

Present Tense of regular and some common irregular verbs

Infinitive & Meaning	hablar to speak	comer to eat	vivir to live	ser to be	estar to be	tener to have	querer to want	ir to go	hacer to do/make	decir to say/tell
(yo)	hablo	como	vivo	soy	estoy	tengo	quiero	voy	hago	digo
(tú)	hablas	comes	vives	eres	estás	tienes	quieres	vas	haces	dices
(él/ella)	habla	come	vive	es	está	tiene	quiere	va	hace	dice
(nosotros)	hablamos	comemos	vivimos	somos	estamos	tenemos	queremos	vamos	hacemos	decimos
(vosotros)	habláis	coméis	vivís	sois	estáis	tenéis	queréis	vais	hacéis	decís
(ellos/ellas)	hablan	comen	viven	son	están	tienen	quieren	van	hacen	dicen
Infinitive & Meaning	volver to return	cerrar to close	saber to know	conocer to know	venir to come	lavarse to have a wash	salir to go out/leave	poner to put (on)	ver to see/watch	dar to give
(yo)	<i>vuelvo</i>	<i>cierro</i>	sé	conozco	vengo	me lavo	salgo	pongo	veo	doy
(tú)	<i>vuelves</i>	<i>cierras</i>	sabes	conoces	vienes	te lavas	sales	pones	ves	das
(él/ella)	<i>vuelve</i>	<i>cierra</i>	sabe	conoce	viene	se lava	sale	pone	ve	da
(nosotros)	<i>volvemos</i>	<i>cerramos</i>	sabemos	conocemos	venimos	nos lavamos	salimos	ponemos	vemos	damos
(vosotros)	<i>volvéis</i>	<i>cerráis</i>	sabéis	conocéis	venís	os laváis	salís	ponéis	veis	dais
(ellos/ellas)	<i>vuelven</i>	<i>cierran</i>	saben	conocen	vienen	se lavan	salen	ponen	ven	dan

Preterite – explanation*Meaning*

This is the simple past tense, equivalent to the English *I went, I did, I ate, I saw*. It is used to talk about actions that happened on a single, rather than repeated, occasion in the past or to talk about actions that were completed, not interrupted.

e.g. **El año pasado fui a España de vacaciones.**
Last year I went on holiday to Spain.

Hice mis deberes anoche.
I did my homework last night.

Formation-ar verbs-er/-ir verbs

hablé	comí
hablaste	comiste
habló	comió
hablamos	comimos
hablasteis	comisteis
hablaron	comieron

Spelling changes

There are three types of regular verbs (those ending in **-gar**, **-car** and **-zar**) that have ordinary regular endings but require a small spelling change to preserve the pronunciation. This occurs only in the first person singular (e.g. **llegué**, **busqueé** and **empeçé**).

Pretérito grave

This is a group of verbs that are all irregular but share a common set of endings.

e.g. tener > tu**v**e
tu**v**iste
tu**v**o
tu**v**imos
tu**v**isteis
tu**v**ieron

The following are part of the same group: -

estar	>	estuve
poner	>	puse
poder	>	pude
venir	>	vine
querer	>	quise
hacer	>	hice (N.B. 3 rd singular 'hizo')
decir	>	dije (N.B. 3 rd plural 'dijeron')
andar	>	anduve
conducir	>	conduje
traer	>	traje
saber	>	supe

Irregular verbs

The following verbs are completely irregular: -

ser/ir (these two verbs share the same form)

fui
fuiste
fue
fuimos
fuisteis
fueron

ver

vi
viste
vio
vimos
visteis
vieron

dar

di
diste
dio
dimos
disteis
dieron

Imperfect – *explanation**Formation*

Start with the infinitive. Remove the **-ar, -er or -ir** and add the following endings:-

-ar verbs

hablaba
hablabas
hablaba
hablábamos
hablabais
hablaban

-er/-ir verbs

comía	vivía
comías	vivías
comía	vivía
comíamos	vivíamos
comíais	vivíais
comían	vivían

The only irregulars in the imperfect tense are:-

ser

era
eras
era
éramos
erais
eran

ir

iba
ibas
iba
íbamos
ibais
iban

ver

veía
veías
veía
veíamos
veíais
veían

N.B. The imperfect of **hay** is **había** (*there was* or *there were*.)

*Meaning*General

The imperfect tense is used to talk about events in the past **when there is no indication as to when the event started or finished**.

Examples

i) The imperfect tense is always used to translate 'I was doing',

e.g. **Cruzaba la calle.**
I was crossing the street.

