that the direct and indirect objects have the same form; while the direct object differs from its indirect counterpart in the 3rd person. This is to avoid confusion when they both appear in a single sentence. (More of this to be discussed further on Day 11)

Possessive Pronouns

Possessive pronouns, those that show ownership, also depend on the gender and number of the nouns they accompany. Take note that a pronoun’s gender – particularly, 1st and 2nd person plural (‘our’ and ‘your’) – do not correspond to what the gender of the owner is, but to the gender of the noun.

| | | Singular Nouns | | Plural Nouns |
|-----------------|----------|--------------------------------|--------------------------------|----------------------------------|
| | | Masculine | Feminine | Masculine |
| ‘My’ | | <i>Mi</i> [mi] | | <i>Mis</i> [mis] |
| ‘Your’ | Familiar | <i>Tu</i> [tu] | | <i>Tus</i> [tus] |
| | Formal | <i>Su</i> [su] | | <i>Sus</i> [sus] |
| ‘His, her, its’ | | <i>Su</i> [su] | | <i>Sus</i> [sus] |
| ‘Our’ | | <i>Nuestro</i> [nu-wes-tro] | <i>Nuestra</i> [nu-wes-tra] | <i>Nuestros</i> [nu-wes-tros] |
| ‘Your’ Pl. | Familiar | <i>Vuestro</i> [vu-wes-tro] | <i>Vuestra</i> [vu-wes-tra] | <i>Vuestros</i> [vu-wes-tros] |
| | Formal | <i>Su</i> [su] | | <i>Sus</i> [sus] |
| ‘Their’ | | <i>Su</i> [su] | | <i>Sus</i> [sus] |

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Examples of phrases we can make using possessive pronouns are as follows:

| | | |
|----------------------|-----------------------------|------------------------------|
| Mi madre | [mi mad-re] | 'my mother' |
| Tu coche | [tu ko-che] | 'your car' |
| Sus blusas | [sus blu-sas] | 'her blouses' |
| Nuestro mundo | [nu-wes-tro mun-do] | 'our world' |
| Vuestros pantalones | [vu-wes-tros pan-ta-lo-nes] | 'your (pl.) pants' |
| Sus hermanos | [sus er-ma-nos] | 'their brothers' |
| Su nombre, por favor | [su nom-bre por fa-vor] | 'your name, please' (formal) |

Demonstratives

Demonstratives refer to certain nouns in terms of their positions relative to the speaker. In Spanish, there are three specific positions of nouns in which demonstratives are used: near the speaker, near the listener, and far away from both the speaker and listener. These demonstratives also conform to the gender and number of the nouns being referred to.

| | Singular | | | Pl u r a l |
|-------------------|-------------------------|------------------------------|--------------------|--------------------------------|
| | Masculine | Feminine | | Masculine |
| 'This' | <i>Este</i> [es-te] | <i>Esta</i> [es-ta] | 'These' | <i>Estos</i> [es-tos] |
| 'That' | <i>Ese</i> [e-se] | <i>Esa</i> [e-sa] | 'Those' | <i>Esos</i> [e-sos] |
| 'That over there' | <i>Aquel</i> [a-kel] | <i>Aquella</i> [a-ke-lya] | 'Those over there' | <i>Aquellos</i> [a-ke-lyos] |

For clear examples:

| | | |
|--|----------------------|------------------------------|
| An apple near the speaker: <i>Esta manzana</i> | [es-ta man-za-na] | 'This apple' |
| An apple near the listener: <i>Esa manzana</i> | [e-sa man-za-na] | 'That apple' |
| An apple far away: <i>Aquella manzana</i> | [a-ke-lya man-za-na] | 'That apple' (over there) |

| | | |
|---|------------------------|----------------|
| 12 apples near the speaker: <i>Estas manzanas</i> | [es-tas man-za-nas] | 'These apples' |
| 12 apples near the listener: <i>Esas manzanas</i> | [e-sas man-za-nas] | 'Those apples' |
| 12 apples far away: <i>Aquellas manzanas</i> | [a-ke-lyas man-za-nas] | Those apples |

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(over there)

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DAY 5: Learn to Describe with Spanish Adjectives

The principal function of adjectives is to modify or describe nouns. Therefore, the number and the gender of an adjective should conform to the noun involved (i.e. if the noun is male singular, the adjective describing it should be the same). However, unlike in the English language that the adjective comes before the noun it modifies, Spanish adjectives usually follow the noun they give description to, although there are instances that the Spanish language follows the Adj-N order. Compare the following examples:

| | | | | |
|------|-------------------------------|-------|-------------------------------|------------------------|
| Eng. | A pretty girl Art-Adj-N | Span. | Una chica bonita Art-N-Adj | [u-na chi-ka bo-ni-ta] |
| | The naughty boys Art-Adj-N | | Los chicos malos Art-N-Adj | [los chi-kos ma-los] |

At first, it may be a bit confusing; but as you practice more, you can easily get used to forming adjectival phrases. Just remember, noun first before the adjective.

Adjectives in Spanish can be categorized into two types according to form – regular & neuter:

1. **Regular Forms: -o, -a, -os, -as.** Most adjectives have masculine and feminine, singular and plural forms: the suffix to show masculinity is *-o*, while the suffix to show femininity is *-a*. An *-s* is added to the vowel at the end of the word to form the plural.

| | | | |
|-----|---------------------------------------|---|------------------------------------|
| Ex. | Un bolso largo Una mesa nueva | [un bol-so lar-go] [u-na me-sa nwe-va] | ‘a new bag’ ‘a new table’ |
| | Dos bolsos largos Dos mesas nuevas | [dos bol-sos lar-gos] [dos me-sas new-vas] | ‘two new bags’ ‘two new tables’ |

2. **Neuter Forms.** Adjectives having this form usually end in an *-e*, in *-ista*, or in a

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consonant in the singular form. They use the same form for both masculine and feminine forms. To form the plural, add an *-s* or *-es*.

| | | | |
|-----|-------------------------|--------------------------------|-------------------------|
| Ex. | Un libro interesante | [un lib-ro in-te-re-san-te] | ‘an interesting book’ |
| | Una obra difícil | [u-na ob-ra di-fi-sil] | ‘a difficult work’ |
| | Los libros interesantes | [los lib-ros in-te-re-san-tes] | ‘the interesting books’ |
| | Los obras difíciles | [los ob-ras di-fi-si-les] | ‘the difficult works’ |

The classifications below, on the other hand, are according to the common descriptions they provide. Study them well and learn to describe in Spanish:

1. **Cardinal Numbers.** These may be used as adjectives, aside from pluralizers, as they describe the quantity of certain nouns.

(Refer back to page 20, Day 3 for the chart of Spanish cardinal numbers)

Notes:

- Numbers such as 1999 must be expressed as *mil novecientos noventa y nueve* (not ‘nineteen hundred ninety-nine’ as some people often say).
- Numbers ending in *uno* ‘one’ have feminine singular forms when used with feminine nouns: *veinte y una mujeres* ‘21 wives’, *cincuenta y una piedras* ‘51 stones’.
- The preposition *de* is used between *millón* ‘million’ and a noun being counted: *un millón de dólares* ‘1 million dollars’, *cien millones de habitantes* ‘100 millions inhabitants’.
- In writing out Spanish numerals, commas are used in place of periods, and periods are used in place of commas: *1.240,5* (is equivalent to 1,240.5).

2. **Ordinal Numbers.** These adjectives indicate the order in which something occurs

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(first, second, etc). Remember that they also agree with the nouns being modified in terms of gender and number, and that they occur **before** the nouns, not after.

| | Name | Pronounce It! | To Easily Remember |
|------------------|-------------------|-------------------------|--|
| 1 st | primero | [pri-me-ro] | From the word <i>primary</i> meaning first |
| 2 nd | segundo | [se-gun-do] | Close to English word <i>second</i> |
| 3 rd | tercero | [ter-the-ro] | Use alliteration: <i>third</i> and <i>tercero</i> |
| 4 th | cuarto | [kwar-to] | <i>Cuatro</i> is 4, while <i>cuarto</i> is 4 th |
| 5 th | quinto | [kin-to] | From Latin <i>quintus</i> ‘fivefolds’ |
| 6 th | sexto | [seks-to] | <i>Six</i> becomes <i>sex</i> + <i>to</i> |
| 7 th | séptimo | [sep-ti-mo] | From Latin <i>septem</i> ‘seven’ |
| 8 th | octavo | [ok-ta-vo] | From Latin <i>octavus</i> ‘eighth’ |
| 9 th | noveno | [no-ve-no] | From Latin <i>novem</i> ‘nine’ |
| 10 th | décimo | [de-thi-mo] | From Greek <i>deka-</i> ‘ten’ |
| Ex. | Mi primera clase | [mi pri-me-ra kla-se] | ‘my first class’ |
| | El tercer párrafo | [el ter-ther par-ra-fo] | ‘the third paragraph’ |

Notes:

- Feminine forms of the above cardinal numbers use the suffix *-a*. They are pluralized by adding *-s* at the end of each word.
- The forms *primer* ‘first’ and *tercer* ‘third’ can be used before masculine singular nouns.
- When used as part of names, such as Felipe II (read as ‘Felipe the second’), the word *the* is not translated in Spanish; hence, *Felipe Segundo*.

3. **Nationality.** These words state the nationality or place of origin. Keep in mind that the base form (without suffix) and *-o* form is masculine, while the *-a* form is the feminine counterpart. Their plural forms are created by adding *-s* or *-es*.

| | | | | |
|-----------|-----------------|-----------|-----------------|---------------|
| Español | [es-pa-nyol] | Española | [es-pa-nyo-la] | ‘Spanish’ |
| Aleman | [a-le-man] | Alemana | [a-le-ma-na] | ‘German’ |
| Mexicano | [me-hi-ka-no] | Mexicana | [me-hi-ka-na] | ‘Mexican’ |
| Argentino | [ar-khen-ti-no] | Argentina | [ar-khen-ti-na] | ‘Argentinian’ |

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| | | | | |
|-----------------------|-----------------|------------|-----------------|--------------|
| Italiano 'Italian' | [i-tal-ya-no] | Italiana | [i-tal-ya-na] | |
| Brasileño | [bra-si-le-nyo] | Brasileña | [bra-si-le-nya] | 'Brazilian' |
| Egipcio | [e-hip-thio] | Egipcia | [e-hip-thia] | 'Egyptian' |
| Suizo | [swi-zo] | Suiza | [swi-za] | 'Swiss' |
| Inglés | [ing-gles] | Inglesa | [ing-gle-sa] | 'English' |
| Francés | [fran-thes] | Francesa | [fran-the-sa] | 'French' |
| Japonés | [ha-po-nes] | Japonesa | [ha-po-ne-sa] | 'Japanese' |
| Holandés | [o-lan-des] | Holandesa | [o-lan-de-sa] | 'Holland' |
| Portugués | [por-tu-ges] | Portuguesa | [por-tu-ge-sa] | 'Portuguese' |
| Indonés | [in-do-nes] | Indonesa | [in-do-ne-sa] | 'Indonesian' |
| Filipino | [fi-li-pi-no] | Filipina | [fi-li-pi-na] | 'Filipino' |

However, there are Spanish adjectives of nationality that do not have unique feminine forms. These are the words that end in *-ense* such as:

| | | |
|-----------------|-------------------------|------------|
| Estadosunidense | [es-ta-dos-u-ni-den-se] | 'American' |
| Canadiense | [ka-na-dyen-se] | 'Canadian' |

| | | | |
|-----|----------------------|-----------------------------|---------------------|
| Ex. | un libro Español | [un lib-ro es-pa-nyol] | 'a Spanish book' |
| | una obra española | [u-na ob-ra es-pa-nyo-la] | 'a Spanish work' |
| | dos libros españoles | [dos lib-ros es-pa-nyo-les] | 'two Spanish books' |
| | dos obras españolas | [dos ob-ras es-pa-nyo-las] | 'two Spanish works' |

4. **Descriptive Adjectives.** These are words you use to describe nouns, especially when you want your listeners to picture out what you're talking about. They agree with the nouns they modify in terms of number and gender, and appear after the nouns.

| | | | | | |
|---------|-------------|--------------|---------|-------------|---------|
| Alto | [al-to] | 'high, tall' | Bajo | [ba-ho] | 'low, |
| Largo | [lar-go] | 'long' | Corto | [kor-to] | 'short' |
| Grande | [gran-de] | 'large' | Pequeño | [pe-ke-nyo] | 'small' |
| Gordo | [gor-do] | 'fat' | Delgado | [del-ga-do] | 'thin' |
| Esbelto | [es-bel-to] | 'slender' | Sexy | [se-hi] | |
| | 'sexy' | | | | |
| Bonito | [bo-ni-to] | 'beautiful' | Feo | [fe-yo] | 'ugly' |
| Rico | [ri-ko] | 'rich' | Pobre | [pob-re] | 'poor' |
| Bién | [byen] | 'good' | Mal | [mal] | 'bad' |

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| | | | | | |
|--------|------------|-------------|--------|------------|---------|
| Rápido | [ra-pi-do] | ‘fast’ | Lento | [len-to] | |
| ‘slow’ | | | | | |
| Caro | [ka-ro] | ‘expensive’ | Barato | [ba-ra-to] | ‘cheap’ |
| Viejo | [vye-ho] | ‘old’ | Joven | [ho-ven] | ‘young’ |

Adjectives that refer to color are listed below:

| | | | | | |
|----------|---------------|----------|--------|-----------|---------|
| Negro | [neg-ro] | ‘black’ | Blanco | [blan-ko] | ‘white’ |
| Azul | [a-zul] | ‘blue’ | Rojo | [ro-ho] | ‘red’ |
| Amarillo | [a-ma-ri-lyo] | ‘yellow’ | Verde | [ver-de] | ‘green’ |
| Naranja | [na-ran-ha] | ‘orange’ | Rosa | [ro-sa] | ‘pink’ |
| Morado | [mo-ra-do] | ‘purple’ | Marrón | [mar-ron] | |
| ‘brown’ | | | | | |
| Moreno | [mo-re-no] | ‘dark’ | Claro | [kla-ro] | ‘light’ |

Adjectives that refer to taste and food are listed below:

| | | | | | |
|-----------|-----------------|-------------|---------|-------------|---------|
| Dulce | [dul-the] | ‘sweet’ | Agrio | [ag-ri-yo] | ‘sour’ |
| Amargo | [a-mar-go] | ‘bitter’ | Salado | [sa-la-do] | |
| ‘salty’ | | | | | |
| Delicioso | [de-li-thyo-so] | ‘delicious’ | Picante | [pi-kan-te] | ‘spicy’ |
| Caliente | [kal-yen-te] | ‘hot’ | Frio | [fri-yo] | ‘cold’ |
| Insípido | [in-si-pi-do] | ‘tasteless’ | | | |

5. **Possessive and Demonstrative Adjectives.** The possessive and demonstrative pronouns we have studied earlier in this course can be considered adjectives when they function as modifiers of nouns.

(Refer to pages 27 to 28, Day 4 for the chart of Spanish pronouns)

These adjectives come before the nouns they modify, similar to the way they are used in English: *mi casa* ‘my house,’ *esos coches* ‘those cars’

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DAY 6: Making Longer and Complete Phrases with Prepositions

Spanish learners should never neglect the proper usage of prepositions. Generally, when you answer questions like “Where do you live?” or “When will you come over?” you don’t reply with complete sentences, starting them with “I live at ...” or “I will come over after ...” Normally, “at Sta. Rosa St.,” or “after I finish eating” replies are enough to answer such questions.

Hence, correct usage of prepositions is necessary to learn in order to be able to respond properly, give directions and instructions, or simply create accurate sentences. Prepositions function as words that connect other words or phrases, and create relationships between them. Like English, Spanish has perhaps a few dozen prepositions.

The following list shows the most common ones along with some basic examples:

| Prepositions | Meaning | Examples | Translations |
|-------------------------------------|-------------------------------|---|---|
| <i>a</i> [ah] | ‘to’ ‘at’ ‘by means of’ | <i>a la ciudad</i> <i>a las tres y media</i> <i>a pie</i> | ‘to the city’ ‘at 3:30’ ‘by foot’ |
| <i>antes de</i> [an-tes de] | ‘before’ | <i>antes de dormirme</i> | ‘before going to sleep’ |
| <i>bajo</i> [ba-ho] | ‘under’ | <i>bajo la mesa</i> | ‘under the table’ |
| <i>cerca de</i> [ther-ka de] | ‘near’ | <i>cerca de la mesa.</i> | ‘near the table’ |
| <i>con</i> [kon] | ‘with’ | <i>con él</i> | ‘with him’ |
| <i>contra</i> [kon-tra] | ‘against’ | <i>contra la huelga</i> | ‘against the strike’ |
| <i>de</i> [de] | ‘of’ ‘from’ possession | <i>de papel</i> <i>de Nueva York</i> <i>coche de Juan</i> | ‘of paper’ ‘from New York’ ‘car of John’ or ‘John’s car’ |
| <i>delante de</i> [de-lan-te de] | ‘in front of’ | <i>delante de la casa</i> | ‘in front of the house’ |
| <i>dentro de</i> | ‘inside’ | <i>dentro de la jaula.</i> | ‘inside the cage’ |

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| | | | |
|---------------------------------------|------------------------|---|---|
| [den-tro de] | | | |
| <i>desde</i> [des-de] | ‘since’ ‘from’ | <i>desde ayer</i> <i>desde el carro</i> | ‘since yesterday’ ‘from the car’ |
| <i>después de</i> [des-pwes de] | ‘after’ | <i>después de la clase</i> | ‘after class’ |
| <i>detrás de</i> [de-tras de] | ‘behind’ | <i>detrás de la mesa</i> | ‘behind the table’ |
| <i>durante</i> [durante] | ‘during’ | <i>durante la clase</i> | ‘during the class’ |
| <i>en</i> [en] | ‘in’ ‘on’ | <i>en Nueva York</i> <i>en la mesa</i> | ‘in New York’ ‘on the table’ |
| <i>encima de</i> [en-thi-ma de] | ‘on top of’ | <i>encima de la casa</i> | ‘on top of the house’ |
| <i>enfrente de</i> [en-fren-te de] | ‘in front of’ | <i>enfrente de la mesa</i> | ‘in front of the table’ |
| <i>entre</i> [en-tre] | ‘between’ | <i>entre la mesa y el sofá</i> | ‘between the table and the sofa’ |
| <i>fuera de</i> [few-ra de] | ‘outside of’ | <i>fuera de la casa</i> | ‘outside of the house’ |
| <i>hacia</i> [a-thi-ya] | ‘towards’ | <i>hacia la escuela</i> | ‘towards the school’ |
| <i>hasta</i> [as-ta] | ‘until’ | <i>hasta las seis</i> | ‘until 6:00’ |
| <i>para</i> [pa-ra] | ‘for’ ‘in order to’ | <i>para usted</i> <i>para ser rico</i> | ‘for you (formal)’ ‘in order to be rich’ |
| <i>por</i> [por] | ‘for’ ‘by’ | <i>por la comida</i> <i>por Juan</i> | ‘for the meal’ ‘by Juan’ |
| <i>según</i> [se-gun] | ‘according to’ | <i>según el periódico</i> | ‘according to the newspapers’ |
| <i>sin</i> [sin] | ‘without’ | <i>sin él</i> | ‘without him’ |
| <i>sobre</i> [sob-re] | ‘over’ ‘about’ | <i>sobre la silla.</i> <i>sobre el presidente.</i> | ‘over the chair’ ‘about the president’ |

DAY 7:

Introduction to Spanish Verbs

Spanish verbs are among the most, if not the most, complicated topics in Spanish. That is why after finishing half the session of this training program, the next 4 days will be allotted in studying Spanish verbs. This is the first of our 4-day training session regarding Spanish verbs.

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First, you need to know that verbs in the Spanish language are divided into 3 categories. Let's call them the **AR verbs**, the **ER verbs**, and the **IR verbs**. The two-letter names of these groups are actually the ending sounds or syllables of the verbs in Spanish.

Aside from that, these verbs are conjugated for number, person, and tense. Conjugation is the process of adding patterned suffixes on the base (original) form of the verb to show differences on certain criteria. Verbs belonging to the same group are inflected the same way – they use the same affixes. Hence, there is no better way to make conjugations fun and easy to learn than to simply memorize these “patterns.”

We will discuss the conjugations of these verbs on the next days ahead – conjugation of verbs on present tense tomorrow, on past tense the day after tomorrow, and on future tense the day after that. For now, let me introduce you to the three groups of Spanish verbs that I'm talking about.