In such instances it is very common to find the imperfect in combination with the preterite, particularly when a background action (what you **were doing**) is interrupted by a new action (when **something happened**).

e.g. **Hacía mis deberes cuando el profesor entró en la clase.**
I was doing my homework when the teacher entered the room.

ii) The imperfect is always used to translate 'I used to...', that is to say, it describes **repeated actions** in the past.

e.g. **Cuando tenía ocho años me acostaba a las siete y media.**
When I was eight years old I used to go to bed at 7.30.

iii) The imperfect is used for **description in the past**. This is particularly important when **setting the scene** in narratives before the action begins or moves on.

e.g. **Hacía mucho sol y había un montón de gente en la playa. Todo el mundo tomaba el sol y bebía refrescos. De repente un hombre muy feo gritó...**

It was very sunny and there were a lot of people on the beach. Everyone was sunbathing and drinking soft drinks. Suddenly a very ugly man shouted...

iv) The imperfect is always used to **tell the time in the past**.

e.g. **Eran las tres de la madrugada...**

It was three o'clock in the morning...

v) Unfortunately there are occasions when the English 'I did' could be translated by either the preterite or the imperfect. In such cases the general rule mentioned above must be applied.

Perfect tense – explanationFormation

Auxiliary verb	+	Past participle
he		
has		-ar > -ado
ha		
hemos	+	-er > -ido
habéis		
han		-ir > -ido

Meaning

he hablado	<i>I have spoken</i>
¿has comido?	<i>have you eaten?</i>
ha trabajado	<i>he has worked</i>
han vivido	<i>they have lived</i>

Irregulars

abrir > abierto, decir > dicho, escribir > escrito, hacer > hecho, morir > muerto, poner > puesto, romper > roto, ver > visto, volver > vuelto

e.g. he abierto = *I have opened*, ha dicho = *he has said*, ¿habéis visto? = *have you seen?*

Usage

Nunca he ido a España.	<i>never</i>
Todavía no he ido a España	<i>not yet</i>
Ya he ido a España varias veces.	<i>already</i>
Siempre he querido ir a España.	<i>I have always wanted to</i>
¿Has ido a España alguna vez ?	<i>ever (in a question)</i>
Hasta ahora no he ido a Madrid	<i>until now</i>

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Future tense – explanation

The future tense is formed by taking the infinitive and adding the following endings to it:

yo	>	-é
tú	>	-ás
él/ella/Vd	>	-á
nosotros	>	-emos
vosotros	>	-éis
ellos/ellas/Vds	>	-án

Thus *I shall speak* is **hablaré**, *he will eat* is **comerá**, *we shall live* is **viviremos** etc.

Many verbs that are irregular in the present tense are perfectly regular in the future e.g. *I shall be* is **seré**, *he will go* is **irá**, *we shall give* is **daremos**.

If a verb is irregular in the future tense, it is not formed using the infinitive. The future endings are added to an irregular future stem. The endings are the same as for regular verbs.

tener	>	tendré
poder	>	podré
salir	>	saldré
hacer	>	haré
querer	>	querré
venir	>	vendré
poner	>	pondré
decir	>	diré
saber	>	sabré

There are also two irregular impersonal verbs which are only used in the third person singular. The future of *hay* (there is, there are) is *habrá*. The future of *vale* (it is worth) is *valdrá*, so *valdrá la pena* = it will be worth it.

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En un mundo ideal – the conditional tense

The conditional tense is used to talk about what **would** be the case in an ideal world.

It is formed for all verbs by taking the future stem and adding the endings **ía, ías, ía, íamos, íais, ían** (i.e. the -er / -ir imperfect endings). There are no exceptions to this rule. What this means is that any verb that is irregular in the future is also irregular in the conditional.

<u>-ar</u>	<u>-er/-ir</u>	<u>Irregular</u>
hablaría	comería	saldría
hablarías	comerías	saldrías
hablaría	comería	saldría
hablaríamos	comeríamos	saldríamos
hablaríais	comeríais	saldríais
hablarían	comerían	saldrían

Examples

Mi novia ideal **tendría** las piernas muy largas.
My ideal girlfriend **would have** very long legs.

En mis vacaciones ideales **iríamos** a Australia.
On my ideal holidays we **would go** to Australia

Conditional sentences

For conditional sentences see under ‘subjunctive’.

Reported speech with the conditional tense

The conditional tense is also commonly used in reported speech.

La enfermera me dijo que el médico me vería pronto.

The nurse told me that the doctor would see me soon.

Can you invent sentences using the reported speech prompts below?