AR Verbs

The verbs written below end in *-ar*. In conjugating, you will take off this ending and add the appropriate suffixes. Meanwhile, try to familiarize yourself first with the different verbs below. Creative thoughts (*note that they are not the actual meaning of the words and are for memorization purposes only*) are provided so you can easily associate them with their English counterparts.

| Verb | Say It! | Meaning | To Easily Remember |
|-------------|-----------------|----------------|--|
| Aceptar | [ak-sep-tar] | to accept | <i>Aceptar</i> is to accept arrest. |
| Acompañar | [a-kom-pa-nyar] | to accompany | <i>Acompañar</i> is to accompany a rebel. |

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| | | | |
|-----------|----------------|---------------|---|
| Aconsejar | [a-kon-se-har] | to advise | <i>Aconsejar</i> is to advise a convicted, sedated harasser . |
| Arreglar | [ar-reg-lar] | to arrange | <i>Arreglar</i> is to arrange an array of irregular shapes and other things . |
| Ayudar | [a-yu-dar] | to help | <i>Ayudar</i> is to help a youthful darling . |
| Bailar | [bay-lar] | to dance | <i>Bailar</i> is a dancing bailar-ina . |
| Bajar | [ba-har] | to go down | <i>Bajar</i> is bad harr going down. |
| Borrar | [bor-rar] | to erase | <i>Borrar</i> is to erase the board arrogantly . |
| Caminar | [ka-mi-nar] | to walk | <i>Caminar</i> is a walking camel in a road . |
| Cantar | [kan-tar] | to sing | <i>Cantar</i> is to sing a country and R&B song . |
| Celebrar | [the-leb-rar] | to celebrate | <i>Celebrar</i> is to celebrate and rave . |
| Cenar | [the-nar] | to eat dinner | <i>Cenar</i> is to eat celery, nans, and raisin for dinner . |
| Cocinar | [ko-thi-nar] | to cook | <i>Cocinar</i> is to cook cocoa in a red pot . |
| Comprar | [kom-prar] | to buy | <i>Comprar</i> is to buy a computer and radio with recorder . |
| Contestar | [kon-tes-tar] | to answer | <i>Contestar</i> is the answer of contestants in a rivalry . |
| Cortar | [kor-tar] | to cut | <i>Cortar</i> is a cut corsage shaped like a star . |
| Dejar | [de-har] | to leave | <i>Dejar</i> is a leaving deaf jargonist . |
| Desear | [de-se-yar] | to wish | <i>Desear</i> is to wish upon a dazzling, enchanted, seasonal star . |
| Empujar | [em-pu-khar] | to push | <i>Empujar</i> is to push an empty puce jar . |
| Entrar | [en-trar] | to enter | <i>Entrar</i> is to enter a rocky road . |
| Escuchar | [es-ku-char] | to listen | <i>Escuchar</i> is to listen from an escalated cubicle on what people say about your |

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character.

| | | | |
|-----------|------------------|--------------|---|
| Estudiar | [es-tu-dyar] | to study | <i>Estudiar</i> is a (e)student in a room studying. |
| Firmar | [fir-mar] | to sign | <i>Firmar</i> is to sign firmly using a red ink. |
| Ganar | [ga-nar] | to win, earn | <i>Ganar</i> is winning anything but a gallon of narcotics. |
| Gastar | [gas-tar] | to spend | <i>Gastar</i> is when you gasp t(e)arfully because you realized you have spent too much. |
| Gritar | [gri-tar] | to shout | <i>Gritar.</i> When you greet a rock band member in a concert, you shout because of the loud environment. |
| Hablar | [ab-lar] | to speak | <i>Hablar</i> is to speak about large and small topics under the sun. |
| Invitar | [in-vi-tar] | to invite | <i>Invitar</i> is to invite a rock band to a party. |
| Llamar | [lya-mar] | to call | <i>Llamar</i> is to call a close friend and say, "Come over because I'll make a yam with margarine for you." |
| Llevar | [lye-var] | to wear | <i>Llevar</i> is a lyepard wearing varbie (barbie) clothes. |
| Llorar | [lyo-rar] | to cry | <i>Llorar.</i> When a friend comes crying to you, say, "I'll punish yor (your) enemy by arresting him! " |
| Mandar | [man-dar] | to send | <i>Mandar</i> is to send a mandatory rule. |
| Mirar | [mi-rar] | to look at | <i>Mirar</i> is to look at yourself at the mirrar (mirror). |
| Nadar | [na-dar] | to swim | <i>Nadar</i> is to swim naked in the dark. |
| Necesitar | [ne-the-thi-tar] | to need | <i>Necesitar.</i> When it's a necessity and requirement, it's a need. |
| Parar | [pa-rar] | to stop | <i>Parar</i> is to stop and park along the road. |

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| | | | |
|-----------|---------------|---------------|---|
| Pasar | [pa-sar] | to spend time | <i>Pasar</i> is to spend time before it passes by a whole year round. |
| Patinar | [pa-ti-nar] | to skate | <i>Patinar</i> is a skating parrot with tiny little arms. |
| Pintar | [pin-tar] | to paint | <i>Pintar</i> is to paint using a pint of aerosol. |
| Preguntar | [pre-gun-tar] | to ask | <i>Preguntar</i> is to ask a pregnant woman how she understands tarantism. |
| Preparar | [pre-pa-rar] | to prepare | <i>Preparar</i> is to prepare a rice bowl. |
| Presentar | [pre-sen-tar] | to present | <i>Presentar</i> is to present a ribbon for the best students. |
| Quitar | [ki-tar] | to take off | <i>Quitar</i> is to quit bumming around and take off . |
| Regresar | [re-gre-sar] | to return | <i>Regresar</i> is to return because you regret saying farewell to a friend. |
| Saludar | [sa-lu-dar] | to greet | <i>Saludar</i> is to greet and salute da (the) referee. |
| Terminar | [ter-mi-nar] | to end | <i>Terminar</i> is terminating a bad routine. |
| Tirar | [ti-rar] | to throw | <i>Tirar</i> is to throw the left-over tiramisu that's rotten. |
| Tocar | [to-kar] | to play | <i>Tocar</i> is playing the triangle, oboe, cello, and guitar. |
| Tomar | [to-mar] | to take in | <i>Tomar</i> is to take in a tomato and radish juice at the same time. |
| Trabajar | [tra-ba-khar] | to work | <i>Trabajar</i> is to work using a truck , bus , car . |
| Usar | [u-sar] | to use | <i>Usar</i> is to use the USA Robotics. |

ER Verbs

Verbs belonging to this category have *-er* endings that are to be taken off when

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conjugated. Here are some of the ER verbs that you will soon be able to conjugate. Make use of the creative thoughts in order to familiarize them well

| Verb | Say It! | Meaning | To Easily Remember |
|------------|----------------|----------------|---|
| Aprender | [a-pren-der] | to learn | <i>Aprender</i> is to learn how the 12 apostles rendered services to many people. |
| Barrer | [bar-rer] | to sweep | <i>Barrer</i> is to sweep dust off the barrel and container. |
| Beber | [be-ber] | to drink | <i>Beber</i> is to drink any kind of beberage (beverage). |
| Comer | [ko-mer] | to eat | <i>Comer</i> is to ask someone to come here and eat . |
| Comprender | [kom-pren-der] | to understand | <i>Comprender</i> is a computer that renders useful information, understand? |
| Correr | [kor-rer] | to run | <i>Correr</i> is a running corpse with a red ribbon on the head. |
| Deber | [de-ber] | to have to | <i>Deber</i> is to have to deliver beret for the cadets. |
| Leer | [le-er] | to read | <i>Leer</i> is Bruce Lee with a newspaper, reading . |
| Meter | [me-ter] | to put, insert | <i>Meter</i> is to put a metal inside its container. |
| Prender | [pren-der] | to catch | <i>Prender</i> is a police rendering a mission by catching thieves and criminals. |
| Romper | [rom-per] | to break | <i>Romper</i> . Ever broken a vase because you romped around? |
| Temer | [te-mer] | to fear | <i>Temer</i> is to fear ten mermaids . |
| Toser | [to-ser] | to cough | <i>Toser</i> is a coughing toddler due to serious illness . |

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Vender [ven-der] to sell *Vender*. It's a **vendor** with an **e!**

IR Verbs

The IR verbs below (as they end in the segment *-ir*) are much fewer than the previous other groups. However, they should be given equal attention, because you will be using them as you go along with the lesson.

| Verb | Say It! | Meaning | To Easily Remember |
|-------------|------------------|--------------|---|
| Abrir | [ab-rir] | to open | <i>Abrir</i> is to open a briefcase in the room . |
| Añadir | [a-nya-dir] | to add | <i>Añadir</i> is to add shame to an honorable man yacking about dir (deer) hunting. |
| Asistir | [a-sis-tir] | to attend | <i>Asistir</i> is the attendant who assists in the reception. |
| Describir | [des-kri-bir] | to describe | <i>Describir</i> is to describe clearly. |
| Discutir | [dis-ku-tir] | to discuss | <i>Discutir</i> is to discuss tiring measures. |
| Escribir | [es-kri-bir] | to write | <i>Escribir</i> is to write an essay about a crib in the room . |
| Interrumpir | [in-ter-rum-pir] | to interrupt | <i>Interrumpir</i> is to interrupt a man talking about pir (peer) pressures. |
| Ocurrir | [o-kur-rir] | to occur | <i>Ocurrir</i> is an event occurring in Rome . |
| Partir | [par-tir] | to leave | <i>Partir</i> is to leave a partí (party) by walking out of the room . |
| Recibir | [re-thi-bir] | to receive | <i>Recibir</i> is to recib (receive) international reward. |
| Subir | [su-bir] | to go up | <i>Subir</i> is to go up from the subway and into the main road . |
| Sufrir | [suf-rir] | to suffer | <i>Sufrir</i> is to suffer from ridicule and rant . |

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Vivir

[vi-vir]

to live

Vivir is to **live vividly** in the rural and urban areas of the world.

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DAY 8: Conjugating Verbs to Present Tense

It's the 8th day! Were you able to familiarize yourself with the different verbs in Spanish? The three endings of the verbs that you have learned in Day 7 are important because they will become the basis of the conjugations you are going to learn for the next few days.

It was mentioned earlier that conjugation is actually the process of inflecting (adding suffixes to show differences in certain criteria such as number, gender, and/or tense) verbs in a set of patterns. In Spanish, when you conjugate verbs, you remove the endings (*-ar*, *-er*, and *-ir*) of the verbs and then replace them with the patterned affixes.

For this day, you will learn how to conjugate verbs to show current, general, and habitual actions. Hence, the lesson today will include conjugation on present and present progressive tenses.