Creía que	I thought that
Explicué a mis padres que	I explained to my parents that
Me di cuenta de que	I realised that
Me dijeron que	They told me that
Empecé a preguntarme si	I started to wonder whether

Pluperfect tense – explanationFormation**Auxiliary verb + Past participle**

había

habías

había

habíamos

habíais

habían

+

+

-ar > -ado

-er > -ido

-ir > -ido

i.e. Imperfect tense of *haber* + past participle.Meaning

había hablado

¿habías comido?

había trabajado

habían vivido

*I had spoken**had you eaten?**he had worked**they had lived*Irregulars

abrir > abierto, decir > dicho, escribir > escrito, hacer > hecho,
 morir > muerto, poner > puesto, romper > roto, ver > visto, volver
 > vuelto

e.g. había escrito = *I had written*, habían dicho = *they had said*,
 me había roto la pierna = *I had broken my leg*

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Reported speech with the pluperfect tense

When we are talking about something that has recently happened to us, we often use the perfect tense.

I have lost my wallet.

He perdido mi cartera.

If later on we are reporting to somebody else that this incident had happened or thinking or realising that it had happened, we need to move the action further back in time by using the pluperfect tense.

I told my mother that I had lost my wallet.

Le dije a mi madre que había perdido mi cartera.

Reported speech is often found after phrases such as: -

Creía que

I thought that

Explicué a mis padres que

I explained to my parents that

Me di cuenta de que

I realised that

Me dijeron que

They told me that

Empecé a preguntarme si

I started to wonder whether

See under ‘conditional tense’ for reported speech with the conditional tense.

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Past anterior – *explanation*

This is, essentially, the pluperfect tense but with the **preterite** of the auxiliary verb, rather than the **imperfect**, e.g. *hube llegado*.

It is used in a very limited number of situations, after time conjunctions such as ‘as soon as’, ‘no sooner’, ‘scarcely’, where the action that comes after another past action takes place almost immediately .

Examples

No bien hube llegado que mis amigos salieron.

No sooner had I arrived than my friends left.

Apenas hubimos llegado al parque que empezó a llover.

Scarcely had we arrived at the park, when it started to rain.

El subjuntivo

What is it?

The subjunctive is a form of the verb that is used in specific circumstances, usually to talk about actions which at the time of writing or speaking remain only **theoretical** or **potential**.

How is it formed?

There are two tenses of the subjunctive, the present and the past (imperfect).

The present subjunctive is formed for most verbs by taking the 1st person singular of the present indicative (ordinary present tense), removing the *-o* and adding the 'wrong endings' (e.g. for *-ar* verbs *-e, -es, -e, -emos, -éis, -en* and for *-er* and *-ir* verbs *-a, -as, -a, -amos, -áis, -an*).

e.g.	hable	coma	tenga
	hables	comas	tengas
	hable	coma	tenga
	hablemos	comamos	tengamos
	habléis	comáis	tengáis
	hablen	coman	tengan

There are a few irregulars: **- ser** > *sea*, **ir** > *vaya*, **saber** > *sepa*.

The subjunctive of **hay** is *haya*. **Dar** goes to *dé, des, dé, demos, deis, den*. **Estar** goes to *esté, estés, esté, estemos, estéis, estén*.

The past subjunctive is formed by taking the third person plural of the preterite, removing the *-ron* and adding *-ra, -ras, -ra, -ramos, -rais, -ran*. There are no irregulars.

e.g.	hablara	comiera	tuviera
	hablaras	comieras	tuvieras
	hablara	comiera	tuviera
	habláramos	comiéramos	tuviéramos
	hablarais	comierais	tuvierais
	hablaran	comieran	tuvieran

Some common uses

1/ Negative imperatives

No hables en clase.

Don't talk in class

2/ Giving advice

Es mejor que compres productos de comercio justo

It's better if you buy fair trade products

3/ To say something is necessary or important

Es importante que estudiemos mucho

It's important for us to work hard

Es necesario/imprescindible que reciclemos papel

It is necessary for us to/essential that we recycle paper

4/ To express doubt or possibility

Es posible que venga con nosotros

It's possible that he may come with us

Dudo que venga con nosotros
I doubt that he will come with us

5/ **After 'cuando' when talking about the future**
Cuando termine el instituto iré a la universidad
When I finish school I shall go to university

6/ **When wanting somebody else to do something**
Mis padres quieren que estudie medicina
My parents want me to study medicine

7/ **When expressing pleasure or annoyance about something**
Me gusta que sean simpáticos
I like them to be friendly

Me molesta que no me escuchen
It annoys me that they don't listen to me

No aguanto que la gente me interrumpa cuando hablo.
I can't stand it when people interrupt me when I'm talking.