Regular Forms

When verbs are in the regular form, it can be conjugated by:

- a. Removing the endings (*-ar*, *-er*, *-ir*).
- b. Attaching the following suffixes (written in bold letters):

In the table below, take note that even without the subject pronouns, the conjugated verbs can stand alone since the person and number are already inherited in the suffixes they use. For example, you can say *hablo Español* (without the pronoun *yo*) and still mean 'I speak Spanish.'

| | -AR Verbs Ex. Hablar (to speak) | -ER Verbs Ex. Comer (to eat) | -IR Verbs Ex. Vivir (to live) |
|--|--|---|--|
|--|--|---|--|

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| | | | |
|------------------------------------|---|--|--|
| Yo | Hablo [a-blo] 'I speak' | Como [ko-mo] 'I eat' | Vivo [vi-vo] 'I live' |
| Tu | Hablas [a-blas] 'You speak' | Comes [ko-mes] 'You eat' | Vives [vi-ves] 'You live' |
| El / Ella / Usted | Habla [a-bla] 'You speak' (formal) 'He / She / It speaks' | Come [ko-me] 'You eat' (formal) 'He / She / It eats' | Vive [vi-ve] 'You live' (formal) 'He / She / It Lives' |
| Nosotros | Hablamos [a-bla-mos] 'We speak' | Comemos [ko-me-mos] 'We eat' | Vivimos [vi-vi-mos] 'We live' |
| Vosotros | Habláis [a-bla-is] 'You (all) speak' | Coméis [ko-me-is] 'You (all) eat' | Vivéis [vi-ve-is] 'You (all) live' |
| Ellos / Ellas / Usteded | Hablan [a-blan] 'You (all) speak' (formal) 'They speak' | Comen [ko-men] 'You all eat' (formal) 'They eat' | Viven [vi-ven] 'You all live' (formal) 'They live' |

To Easily Remember: Note that the only difference between the ER and IR verbs in forming the present tense is the *nosotros* form.

These patterns work for all regular verbs in Spanish. So how do you know if a verb is regular or irregular? Read on.

Irregular Forms

Verbs under this category do not exactly follow the above pattern; or if they do, there are still changes in the spelling of their stem (the part of the verb without the suffix) as they form the present tense.

Irregular forms, or the exceptions to the rules, usually cannot be distinguished

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perfectly. Therefore, you have to exert extra effort to memorize and get familiar with the way they form their present tense. This is no different from having to memorize that the plural of *mouse* is *mice* and not *mousse*, or that the past tense of *sing* is *sang* and not *singed*, like any other regular verbs in English.

1. **Irregular Stems.** These verbs use the same endings as the regular verbs. What made them irregular are the changes their stems undergo. Hence, remember to still identify their endings and use the regular conjugation patterns, but don't forget to change their spellings by:

a. **Replacing -e by -ie**

Ex. Querer 'to like'

Yo **quiero**
 Tu **quieres**
 El/Ella/Usted **quiere**
 Nosotros **queremos**
 Vosotros **queréis**
 Ellos/Ellas/Uds **quieren**

Cerrar 'to close'

Yo **cierro**
 Tu **cierras**
 El/Ella/Usted **cierra**
 Nosotros **cerramos**
 Vosotros **cerráis**
 Ellos/Ellas/Uds **cierran**

Other verbs of this form:

Defender 'to defend'
 Empezar 'to start'
 Perder 'to lose'
 Pensar 'to think'
 Sentir 'to feel'
 Divertir(se) 'to have a good time'

Despertar(se) 'to wake up'
 Entender 'to understand'
 Sentar(se) 'to sit, settle'
 Recomendar 'to recommend'
 Preferir 'to prefer'
 Mentir 'to lie'

Notes:

- Notice that these verbs have changes in all persons except *nosotros* (*we*) and *vosotros* (*you all*).
- With verb stems having two or more syllables with both -e, the 2nd

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syllable with the *-e* undergoes the change.

b. **Replacing *-o* by *-ue***

| | |
|--------------------------------|------------------------------------|
| Ex. Volver ‘to turn’ | Almorzar ‘to eat lunch’ |
| Yo vuelvo | Yo alm u erzo |
| Tu vuelves | Tu alm u erzas |
| El/Ella/Usted vuelve | El/Ella/Usted alm u erza |
| Nosotros volvemos | Nosotros almorz amos |
| Vosotros volvéis | Vosotros almorz áis |
| Ellos/Ellas/Uds vuelvon | Ellos/Ellas/Uds alm u erzon |

Other verbs of this form:

| | |
|---------------------------|-----------------------------|
| Acostar(se) ‘to lie down’ | Contar ‘to count’ |
| Costar ‘to cost’ | Demonstrar ‘to demonstrate’ |
| Encontrar ‘to encounter’ | Recordar ‘to record’ |
| Dormir ‘to sleep’ | Morir ‘to die’ |

- *Nosotros* and *vosotros* forms are still unchanged.

c. **Replacing *-e* by *-i***

| | |
|---------------------------------|-------------------------------|
| Ex. Pedir ‘to ask for, request’ | Servir ‘to serve’ |
| Yo pido | Yo sirvo |
| Tu pides | Tu sirves |
| El/Ella/Usted pide | El/Ella/Usted sirve |
| Nosotros pedimos | Nosotros serv imos |
| Vosotros pedéis | Vosotros serv éis |
| Ellos/Ellas/Uds piden | Ellos/Ellas/Uds sirven |

Other verbs of this form:

| | |
|---------------------|-----------------------------|
| Repetir ‘to repeat’ | Vestir(se) ‘to get dressed’ |
|---------------------|-----------------------------|

- *Nosotros* and *vosotros* forms are still unchanged.

2. **1st Person Irregularity.** Verbs having this irregularity use the pattern of the endings of the regular forms but the 1st person singular (*yo*) undergoes some changes. These include:

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a. **The -go form.**

| | | | |
|-----|--|---|---|
| Ex. | Caer 'to fall' Yo caigo 'I fall' | Hacer 'to do' Yo hago 'I do' | Poner 'to put' Yo pongo 'I put' |
| | Salir 'to go out' Salgo 'I go out' | Traer 'to bring' Traigo 'I bring ...' | Valer 'to be worth' Valgo 'I worth ...' |

Notes:

- Some verbs do not just use the suffix *-go* to form the present tense of the 1st person singular, but also add other letters like /l/ or /i/ so as not to make the words sound bad.
- All other persons (2nd, 3rd, and plural persons) use the regular pattern.

b. **The -oy form.**

| | | |
|-----|---------------------------------|--------------------------------------|
| Ex. | Ir 'to go' Voy 'I go' | Dar 'to give' Doy 'I give' |
|-----|---------------------------------|--------------------------------------|

c. **The -guir verbs.** In the 1st person singular form, *-guo* becomes *-go* only

| | |
|-----|---|
| Ex. | Distinguir 'to distinguish' Yo distingo 'I distinguish ...' |
|-----|---|

d. **The -ger / -gir verbs.** These verbs change the *-ger* or *-gir* to a *-jo*.

| | | | |
|-----|--|--|--|
| Ex. | Escoger 'to choose' Yo escojo 'I choose' | Coger 'to get' Yo cojo 'I get' | Exigir 'to demand' Yo exijo 'I demand' |
| | Recoger 'to pick up' Yo recojo 'I pick up' | Proteger 'to protect' Yo protejo 'I protect ...' | |

Ser vs. Estar

The verbs *ser* and *estar* are the be-verbs of Spanish. They are conjugated as follows:

| | | | |
|--|------------|--------------|--|
| | SER | ESTAR | |
|--|------------|--------------|--|

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| | (to be) | (to be) | |
|--------------------------------|-----------------------|----------------------------|---|
| Yo | <i>Soy</i> [soy] | <i>Estoy</i> [es-toy] | 'I am' |
| Tu | <i>Éres</i> [e-res] | <i>Estás</i> [es-tas] | 'you are' |
| El / Ella / Usted | <i>És</i> [es] | <i>Está</i> [es-ta] | 'you are' (formal) 'he / she/ it is' |
| Nosotros | <i>Somos</i> [so-mos] | <i>Estamos</i> [es-ta-mos] | 'we are' |
| Vosotros | <i>Sois</i> [so-is] | <i>Estáis</i> [es-ta-is] | 'you (all) are' |
| Ellos / Ellas / Ustedes | <i>Son</i> [son] | <i>Están</i> [es-tan] | 'you (all) are' (formal) 'they are' |

This subtopic of Spanish verbs has always been a topic of confusion. Why does the Spanish language have 2 forms of the verb 'to be'? When do we use *ser* or *estar*? To clarify this issue, we have listed the uses of each verb below.

Uses of *ser*:

- To introduce one's self in terms of name, profession, and nationality.

Soy Maria. [soy ma-ri-ya] 'I am Maria.'
 ¿Es Alemana? [es a-le-man] 'Are you German?' (formal)
 Somos estudiantes. [so-mos es-tu-dyan-tes] 'We are students.'

- To show possession.

Es de Miguel [es de mi-gel] 'Miguel's' or 'of Miguel'
 Son de las vecinas [son de las ve-thi-nas] 'the neighbors' or
 'of the neighbors'

- To show what material a certain thing is made of.

La falda es de seda [la fal-da es de se-da] 'The skirt is (made of) silk.'
 Sus casas son de marmol. [sus ka-sas son de mar-mol] 'Their houses are
 (made of) marble.'

- To describe a noun according to a characteristic that changes gradually or doesn't change at all (i.e. personality, size, length, religion, color, etc.).

Es inteligente [es in-re-li-khen-te] 'He is intelligent.'