Conditional sentences

Explanation

Conditional sentences are always in two halves. The second half of the sentence contains an action that will or would happen if the condition in the first part of the sentence does happen or were to happen.

If I **win** the lottery, I **will buy** a big house. (Open)
 If I **won (were to win)** the lottery, I **would** buy a big house. (Remote)

Formation

For open conditions the sequence of tenses is the same as in English (present + future).

Si **gano** la lotería, **compraré** una casa grande.

For remote conditions the sequence is more complicated (imperfect subjunctive + conditional).

Si **ganara** la lotería, **compraría** una casa grande.

For a more detailed explanation of how to form these two tenses see below.

Conditional

This tense means 'I would do...' and is formed by taking the future stem and adding to it the –er/–ir endings for the imperfect tense. All verbs take these endings (-ía etc.) in the conditional.

hablaría	comería	tendría
hablarías	comerías	tendrías
hablaría	comería	tendría
hablaríamos	comeríamos	tendríamos
hablaríais	comeríais	tendríais
hablarían	comerían	tendrían

Imperfect subjunctive

This is a complex grammatical form. For now it is sufficient to know that it can be formed by taking the 3rd person plural of the preterite and replacing the –on with –a for the first person singular.

Sentence starts for 'si' clauses with imperfect and pluperfect subjunctive

si fuera a	if I were to go to
si no fuera por	if it were not for (can also be translated by <i>a no ser por</i>)
si mis padres me dejaran	if my parents (were to) let me
si me tocara la lotería	if I won the lottery
si fuera rico	if I were rich
si tuviera los medios	if I had the money (lit. the means)

si no hubiera sido por	if it had not been for
si hubiera sabido que	if I had known that
si me hubieran dicho que	if I had been told that

N.B. These last three are followed by the conditional perfect, e.g. *habría ido*

daría lo que fuera por... I would give anything to... + *inf.* / I would give anything for... + *noun*

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Clauses

One thing that gains high marks in the writing at GCSE, especially in Section 3, is using a variety of sub-clauses. What this means is linking sentences together to avoid overuse of rather short sentences.

For example, the sentences below are quite good, as they contain some variety of tense and idiom.

El año pasado fui de vacaciones a un camping. Era muy pequeño pero era muy agradable.

(9 words + 7 words)

Last year I went on holiday to a campsite. It was very small but it was very pleasant.

However, if we consider the re-written version below, we can see how, without losing control of the structure of the sentence, it is possible to express fairly similar ideas in a much more interesting way and at the same time use variety of tense. The effect of **variety of sentence length** is further enhanced by the second, punchy sentence.

Aunque era pequeño, el camping donde pasé las vacaciones de verano el año pasado era uno de los más agradables que he visitado y por eso quisiera volver en cuanto sea posible. ¡Qué lujo!

(32 words + 2 words)

Although it was small, the campsite where I spent the summer holidays last year was one of the most pleasant that I have visited and for that reason I would like to return as soon as possible. What luxury!

Some conjunctions

aunque	although
donde	where
que	that
cada vez que	whenever
cuando	when
a pesar de que	despite the fact that
antes de + inf.	before
después de + inf.	after
al + inf.	on -ing
con que	so
así que	so
por (lo) tanto	therefore
por eso	therefore
ya que	since
puesto que	since
más bien que	rather than
lo que	what (that which)
tal como / tales como	such as
en cuanto	as soon as (+ present subjunctive OR preterite)
no bien... que	no sooner... than (+ past anterior <i>see page 10</i>)

Impersonal 'se'

This is a very common feature of the Spanish language. It is used when the subject of the verb is not a specific person but people in general. In this respect it is quite similar to the French **on**. In English we would often translate it by 'we', 'they' or 'you'.

En Inglaterra se come mucha carne.

In England we/they eat a lot of meat.

No se puede comer en las aulas.

You cannot eat in the classrooms.

'Se' is also often used to replace the passive.

Se habla catalán en Barcelona.

Catalan is spoken in Barcelona.

1/ You are not allowed to spit in the dining room.

No se permite escupir en el comedor.

2/ In school you have to obey the rules.

En el colegio se tiene que obedecer las reglas.

3/ In the north of Spain they eat a lot of fish.

En el norte de España se come mucho pescado.

4/ In the United States they don't play football very much.

En los Estados Unidos no se juega al fútbol mucho.

5/ In the corridors you should walk on the left.

En los pasillos se debe andar a la izquierda.

6/ In Spain they drink more coffee than tea.

En España se bebe más café que té.

7/ At the weekends one usually gets up later.

Los fines de semana se suele levantar más tarde.

8/ They recommend that you eat five portions of fruit and vegetables a day.

Se recomienda tomar cinco porciones de fruta y verduras al día.

9/ If you do sport, it's important to warm up first.

Si se hace deporte, es importante calentarse antes.

10/ Breakfast is served in the dining hall between eight o'clock and half past eight.

El desayuno se sirve en el comedor entre las ocho y las ocho y media.

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Pronombres relativos – *que, con el que, cuyo, lo que*

These are the words meaning **who/that, with whom, whose, what** (“**that/the thing which**”). Confident use of them will score highly for *Quality of Language* in your writing paper.

Examples

El regalo que me dieron mis padres me gustó muchísimo.

I really liked the present that my parents gave me.

La familia con la que me quedaba era muy simpática.

The family with which I was staying was very nice.

¿Con quién jugabas al fútbol cuando te vi ayer?

With whom were you playing football when I saw you yesterday?

La casa, al lado de la que había un garaje, tenía dos pisos.

The house, next to which there was a garage, had two storeys.

El hombre cuya maleta había cogido estaba muy enfadado.

The man whose suitcase I had taken was very annoyed.

Todavía no sé lo que voy a hacer este verano.

I don't yet know what I am going to do this summer.

Exercises

A) Traduce al español:-

1/ I have not yet chosen the subjects which I will study next year.

Todavía no he elegido / escogido las asignaturas que estudiaré el año que viene.

2/ The laboratories in which we study Chemistry are very modern.

Los laboratorios en los que estudiamos química son muy modernos.

3/ The teacher whose lessons I like most is Mr. Smith.

El profesor cuyas clases me gustan más es el señor Smith.

4/ The boy with whom I usually come to school was ill yesterday.

El chico con quien suelo venir al colegio estaba enfermo ayer.

5/ Sport is what I like most about my school.

El deporte es lo que me gusta más del colegio.

6/ What I like least is the food in the dining hall.

Lo que menos me gusta es la comida en el comedor.

7/ There are always delays on the tube line which I take to get to school.

Siempre hay retrasos en la línea de metro que tomo para llegar / venir al colegio.

8/ Gabriel García Márquez is an author whose novels I find fascinating.

Gabriel García Márquez es un autor cuyas novelas encuentro fascinadoras.

B) Rellena el espacio con un pronombre apropiado.

1/ El camello es un animal en el que se puede montar.

2/ El loro es un pájaro con el que se puede hablar.

3/ El tigre es un animal que está en peligro de extinción.

4/ El canguro tiene un bolsillo en el que lleva a sus bebés.

5/ Lo que más me preocupa del medio ambiente es la destrucción de la capa de ozono.

6/ La girafa es un animal que tiene el cuello muy largo.

7/ El avestruz es un ave cuyos huevos son muy grandes.

8/ El león es el animal que se llama el rey de los animales.

9/ El oso polar es un animal cuya piel es blanca como la nieve.

10/ Los hombres que llevan uniforme verde te ayudarán si tienes problemas.

Possessive pronouns – *mine, yours, my brother's, the one that...*

mine, yours

The words for 'mine', 'yours' etc. are as follows: -

el mío

el tuyo

el suyo

el nuestro

el vuestro

el suyo

e.g. **Yo vivo en mi barrio y tú vives en el tuyo.**

I live in my district and you live in yours.

These words change for gender and number.

e.g. **Yo vivo en mi casa y tú vives en la tuya.**

I live in my house and you live in yours.

Yo escribo en mis cuadernos y tú escribes en los tuyos.

I write in my exercise books and you write in yours.

After the verb **ser** the **el, la, los, las** is usually missed out.

e.g. **Este libro es mío.**

This book is mine.

These pronouns can also be used as adjectives in phrases such as **unos amigos míos** (some friends of mine).

Now translate into Spanish: -

1/ How were your holidays? Mine were fantastic.

¿Qué tal tus vacaciones? Las mías fueron fantásticas.

2/ Are these books yours? No, they're hers.

¿Estos libros son tuyos? No, son suyos.

3/ Have you eaten your sandwiches? We've eaten ours.

¿Habéis comido vuestros bocadillos? Hemos comido los nuestros.

4/ Have you seen my rucksack? Is this one yours?

¿Has visto mi mochila? ¿Es ésta la tuya?

my brother's

If we want to include a named person in these sentences we need to use **de** to indicate possession.

e.g. **¿Este libro es tuyo? No, es de mi hermano.**

Is this book yours? No, it's my brother's.