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| | | |
|-------------------|----------------------|---------------------------|
| Madrid es grande. | [mad-rid es gran-de] | ‘Madrid is big.’ |
| ¿Sois católicos? | [so-is ka-to-li-kos] | ‘Are you (all) Catholic?’ |
| Rosas son rojos. | [ro-sas son ro-khos] | ‘Roses are red.’ |
| El es muy serio | [el es muy ser-yo] | ‘He is very serious.’ |

- To express time, dates, and days of the week.

| | | |
|-----------------------|--------------------------|------------------------------------|
| Son las nueve. | [son las nwe-ve] | ‘It’s 9 o’clock.’ |
| Es el cuarto de mayo. | [es el kwar-to de ma-yo] | ‘It’s the 4 th of May.’ |
| Es viernes. | [es vyer-nes] | ‘It’s Friday.’ |

Uses of *estar*:

- To state location or position (not origin), whether it is temporary or permanent.

| | |
|--------------------------------|-------------------------------------|
| <i>Yo estoy en un mercado.</i> | <i>Manila está en la Filipinas.</i> |
| [yo es-toy en un mer-ka-do] | [ma-ni-la es-ta en la fi-li-pi-nas] |
| ‘I am in a market.’ | ‘Manila is in the Philippines.’ |

- To describe a noun according to a condition or feeling that is temporary or can change immediately.

| | | |
|-------------------------|--------------------------------|-----------------------|
| Estoy cansado. | [es-toy kan-sa-do] | ‘I’m tired.’ |
| La puerta está cerrada. | [la pwer-ta es-ta ther-ra-dho] | ‘The door is closed.’ |

Present Progressive Form

Another use of the verb *estar* is to form the present progressive form of the verbs in Spanish. In the English language, the present progressive is recognized by the use of a be-verb and the *-ing* form of another verb. Examples include: *is cooking*, *are eating*, *am playing*, etc. This verb form falls under the present condition of the verb since the action is being done on the same moment the thought is being expressed.

So how do we form the present progressive in Spanish? Like what we have mentioned above, we will be using *estar* as the be-verb. If English has its *-ing* form of the

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verb, Spanish has *-ando* and *-iendo* as its counterparts. Hence, present progressive in Spanish is formed according to the following:

1. The subject should agree with the conjugated form of the verb *estar*.

Ex. Maria is eating.

Subject: Maria, 3rd person singular → *Está*

I am waiting.

Subject: I, 1st person singular → *Estoy*

2. Remove the endings of the infinitive action verbs, and replace them with *-ando* for *-ar* verbs and *-iendo* for both *-er* and *-ir* verbs.

Comer 'to eat' → *Comiendo* 'eating'

Esperar 'to wait' → *Esperando* 'waiting'

3. Therefore, present progressive form of Spanish verb is: **estar + -ando/-iendo**.

Maria está comiendo.

[ma-ri-ya es-ta ko-myen-do]

'Maria is eating.'

Yo estoy esperando.

[yo es-toy es-pe-ran-do]

'I am waiting.'

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DAY 9: Conjugating Verbs to Past Tense and Past Participle

After learning conjugation of Spanish verbs to present tense, we now move on to conjugating them in the past tense. In doing everyday conversations, we cannot avoid talking about something that has already happened some time ago – may it be last week, yesterday, or even just a few seconds ago. Hence, included in learning this course is how to express events in the past.

Preterite (read as [pre-te-rit]) is the term used in Spanish that speaks about the past. To form this tense, there is again a need for conjugation.

Regular Forms

Regular verbs form their past by, again, having to omit their infinitive endings and replacing them with the following suffixes:

| | -AR Verbs Ex. Hablar (to speak) | -ER and -IR Verbs Ex. Comer (to eat) Escribir (to write) |
|--------------------------------|---|---|
| Yo | Hablé [a-ble] | Comí [ko-mi] Escribí [es-kri-bi] |
| Tu | Hablaste [a-blas-te] | Comiste [ko-mis-te] Escribiste [es-kri-bis-te] |
| El / Ella / Usted | Habló [a-blo] | Comió [kom-yo] Escribió [es-krib-yo] |
| Nosotros | Hablamos [a-bla-mos] | Comimos [ko-mi-mos] Escribimos [es-kri-bi-mos] |
| Vosotros | Hablasteis [a-blas-te-is] | Comisteis [ko-mis-te-is] Escribisteis [es-kri-bis-te-is] |
| Ellos / Ellas / Ustedes | Hablaron [ab-la-ron] | Comieron [ko-mye-ron] Escribieron [es-kri-bye-ron] |

Notice that from the above table, the conjugation of *-er* and *-ir* verbs for the *preterite* is the same. Also, remember that the vowels with the accent mark on top of

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them signify an emphasis on the syllable. You should be able to interpret by now the examples given above. They stand for ‘I spoke,’ ‘I ate,’ ‘I wrote,’ and so on.

Irregular Forms

In forming the past tense, there are also Spanish verbs that don’t comply exactly with the above pattern of endings. These verbs have their own form in one or more of the persons, which is why they belong to the irregular forms.

1. **Irregular AR Verbs.** Verbs ending in *-car*, *-gar*, and *-zar* has a different 1st person singular form, but carry the same endings as the regular verbs for the rest of their forms.

- a. ***-car*.** Uses *-que* in the 1st person singular form.

| | | |
|-----|---|---|
| Ex. | Sacar ‘to take out’ | Explicar ‘to explain’ |
| | Saqué [sa-ke] ‘I took out’ | Explicué [eks-pli-ke] ‘I explained’ |
| | Tocar ‘to play’ | Buscar ‘to look for’ |
| | Toqué [to-ke] ‘I played’ | Busqué [bus-ke] ‘I looked for’ |
| | Indicar ‘to indicate’ | Practicar ‘to practice’ |
| | Indiqué [in-di-ke] ‘I indicated’ | Practiqué [prak-ti-ke] ‘I practiced’ |

- b. ***-gar*.** Uses *-gue* in the 1st person singular form.

| | | |
|-----|------------------------------------|-------------------------------------|
| Ex. | Llegar ‘to arrive’ | Pagar ‘to pay’ |
| | Llegué [lye-ge] ‘I arrived’ | Pagué [pa-ge] ‘I paid’ |
| | Pegar ‘to glue’ | Apagar ‘to put out’ |
| | Pegué [pe-ge] ‘I glued’ | Apagué [a-pa-ge] ‘I put out’ |
| | Jugar ‘to play’ | |
| | Jugué [hu-ge] ‘I played’ | |

- c. ***-zar*.** Uses *-ce* in the 1st person singular form.

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Ex. Cruzar ‘to cross’ Lanzar ‘to throw’
Crucé [kru-the] ‘I crossed’ Lancé [lan-the] ‘I threw ...’

Almorzar ‘to eat breakfast’
Almorcé [al-mor-the] ‘I ate breakfast’

2. **Irregular IR Verbs.** These verbs follow the patterned endings of the regular verbs but undergo spelling changes in the stem, particularly on the 3rd person form – both singular and plural. These changes are done by:

a. **Replacing -e by -i**

| | |
|----------------------------------|---------------------------------|
| Ex. Servir ‘to serve’ | Pedir ‘to ask for’ |
| Yo serví | Yo pedí |
| Tu serviste | Tu pediste |
| El/Ella/Usted servió | El/Ella/Usted pidió |
| Nosotros servimos | Nosotros pedimos |
| Vosotros servisteis | Vosotros pedisteis |
| Ellos/Ellas/Uds servieron | Ellos/Ellas/Uds pidieron |

Other verbs of this form:

| | |
|---------------------|----------------------|
| Repetir ‘to repeat’ | Preferir ‘to prefer’ |
|---------------------|----------------------|

b. **Replacing -o by -u**

| | |
|----------------------------------|---------------------------------|
| Ex. Dormir ‘to sleep’ | Morir ‘to die’ |
| Yo dormí | Yo morí |
| Tu dormiste | Tu moriste |
| El/Ella/Usted dormió | El/Ella/Usted murió |
| Nosotros dormimos | Nosotros morimos |
| Vosotros dormisteis | Vosotros moristeis |
| Ellos/Ellas/Uds durmieron | Ellos/Ellas/Uds murieron |

3. **Verbs with Double Vowels.** Usually, when these verbs are conjugated to past tense, they form segments that can be read in two different ways, particularly in the 3rd person form. To avoid confusion in pronunciation, these verbs change the

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-ió to *-yo* and *-ieron* to *-yeron* in the singular and plural forms of the 3rd person, respectively.

| | | |
|-----|--------------------------------|-------------------------------------|
| Ex. | Leer ‘to read’ | Construir ‘to construct’ |
| | Yo leí | Yo construe |
| | Tu leíste | Tu construiste |
| | El/Ella/Usted leyó | El/Ella/Usted construyó |
| | Nosotros leímos | Nosotros construimos |
| | Vosotros leísteis | Vosotros leyeron |
| | Ellos/Ellas/Uds leyeron | Ellos/Ellas/Uds construyeron |

Other verbs having this form:

| | |
|-------------------------------|-----------------------------------|
| Oír ‘to hear’ | Caer ‘to fall’ |
| Creer ‘to believe’ | Poseer ‘to possess’ |
| Concluir ‘to conclude’ | Huir ‘to run away from’ |
| Incluir ‘to include’ | Contribuir ‘to contribute’ |

4. **Other Irregular Forms.** Verbs displaying this irregularity change their spellings to those farther from the original, before adding a different set of patterned endings – not the same as the pattern for the regular verbs. In other words, there is a change both in the stems and in the patterned endings. These verbs are:

- Venir ‘to come’ becomes *vin-*
- Poner ‘to put’ becomes *pus-* then add the following endings:
- Saber ‘to know’ becomes *sup-* **-e**
- **-imos**
- Estar ‘to be’ becomes *estuv-* **-iste**
- **-isteis**
- Tener ‘to have’ becomes *tuv-* **-o**
- **-ieron**
- Poder ‘to be able to’ becomes *pud-*
- Hacer ‘to make’ becomes *hic-* → 3rd person singular form is **hizo**

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- Decir 'to say' becomes *dij-*
- Producir 'to produce' becomes *produj-* 3rd
person plural form, add:
- Conducir 'to lead' becomes *conduj-*
-eron
- Traducir 'to translate' becomes *traduj-*

5. *Ser* 'to be' and *Ir* 'to go' are conjugated the same in the past tense.

| | |
|-------------------|------------------------|
| Yo fui | Nosotros fuimos |
| Tu fuiste | Vosotros fuisteis |
| El/Ella/Usted fue | Ellos/Ellas/Uds fueron |

For example, *yo fui* can mean either 'I was' or 'I went.' *Tu fuiste* can mean either 'you was' or 'you went.'

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DAY 10: Conjugating Verbs to Future Tense

You now know how to conjugate Spanish verbs to their past and present tenses. It's now time to learn how to conjugate them to the future tense. That's why let's take this day to study the easiest and least complicated tense in Spanish verbs to conjugate – the future tense.

We use the future tense or *el tiempo futuro* to state actions not yet started, characteristics not yet attained, and/or achievements not yet accomplished, but to be done after some time from the present. In English, the future can be expressed in two ways – by using the words *will* or *shall* and by the present progressive *be going to*. For example, when asked, “What are you going to do tomorrow morning?” your answer can be, “I *will* go to the market,” or “I *am going to* the market.” Hence, we will be studying these forms with Spanish verbs.