However, when 'my brother's', or its equivalent comes at the start of a sentence or part of a sentence the **de** needs to be preceded by **el, la, los** or **las**, depending on the number and gender of the noun to which we are referring.

e.g. **¿Este libro es de tu hermano? No, éste es rojo. El de mi hermano es verde.**
Is this book your brother's? No, this one is red. My brother's is green.

the one that...

If the **el, la, los, las** is not followed by a noun (e.g. **mi hermano**) but, instead, introduces a clause (a part of a sentence containing a verb), it is followed by a **que** so that 'the one(s) that...' is translated by **el que, la que, los que, las que**, depending on the number and gender of the noun to which we are referring.

e.g. **¿Te ha gustado esta película? No, la que vimos la semana pasada era mucho mejor.**
Did you like this film? No, the one that we saw last week was much better.

A mí no me gusta este queso. El que tomamos el otro día era más sabroso.
I don't like this cheese. The one we had the other day was much tastier.

***Gustar* and other verbs like it**

Explanation

- i. Remember that *gustar* really means not ‘to like’ but ‘to be pleasing to’, therefore to say ‘I like chocolate’ in Spanish, you have to say ‘Chocolate **is** pleasing to me’ and if the thing you like is plural, for example ‘I like sweets’, you must say ‘Sweets **are** pleasing to me’. This means that you have to use the 3rd person, that is to say the ‘it is’ or ‘they are’ parts of the verb.

e.g. **Me gusta el chocolate**

Me gustan los caramelos

- ii. If you want to talk about what somebody else likes, then you need to say that ‘Chocolate is pleasing to you’, ‘Chocolate is pleasing to him/her’, ‘Chocolate is pleasing to us’ or ‘Chocolate is pleasing to them’. Notice that it is the word that comes **before** *gusta* or *gustan* that changes when you want to say **who** likes something.

e.g.	Te gusta el chocolate You like chocolate	Te gustan los caramelos You like sweets
	Le gusta el chocolate He / she likes chocolate	Le gustan los caramelos He / she likes sweets
	Nos gusta el chocolate We like chocolate	Nos gustan los caramelos We like sweets
	Os gusta el chocolate You (plural) like chocolate	Os gustan los caramelos You (plural) like sweets
	Les gusta el chocolate They like chocolate	Les gustan los caramelos They like sweets

- iii. When you want to say that a specific person (or persons) does or does not like something you need to say ‘Chocolate is pleasing to my brother to him’ or ‘Sweets are pleasing to John to him’. **None of the parts of this sentence can be missed out.**

e.g. **A mi hermano le gusta el chocolate**
My brother likes chocolate
A Juan le gustan los caramelos
John likes sweets
A mis hermanas les gusta el chocolate
My sisters like chocolate
A Juan y a María les gustan los caramelos
John and Mary like sweets

To make any sentence with *gustar* negative, simply put *no* before the *me, te, le* etc.

- iv. When you want to stress that a particular person likes something whereas (*mientras que*) somebody else doesn’t, you can put *a mí, a ti, a él, a ella* before *me gusta, te gusta, le gusta* etc.

e.g. **A mí me gusta el chocolate pero a mi hermana no**
I like chocolate but my sister doesn’t

- v. If you want to say that you like **doing** something, then *gustar* must be followed by the infinitive of the verb (in Spanish you always say ‘I like to play football’ instead of ‘I like playing football’). In such cases you always use *gusta* rather than *gustan*.

e.g. **Me gusta jugar al fútbol**
I like playing football

- vi. A number of other verbs in Spanish follow the same pattern. The most common are *encantar* ‘to be delighted by something (i.e. to love something)’, *interesar* ‘to interest’, *aburrir* ‘to bore’, *fascinar* ‘to fascinate’, *apetecer* ‘to appeal (i.e. to feel like doing something)’

e.g. **Me encanta la gramática española**
I love Spanish grammar
Me interesa el ajedrez
I am interested in chess (literally ‘Chess interests me’)
Me aburre el baloncesto
Basketball bores me
Me fascinan las lenguas
Languages fascinate me
No me apetece ir al cine
I don’t feel like going to the cinema

Practice

- a) I like pop music but my sister likes classical music.
- b) My brother does not like this shirt.
- c) My parents like to have dinner in the best restaurants.
- d) I don’t like boy bands.
- e) My friend Paul loves playing football.
- f) My sister does not like doing homework.
- g) We do not like Physics.
- h) My cousins do not like going abroad.
- i) I am very interested in History.

- j) My mother is not very interested in sport.
- k) Science fiction films bore me.
- l) Watching television bores my grandmother.
- m) She is fascinated by books.
- n) I feel like going out tonight.
- o) I don't feel like doing any more grammar exercises.