Regular Forms

Conjugating verbs to future tense is different from conjugating to the past and the present, because you don't need to omit the infinitive endings of the verbs (*-ar*, *-er*, and *-ir*). You will immediately affix the patterned endings that represent the future tense. These patterned endings are the SAME for *-ar*, *-er*, and *-ir* verbs. Hence, you only have to know and be familiar with one set of endings. Study the table below:

| | -AR, -ER, -IR Verbs | | |
|-----------|------------------------------|------------------------|-------------------------------|
| | Ex. Hablar (to speak) | Comer (to eat) | Escribir (to write) |
| Yo | Hablaré [ab-la-re] | Comeré [ko-me-re] | Escribiré [es-kri-bi-re] |
| Tu | Hablarás [ab-la-ras] | Comerás [ko-me-ras] | Escribirás [es-kri-bi-ras] |

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| | | | |
|--------------------------------|-------------------------------------|------------------------------------|---|
| El/Ella/Usted | Hablará [ab-la-ra] | Comerá [ko-me-ra] | Escribirá [es-kri-bi-ra] |
| Nosotros | Hablaremos [ab-la-re-mos] | Comeremos [ko-me-re-mos] | Escribiremos [es-kri-bi-re-mos] |
| Vosotros | Hablaréis [ab-la-re-is] | Comeréis [ko-me-re-is] | Escribiréis [es-kri-bi-re-is] |
| Ellos/Ellas/Usede s | Hablarán [ab-la-ran] | Comerán [ko-me-ran] | Escribirán [es-kri-bi-ran] |

So, when you want to say ‘she will eat,’ just take the infinitive verb *comer* then add the suffix for 3rd person (-á). You can use the pronoun *ella* to know that the one who will perform the action is a girl: *Ella comerá*.

Notice that accents are present on all forms except the *nosotros*.

Irregular Forms

Spanish verbs having this form undergo changes in spelling, before having the patterned endings above attached to them when forming the future tense. These verbs include:

Poner ‘to put, place’ becomes *pondr-* before adding the endings (pondré, pondrás, pondrá, pondremos, pondréis, pondrán)

Tener ‘to have’ becomes *tendr-*
 Valer ‘to be worth’ becomes *valdr-*
 Poder ‘to be able to’ becomes *podr-*
 Saber ‘to know’ becomes *sabr-*
 Hacer ‘to make’ becomes *har-*
 Salir ‘to come out’ becomes *saldr-*
 Venir ‘to come’ becomes *vendr-*
 Caber ‘to fit’ becomes *cabr-*
 Querer ‘to like’ becomes *querr-*
 Decir ‘to say’ becomes *dir-*

Endings for Future Tense

-e **-emos**
-as **-eis**
-a **-an**

Be-Going-To Form

As mentioned earlier, another way of expressing *el tiempo futuro* is by using the

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'be going to' form in English. Examples include *"I am going to sing at the ceremony; they are going to visit their relatives; and aren't you going to buy these flowers?"*

Although the statements above use the present progressive form of the verb *go*, these state actions yet to be done. These actions are those that are expressed in the infinitive forms – to sing, to visit, and to buy.

In the Spanish language, this works the same way. The conjugation of the verb *'go'* is used in the present tense, plus the infinitive form of the other verb that is to be done later. The subject, again, is optional. The sentence created using this form can still stand correctly even without the subject. Hence, in Spanish, this form can be seen as **conjugation of *ir* + *a* + infinitive form of another verb**, where *ir* is *'to go'* and *a* is the preposition *'to'* in Spanish.

Ir *'to go'* is conjugated as follows: *voy, vas, va, vamos, vais, van*, where the order is from the 1st person singular to 3rd person plural. Some examples to guide you are listed below:

| | |
|------------------------------------|--|
| Voy a nadar en la playa | 'I am going to swim in the beach.' |
| Vas a leer un libro | 'You are going to read a book.' |
| El va a comer una tarta | 'He is going to eat a cake.' |
| Vamos a dormir en un hotel. | 'We are going to sleep in a hotel.' |
| ¿ Van a arrestar el chico? | 'Are they going to arrest the boy?' |

Keep in mind that when using this form to express the future, what you need to really remember and be knowledgeable about is the correct conjugation of the verb *ir* in the present tense. You shouldn't have any problems with the infinitive verb as you won't do any changes to it.

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DAY 11: Forming Basic Spanish Sentences

After being able to form words from the sounds you have studied in the first few days of the course, you are now ready to arrange these words to create grammatical and sensible Spanish sentences.

Today, you will learn how to structure the different kinds of basic sentences in Spanish including declarative, interrogative (questions), imperative (requests and commands), and negative sentences.

Declarative Sentences

Declarative sentences are sentences that narrate, tell stories, and provide facts. When using these types of sentences, you don't ask or give commands, but say something you know for a fact.

As you are already familiar with the basic word categories in Spanish – nouns, pronouns verbs, adjectives, and prepositions – all that matters now is just the proper rearrangement of these words to form a comprehensive sentence. Consider the following discussion on forming declarative sentences in Spanish:

1. Subject is optional in Spanish sentences. It can always be omitted – especially when what is being talked about was already named – since the verb already contains the characteristics of the subjective noun (gender, number, and person).

Ex. *Maria es una Española. Ella Tiene 24 años.*

 ‘Maria is a Spanish. She is 24 years old.’

2. When a verb is intransitive (doesn't require a direct object), the sentence can be as

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short as having a noun and a verb; and yet it is already complete. The subject can even be omitted, so a verb alone can already be a complete sentence.

Ex. *¡(Nosotros) vivimos!*
'We live!'

Note: Words or phrases inside a parenthesis are optional and can be omitted.

3. When the verb to be used is transitive, the sentence follows the form (Subject)-Verb-Object, where the object is a noun.

Ex. *(Juan y Maria) comieron las manzanas en la mesa.*
Subj V Direct Object Prep
'Juan and Maria ate the apples in the table.'

(Yo) amo a ti.
Subj V DO
'I love you.'

When the direct object becomes an objective pronoun, the order of the sentence becomes (Subject)-Object-Verb.

(Ellos) los recogieron desde el jardin.
Subj DOP V Preposition
'They (Juan and Maria) got them (the apples) from the garden'

(Yo) te amo.
Subj DOP V
'I love you'

4. Nominal direct objects always come before indirect objects. They both occur after the verb: Subject-Verb-DO-IO

Ex. *Juan da las flores a mi.*
Subj V DO IO
'Juan gives the flowers to me.'

When both direct and indirect objects become pronouns, they occur between the subject and the verb. In this form, the direct object pronoun now follows the indirect object pronoun: Subject-IO Pronoun-DO Pronoun-Verb.

Juan me las da.
Subj IOP DOP V

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‘Juan gave them to me.’

5. Use prepositional phrases and adjectives to make your sentences clear and precise.

Ex. *Nuestra casa grande está en la provincia.*
‘Our big house is in the province.’

Ellos van a la playa para nadando.
‘They are going to the beach to swim.’

Estoy leyendo un libro sobre la democracia de nuestro país.
‘I am reading a book about the democracy of our country.’

La mujer viejo cruzó el calle sin una compañía.
‘The old woman crossed the street without a company.’

Interrogative Sentences

So far, how did you find this course? Is it too complicated for you? Is it just a piece of cake? Will you let me know if you’re having any trouble?

The questions above are examples of interrogative sentences. These types of sentences aim to ask, inquire, and seek information from other people by the use of questions. ‘Interrogative’ comes from the verb *interrogate* which means ‘to question somebody thoroughly.’

Now how do you form interrogative sentences in Spanish? First, recall that there are two types of questions we deal with everyday – the yes-no and the wh-questions. The former seeks for only a *yes* or a *no* response, while the latter expects a little more information. The wh-questions uses the words *who*, *what*, *when*, *where*, *how*, and *why* to form questions. We are lucky that interrogative sentences in Spanish are almost similar to that of English. Hence, with just a few reminders, you’ll be all set to ask questions using

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¿Por qué fue a la ciudad?
WH V Preposition
'Why did he go to the city?'

¿Dónde está mi coche?
WH V Subj
'Where is my car?'

Imperative Sentences

Imperative sentences are actually verb moods used to give commands, either affirmative or negative. Examples of imperative statements in English include: say your name, go to bed early, don't run, turn-off the lights, etc.

Imperatives in Spanish can be used for five different grammatical people: for a familiar listener (tu), a formal listener (usted), a group of people including your self (nosotros), familiar listeners (vosotros), and formal listeners (ustedes).

Since verbs are those that build imperative statements, they have to undergo conjugation. Here are the rules in forming imperatives:

1. Forming the affirmative and negative imperative commands for usted, ustedes, and nosotros, and the negative imperative commands for tú and vosotros depends on the type of verbs to be used.

- a. **Regular AR Verbs:** Take the present tense of the verb and change the *-a* of the suffix to *-e*.

Ex. Estudiar 'to study'

| Present Tense | Affirmative | Negative |
|---------------------|-------------|---------------|
| Tu estudias | | no estudies |
| Usted estudia | estudie | no estudie |
| Nosotros estudiamos | estudiemos | no estudiemos |

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| | | |
|--------------------|----------|--------------|
| Vosotros estudiais | | no estudiéis |
| Ustedes estudian | estudien | no estudien |

b. **Regular ER Verbs:** Change the *-e* of the suffix to *-a*.

Ex. Beber 'to drink'

| Present Tense | Affirmative | Negative |
|------------------|-------------|------------|
| Tu bebes | | no bebas |
| Usted bebe | beba | no beba |
| Nosotros bebemos | bebamos | no bebamos |
| Vosotros bebeis | | no bebeis |
| Ustedes beben | beban | no beban |

c. **Regular IR Verbs:**

- For tu, usted, and ustedes, change the *-e* of the suffix to *-a*.
- For nosotros, change the *-i* of the suffix to *-a*.
- For vosotros, change the *-i* of the suffix to *-ai*.

Ex. Abrir 'to open'

| Present Tense | Affirmative | Negative |
|------------------|-------------|------------|
| Tu abres | | no abras |
| Usted abre | abra | no abra |
| Nosotros abrimos | abramos | no abramos |
| Vosotros abris | | no abrais |
| Ustedes abren | abran | no abran |

Note:

- Notice that the imperative endings for ER and IR verbs are identical.
2. Affirmative commands with tu and vosotros are conjugated a bit differently but the same for AR, ER, and IR verbs:
- To form the affirmative imperative command of tu, take the present tense and drop the final *-s*.