Solutions

- a) A mí me gusta la música pop pero a mi hermana le gusta la música clásica.
- b) A mi hermano no le gusta esta camisa.
- c) A mis padres les gusta cenar en los mejores restaurantes.
- d) No me gustan los chicos cantantes.
- e) A mi amigo Pablo le encanta jugar al fútbol.
- f) A mi hermana no le gusta hacer sus deberes.
- g) No nos gusta la física.
- h) A mis primos no les gusta ir al extranjero.
- i) Me interesa mucho la historia.
- j) A mi madre no le interesan mucho los deportes.
- k) La ciencia ficción me aburre.
- l) A mi abuela le aburre ver la televisión.
- m) Le fascinan los libros.
- n) Me apetece salir esta noche.
- o) No me apetece hacer más ejercicios gramaticales.

A mí me gustan las telenovelas.

I don't like soap operas.

A mi madre le gusta la música clásica pero a mí me gusta más la música rock.

My mother likes classical music but I prefer rock music.

A mi hermano le gusta el baloncesto pero a mí no.

My brother likes basketball but I don't.

A mi hermana no le gusta el críquet pero a mí sí.

My sister does not like cricket but I do.

A mi amigo Juan le gustan las lenguas y a mí también.

My friend John likes languages and so do I.

A mi amiga Susana no le gustan las ciencias naturales y a mí tampoco.

My friend Susanna does not like sciences and neither do I.

4Sp

'Gustar' reinforcement

Traduce las siguientes frases al español: -

1/ My brothers like playing basketball but I don't.

2/ It amuses me to watch soap operas on TV.

3/ Green trainers don't suit me.

4/ It seems to me a good idea to eat sweets in class, but not to my teachers.

5/ It annoys me to have to do my homework.

Soluciones

1/ A mis hermanos les gusta jugar al baloncesto pero a mí no.

2/ Me hace gracia ver las telenovelas en la tele.

3/ Las zapatillas de deporte verdes no me convienen.

4/ Me parece una buena idea comer las chuches en clase, pero a mis profesores no.

5/ A mí me molesta tener que hacer mis deberes.

4Sp

Más o menos

To make a comparison between two things use **más** (more) or **menos** (less) and **que** (than). If what comes after 'than' is a number, use **de** not **que**. To make a comparison of equality, use **tan** (as) and **como** (as).

Ejemplo: Mi hermano es **más** inteligente **que** yo.
Hay **más de** diez chicos en mi clase de español.
No soy **tan** alto **como** mi padre.

Now make sentences using the groups of words below.

1/ mi madre - alta - yo

Mi madre es más alta que yo.

2/ la calle donde vivo - ancha - Oxford St.

La calle donde vivo es menos ancha que Oxford St.

3/ el español - interesante - la física

El español es más interesante que la física.

4/ mi profesor - inteligente - Einstein

Mi profesor es más inteligente que Einstein.

5/ hay - veinte millones de habitantes - Londres

Hay más de veinte millones de habitantes en Londres.

Now translate these sentences into Spanish.

6/ My father is taller than my brother.

Mi padre es más alto que mi hermano.

7/ London is more 'touristy' than Birmingham.

Londres es más turístico que Birmingham.

8/ My district is quieter than the centre of the town.

Mi barrio es más tranquilo que el centro de la ciudad.

9/ There are more than three railway stations in London.

Hay más de tres estaciones ferroviarias en Londres.

10/ Juan is as thin as Pedro.

Juan es tan delgado como Pedro.

Superlatives

Mira el ejemplo y escribe diez frases parecidas usando el superlativo. Ojo a la concordancia de los adjetivos. Traduce las frases al inglés. (*Look at the example and write ten similar sentences using the superlative. Be sure to make the adjectives agree. Translate the sentences into English.*)

Ej. Ben Nevis – montaña – alto – Gran Bretaña.
 Ben Nevis es **la** montaña más **alta** **de** Gran Bretaña.
 Ben Nevis is the highest mountain in Great Britain.

1/ Esteban – chico – vago – clase.

Esteban es el chico más vago de la clase.

2/ La señora Pérez – profesora – popular – colegio.

La señora Pérez es la profesora más popular del colegio.

3/ La Ciudad de México – ciudad – grande – mundo.

La Ciudad de México es la ciudad más grande del mundo.

4/ El Amazonas – río – largo – América del Sur.

El Amazonas es el río más largo de América del Sur.

5/ El español – asignatura – interesante – que estudio.

El español es la asignatura más interesante que estudio.

6/ Carmen – chica – guapa – pueblo.