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| | | |
|-------------|----------------|-------------|
| Tu estudias | estudia | no estudies |
| Tu bebas | bebe | no bebas |
| Tu abres | abre | no abras |

- b. To form the affirmative imperative command of vosotros, take the infinitive and replace the final *-r* with a *-d*. Let's take *estudiar* as an example.

| | | |
|--------------------|-----------------|--------------|
| Vosotros estudiais | estudiad | no estudiéis |
| Vosotros bebeis | bebed | no bebáis |
| Vosotros abris | abrid | no abráis |

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DAY 12: Familiarizing Situational Phrases

Congratulations! You have made it to the last day of our training. You have already learned the fundamentals of basic Spanish – from knowing its alphabet and sounds, to forming words and phrases, to structuring different sentences.

The fact that you purchased this report and began your daily training means that you are preparing yourself to deal with Spanish-speaking people and their culture at one point in your life. Is that right?

Hence, below are lists of phrases and sentences you can study further under different circumstances.

Asking for Directions

¿Oiga por favor!
[oy-ga por fa-vor]
‘Excuse me.’

¿Dónde está ... ?
[don-de es-ta ...]
‘Where is ... ?’

¿Está lejos?
[es-ta le-khos]
‘Is it far?’

¿Cómo se va a ... ?
[ko-mo se va a ...]
‘How to I get to ... ?’

¿Se va por aquí a ... ?
[Se va por a-ki a ...]
‘Is this the right way to ... ?’

¿Puedo ir andando?
[pwe-do ir an-dan-do]
‘Can I walk there?’

¿Dónde está el/la ... más próximo(a)?
[Don-de es-ta el/la ... mas prok-si-mo(a)]
‘Where is the nearest ... ?’

Nos hemos perdido
[nos e-mos per-di-do]

¿Puede indicarme en el mapa?
[pwe-de in-di-kar-me en el ma-pa]
‘Can you show me on the map?’

Estamos buscando ...
[es-ta-mos bus-kan-do ...]
‘We’re looking for ...’

Giving Directions

Siga todo recto
[si-ga to-do rek-to]
‘Keep going straight ahead’

Tiene que dar la vuelta
[tye-ne ke dar la vwel-ta]
‘You have to turn round’

Siga
[si-ga]
‘Keep going straight on’

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Tuerza ...
[twér-za]
'Turn ...'

A la derecha
[a la de-re-cha]
'Right'

a la izquierda
[a la iz-kyer-da]
'Left'

Recto
[rek-to]
'Straight on'

Siga las señales de ...
[si-ga las se-nya-les de ...]
'Follow the signs for ...'

Coja ...
[ko-ha ...]
'Take ...'

La primera calle a la derecha
[la pri-me-ra ka-lye a la de-re-cha]
'The first street on the right'

La segunda calle a la izquierda
[la se-gun-da ka-lye a la iz-kyer-da]
'The second street on the left'

At the Airport

Al aeropuerto, por favor
[al ay-ro-pwer-to por fa-vor]
'To the airport please'

¿Como se va al centro?
[ko-mo se va al then-tro]
'How do I get into town?'

¿Cuánto es?
[kwan-to es]
'How much is it?'

¿Dónde se factura para ... ?
[don-de se fak-tu-ra pa-ra ...]
'Where do I check in for ... ?'

¿Cuál es la puerta del vuelo para ... ?
[kwal es la pwer-ta del vwe-lo pa-ra ...]
'Which gate is it for the flight to ... ?'

¿Dónde se coje el autobus para el centro?
[don-de se ko-he el aw-to-bus pa-ra el then-tro]
'Where do I get the bus to the town center?'

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Checking in at Hotels

¿Tiene una habitacion para esta noche?
[tye-ne u-na a-bi-ta-thyon es-ta no-che]
'Do you have a room for tonight?'

¿Cuánto cuesta por noche?'
[kwan-to kwes-ta por no-che]
'How much is it per night?'

Queria ver la habitacion
[ke-ri-ya ver la a-bi-ta-thyon]
'I'd like to see the room'

¿Tiene algo mas barato?
[tye-ne al-go mas ba-ra-to]
'Do you have anything cheaper?'

Quiero una habitacion con tres camas
[kye-ro u-na a-bi-ta-thyon kon tres ka-mas]
'I want a room with three beds'

¿Puede darme la llave, por favor?
[pwe-de dar-me la lya-ve por fa-vor]
'Can I have my key please?'

¿Hay algun mensaje para mi?
[ay al-gun men-sa-je pa-ra mi]
'Are there any messages for me?'

Por favor, vuelva mas tarde
[por fa-vor vwel-va mas tar-de]
'Please come back later'

¿Me trae, por favor ... ?
[me tra-e por fa-vor ...]
'Please bring me a ...'

¿Puede limpiar ... ?
[pwe-de lim-pyar ...]
'Could you clean the ... ?'

Nos vamos mañana
[nos va-mos ma-nya-na]
'We're leaving tomorrow'

¿Me hace la factura, por favor?
[me a-the la fak-tu-ra por fa-vor]
'Please prepare the bill'

Riding a Bus

¿Dónde esta la estacion de autobus?
[don-de es-ta la es-ta-thyon de aw-to-bus]
'Where is the bus station?'

¿Hay un autobus que vaya ... ?
[ay un aw-to-bus ke va-ya ...]
'Is there a bus going to ... ?'

¿Qué autobus se coge para ir a ... ?
[ke aw-to-bus se co-he pa-ra ir a ...]
'Which bus do I take to go to ... ?'

¿Dónde se coge el autobus para ... ?
[don-de se co-he el aw-to-bus pa-ra ...]
'Where do I get bus to ... ?'

¿Cuándo sale el ultimo autobus?
[kwan-do sa-le el ul-ti-mo aw-to-bus]
'When is the last bus?'

¿Me dice cuando tengo que bajarme?
[me di-the kwan-do teng-go ke ba-har-me]
'Can you tell me when to get off?'

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Riding the Train

¿Dónde esta la estación?
[don-de es-ta la es-ta-thyon]
‘Where is the station?’

A la estación, por favor
[a la es-ta-thyon por fa-vor]
‘To the station, please’

Uno a ...
[u-no a]
‘A single to ...’

Dos a ...
[dos a]
‘2 singles to ...’

Uno de ida y vuelta a ...
[u-no de i-da ee vwel-ta a]
‘A return to ...’

De primera clase
[de pri-me-ra kla-se]
‘1st class’

Fumador
[fu-ma-dor]
‘Smoking’

No fumador
[no fu-mador]
‘No smoking’

Quiero reservar ...
[kye-ro re-ser-var ...]
‘I want to book ...’

Un asiento
[un a-si-yen-to]
‘A seat’

Una litera
[u-na li-te-ra]
‘A couchette’

¿De qué andén sale?
[de ke an-den sa-le]
‘Which platform does it
leave from?’

¿Es este el tren para ... ?
[es es-te el tren pa-ra ...]
‘Is this the train for ... ?’

¿Dónde esta la consigna?
[don-de es-ta la ko-sig-na]
‘Where is the left luggage?’

¿El tren para ... sale de este andén?
[el tren pa-ra ... sa-le de es-te an-den]
‘Does the train to ... leave from this platform?’

¿Esta ocupado?
[es-ta o-ku-pa-do]
‘Is this seat taken?’

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Hiring a Taxi

¿Dónde se cogen los taxis? Por favor, me pide un taxi A la ..., por favor
[don-de se ko-hen los tak-sis] [por fa-vor me pi-de un tak-si] [a la ... por fa-vor]
‘Where can I get a taxi?’ ‘Please order me a taxi’ ‘To the ..., please’

¿Cuánto puede costar? Es demasiado ¿Puede darme un recibo?
[kwan-to pwe-de kos-tar] [es de-ma-sya-do] [pwe-de dar-me un re-thi-bo]
‘How much will it cost?’ ‘It’s too much’ ‘Can you give me a receipt?’

Lléveme a esta dirección, por favor ¿Cuánto cuesta hasta el centro?
[lye-ve-me a es-ta di-rek-thyon por fa-vor] [kwan-to kwes-ta as-ta el then-tro]
‘Take me to this address, please’ ‘How much is it to the center?’

No tengo cambio Quedese con la vuelta
[no teng-go cam-byo] [ke-de-se kon la vwel-ta]
‘I have nothing smaller / I have no change’ ‘Keep the change’

Hiring a Boat

Un billete Dos billetes De ida De ida de vuelta
[un bi-lye-te] [dos bi-lye-tes] [de i-da] [de i-da ee vwel-ta]

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‘1 ticket’

‘2 tickets’

‘Single’

‘Round trip’

¿Hay algún billete de turista?

[ay al-gun bi-lye-te de tu-ris-ta]

‘Is there a tourist ticket?’

¿Hay excursiones en barco?

[ay eks-kur-syo-nes en bar-ko]

‘Are there any boat trips?’

¿Cuánto dura el viaje?

[kwan-to du-ra el vya-he]

‘How long is the trip?’

¿Cuándo sale el próximo barco?

[kwan-do sa-le el prok-si-mo bar-ko]

‘When is the next boat?’

¿Cuándo sale el primer barco?

[kwan-do sa-le el pri-mer bar-ko]

‘When is the first boat?’

¿Cuándo sale el último barco?

[kwan-do sa-le el ul-ti-mo bar-ko]

‘When is the last boat?’

Driving Cars

¿Se puede aparcar aquí?

[se pwe-de a-par-kar a-ki]

‘Can I park here?’

¿Dónde puedo aparcar?

[don-de pwe-do a-par-kar]

‘Where can I park?’

¿Hay parking?

[ay par-king]

‘Is there a car park?’

¿Hace falta tique de aparcamiento?

[a-se fal-ta ti-ke de a-par-ka-myen-to]

‘Do I need a parking disc?’

¿Dónde puedo comprar un tique?

[don-de pwe-do kom-prar ti-ke]

‘Where can I get a parking disc?’

Vamos a ...

[va-mos a ...]

‘We’re going to ...’

¿Cuál es la mejor ruta?

[kwal es la me-hor ru-ta]

‘What is the best route?’

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Shopping for Clothes

¿Vende ... ?
[ven-de ...]
'Do you sell ... ?'

¿Dónde venden ... ?
[don-de ven-den ...]
'Where can I buy ... ?'

¿Hay mercado?
[ay mer-ka-do]
'Is there a market?'

Estoy buscando un regalo
[es-toy bus-kan-do un re-ga-lo]
'I'm looking for a present'

¿Tiene algo mas barato?
[tye-ne al-go mas ba-ra-to]
'Is there anything cheaper?'

Envuelvame lo por favor
[en-vwel-va-me-lo por favor]
'Please wrap it up'

¿Puedo probarme esto?
[pwe-do pro-bar-me es-ro]
'Can I try this on?'

Es demasiado grande
[es de-ma-sya-do gran-de]
'It's too big'

¿Tiene una talla menor?
[tye-ne u-na ta-lya me-nor]
'Do you have a smaller size?'

Es demasiado caro
[es de-ma-sya-do ka-ro]
'It's too expensive'

Solo estoy mirando
[so-lo es-toy mi-ran-do]
'I'm just looking'

Me llevo esto
[me lye-vo es-to]
'I'll take this one'

Shopping for Food

¿Vende ... ?
[ven-de ...]
'Do you sell ... ?'

¿Dónde puedo comprar ... ?
[don-de pwe-do kom-prar ...]
'Where can I buy ... ?'

¿Dónde esta el mercado?
[don-de es-ta el mer-ka-do]
'Where is the market?'

Un litro de ...
[un li-tro de ...]
'A liter of ...'

Una botella de ...
[u-na bo-te-lya de ...]
'A bottle of ...'

Una lata de ...
[u-na la-ta de ...]
'A can of ...'

Una caja de ...
[u-na ca-ha de ...]
'A carton of ...'

Cien gramos de ...
[thyen gra-mos de ...]

Un cuarto kilo de ...
[un kwar-to ki-lo de ...]

Un kilo de ...
[Un ki-lo de ...]

Ocho lonchas de ...
[o-cho lon-chas de ...]

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‘100 grams of ...’

‘1/4 kilo of ...’

‘1 kilo of ...’

‘8 slices of ...’

Una barra de pan
[u-na bar-ra de pan]
‘A loaf of bread’

Tres yogures
[tres yo-gu-res]
‘3 yogurts’

Media docena de huevos
[med-ya do-the-na de we-vos]
‘Half dozen of eggs’

Un paquete de ...
[un pa-ke-te de ...]
‘A packet of ...’

Una lata de ...
[u-na la-ta de ...]
‘A tin of ...’

Un tarro de ...
[un tar-ro de ...]
‘A jar of ...’

Dining Out and Ordering Food

Un café solo
[un ka-fe co-lo]
‘A black coffee’

Un café con leche
[un ka-fe kon le-che]
‘A coffee with milk’

Un te
[un te]
‘A tea’

Una cerveza
[u-na ther-ve-za]
‘A lager’

Un chocolate con churros por favor
[un cho-ko-la-te kon chur-ros por fa-vor]
‘A hot chocolate with churro, please’

Una botella de agua mineral
[u-na bo-te-lya de a-gwa mi-ne-ral]
‘A bottle of mineral water’

La carta de vinos, por favor
[la kar-ta de vi-nos por fa-vor]
‘The wine list, please’

Un vaso de tinto
[un va-so de tin-to]
‘A glass of red wine’

Una botella de vino
[u-na bo-te-lya de vi-no]
‘A bottle of wine’

Otra botella, por favor
[o-tra bo-te-lya por fa-vor]
‘Another bottle, please’

¿Quiere tomar algo? *¿Que quiere tomar?*
[kye-re to-mar al-go] [ke kye-re to-mar]
‘Do you like a drink?’ ‘What will you have?’

La carta, por favor

Yo voy a tomar eso ¿Que recomienda?

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[la kar-ta por fa-vor]
'The menu, please'

[yo voy a to-mar e-so][ke re-ko-myenda]
'I'll have this' 'What do you recommend?'

Mas pan
[mas pan]
'More bread'

Mas agua
[mas a-gwa]
'More water'

La cuenta, por favor
[la kwen-ta por fa-vor]
'The bill, please'

Visiting the Beach

¿Hay alguna playa tranquila?
[ay al-gu-na pla-ya trang-ki-la]
'Is there a quiet beach?'

¿Como se va hasta alli?
[ko-mo se va as-ta a-lyi]
'How do I get there?'

¿Hay piscina?
[ay pi-si-na]
'Is there a pool?'

¿Esta limpia el agua
[es-ts lim-pya el a-gwa]
'Is the water clean?'

¿Es muy profundo?
[es muy pro-fun-do]
'Is it deep?'

¿Esta fria el agua?
[es-ta fri-ya el a-gwa]
'Is the water cold?'

¿Es peligroso?
[es pe-li-gro-so]
'Is it dangerous?'

¿Hay corrientes?
[ay kor-ryen-tes]
'Are there currents?'

Doing Sports

¿Dónde se puede ... ?
[don-de se pwe-de ...]
'Where can we ...?'

jugar al tennis
[hu-gar al te-nis]
'Play tennis'

jugar al golf
[hu-gar al golf]
'Play golf'

nadar
[na-dar]
'Swim'

¿Cuánto cuesta ... ?
[kwan-to kwes-ta ...]
'How much is it ...?'

Por hora
[por o-ra]
'Per hour'

Por dia
[por di-ya]
'Per day'

Por semana
[por se-ma-na]
'Per week'

¿Cómo se reserva una pista?
[ko-mo se re-ser-va u-na pis-ta]
'How do I book a court?'

¿Puedo alquilar raquetas?
[pwe-do al-ki-lar ra-ke-tas]
'Can I hire rackets?'

¿Hay algun partido de futbol?
[ay al-gun par-ti-do de futbol]
'Is there a football match?'

¿Dónde hay una tienda de deported?
[don-de ay u-na tyen-da de de-por-tes]
'Where is there a sports shop?'

Problems and Complaints

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¿Puede ayudarme, por favor?
[pwe-de a-yu-dar-me por fa-vor]
‘Can you help me, please?’

No hablo Español
[no a-blo es-pa-nyol]
‘I don’t speak Spanish’

¿Habla Inglés?
[a-bla ing-gles]
‘You speak English?’

Me he perdido
[me e per-di-do]
‘I’m lost’

Llego tarde
[lye-go tar-de]
‘I’m late’

Tengo que ir a ...
[teng-go ke ie a ...]
‘I need to go to ...’

No ha llegado mi equipaje
[no a lye-ga-do mi e-kwi-pa-he]
‘My luggage has not yet arrived’

Me he dejado la bolsa en el autocar
[me e de-ha-do en el aw-to-kar]
‘I’ve left my bag on the coach’

¡Déjeme en paz!
[de-he-me en paz]
‘Leave me alone’

¡Váyase!
[va-ya-se]
‘Go away!’

Hay un error
[ay un er-ror]
‘There is a mistake’

Esto no es lo que he pedido
[es-to no es lo ke e per-di-do]
‘This isn’t what I ordered’

Quiero hacer una reclamación
[kye-ro a-cer u-na re-kla-ma-thyon]
‘I want to make a complaint’

Quiero que me devuelvan el dinero
[kye-ro ke me de-vwel-van el di-ne-ro]
‘I want my money back’

Llevamos mucho tiempo esperando
[lye-va-mos mu-cho tyem-po es-pe-ran-do]
‘We’ve been waiting for a very long time’

Dealing with Emergencies

¡Socorro!
[so-kor-ro]
‘Help!’

¿Me puede ayudar?
[me pwe-de a-yu-dar]
‘Can you help me?’

Ha habido un accidente
[a a-bi-do un ak-thi-den-te]
‘There’s been an accident’

Hay un herido
[ay un e-ri-do]
‘Someone is injured’

¿Dónde está la comisaría?
[don-de es-ta la ko-me-da-ri-ya]
‘Where’s the police station?’

Me han robado
[me an ro-ba-do]
‘I’ve been robbed’

Me han agredido
[me an a-gre-di-do]
‘I’ve been attacked’

Me han violado
[me an vyo-la-do]
‘I’ve been raped’

Me han robado el coche
[me an ro-ba-do el ko-che]
‘My car has been stolen’

¿Cuánto es la multa?
[kwan-to es la mul-ta]
‘How much is the fine?’

No tengo suficiente
[no teng-go su-fi-thyen-te]
‘I don’t have enough’

No tengo dinero
[no teng-go di-ner-do]
‘I have no money’

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SUMMARY AND CONCLUSION

The Spanish language is gradually conquering the world. At school, in the office, in the media, and everywhere else, we are beginning to be exposed with the language and its speakers. Hence, learning Spanish is a practical and wise decision, and can never be a waste of time.

In this report, it was shown that the most effective way of learning Spanish is through the use of linguistics – the study of the structure of a language. This is also the reason why it only took us 12 days for the training – it was structured in such a way that you have to learn the basics on the first few days, to be used as the training progressed until we arrived at the most complicated topics.

Sounds are the fundamentals of each language. We found out that the Spanish

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language has 30 letters in its alphabet that produce more than 30 sounds because of some conditions and environments of certain letters like c, d, v, x, and y. There are also sounds in Spanish that are not common in English. These include ll and ñ. On the other hand, the h sound is not really enunciated in Spanish.

These sounds are what form the words of the language. The basic word categories we have learned here include nouns, pronouns, adjectives, prepositions, and verbs. Nouns, pronouns, and adjectives in Spanish have number- and gender- characteristics that classify the words belonging to their categories as either singular or plural, and as either masculine, feminine, or neuter. Spanish prepositions, on the other hand, function the same way as that of English and is used mostly to form phrases.

Spanish verbs are among the most complicated topics in Spanish. Aside from the fact that they are grouped into AR, ER, and IR verbs, they undergo conjugation to form tenses. Conjugation is the inflection of words using sets of patterns to show differences in certain criteria (person, number, tense). Hence, Spanish verbs have different conjugations in forming their past, present, and future tenses.

These words and phrases are then arranged properly to construct grammatical sentences. Sentences that can be formed using enough knowledge on words include declarative, interrogative, and imperative statements. Remember that a sentence is composed of only a subject and a predicate; a subject can be as simple as a noun or pronoun, while a predicate can only be a verb. Hence, a noun and a verb can already form one complete sentence.

Learning a foreign language, particularly Spanish, is not complicated. It will even

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be for your own benefit because, who knows, you'll find yourself at the streets of Madrid talking to Spanish people one day. At least, you won't have a hard time living the Spanish life and adjusting to their culture – because you took 12 days to learn their language.

¡Buena suerte! (Good luck!)

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