Carmen es la chica más guapa del pueblo.

7/ Los gemelos – chicos – alto – de nuestra clase.

Los gemelos son los chicos más altos de nuestra clase.

8/ La Paz – capital – elevado – mundo.

La Paz es la capital más elevada del mundo.

9/ La física – asignatura – difícil – que estudiamos.

La física es la asignatura más difícil que estudiamos.

10/ Mi tía – persona – simpático – que conozco.

Mi tía es la persona más simpática que conozco.

5Sp

Object pronouns (direct and indirect)

Direct object pronouns – *me, you, him/her/it, us, you, them*

me, te, lo/la, nos, os, los/las

These go **before** the verb e.g. *María no me quiere.*

Mary does not love me.

¿Te gustan los caramelos? No, nunca los como.

Do you like sweets? No, I never eat them.

Except with an infinitive, gerund (-ando, -iendo) or positive command e.g.

Me gusta esta chaqueta. Voy a comprarla.

I like this jacket. I'm going to buy it.

- *¿Qué piensas? - Sí, sí, cómprala.*

- What do you think? - Yes, yes, buy it.

- *¿Qué haces con el pan? - Estoy cortándolo.*

- What are you doing with the bread? - I'm cutting it.

Indirect object pronouns – *to me, to you, to him/her/it, to us, to you, to them*

me, te, le, nos, os, les

Rules for position are **the same** as for direct object pronouns.

Combination of direct and indirect object pronouns

Whether they come before or after the verb, indirect object pronouns **always come before** direct object pronouns.

e.g.	<i><u>Me</u> dio el libro.</i>	He gave the book <u>to me</u> .
	<i><u>Me lo</u> dio.</i>	He gave <u>it to me</u> .
	<i>Va a dá<u>rmelo</u> el libro.</i>	He's going to give the book <u>to me</u> .
	<i>Va a dá<u>rmelo</u>.</i>	He's going to give <u>it to me</u> .

You cannot combine *le* or *les* with *lo, la, los* or *las*. In such cases the indirect object pronoun (*le* or *les*) must change to *se*. This has **nothing** to do with reflexive verbs.

e.g.	<i>Di el libro a María.</i>	I gave the book to Mary.
	<i><u>Le</u> di el libro.</i>	I gave the book <u>to her</u> .
	<i><u>Lo</u> di a María.</i>	I gave <u>it</u> to Mary.
	<i><u>Se lo</u> di.</i>	I gave <u>it to her</u> .

4Sp

Antes de, después de, antes, después

Antes de desayunar, me ducho.

Después de ducharme, desayuno.

Por la tarde veo la tele **pero antes** tengo que hacer los deberes.

Hago los deberes **y después** veo la tele hasta las nueve y media.

4/5Sp

Exclamations

These are much more common in Spanish. *¡Qué asco!*, for example, is much more the equivalent of *That's gross!* than *How vile!*

¡Qué ... barbaridad!
 asco!
 vergüenza!
 lástima!

(+ que + **subjunctive** e.g. ¡Qué lástima que no
hayan venido! – *What a shame they didn't come!*)

¡Qué caro era todo!

¡Qué lentos sois!

¡Qué guapa parecía!

¡Qué de gente había en la calle!

¡Cuánta gente había en la calle!

¡Cuánto me dolía la cabeza!

¡Cómo llovía!

¡Cómo me gusta ir a la playa!

5Sp

Lo: lo de, lo que, lo + adjective

1/ I am really sorry about what happened last night.

Siento mucho lo de anoche.

2/ I don't know what I have done with my Spanish book.

No sé lo que he hecho con mi libro de español.

3/ The best thing about London is the museums.

Lo mejor de Londres son* los museos.

(*N.B. verb to be agrees with what follows it not what precedes it in Spanish)

4Sp

Tardar

This verb is used to say how long it takes to do something. The construction is: -

tardar + period of time + **en** + infinitive

- e.g. **Tardo cuarenta y cinco minutos en llegar al colegio.**
Suelo tardar cuarenta y cinco minutos en llegar al colegio.
Ayer tardé cuarenta y cinco minutos en llegar al colegio.

N.B. The Spanish says 'I take' rather than 'it takes me'.

4Sp

¿A qué distancia está de...? / ¿A cuántos kilómetros está de...?

To say how far away something is from somewhere you must say that it is **at** a certain distance **from** somewhere.

- e.g. **Mi colegio está a quince kilómetros de nuestra casa.**

The same applies with time.

- e.g. **Mi colegio está a una hora de nuestra casa en tren.**

4Sp

Soler

This verb has no direct equivalent in English but is very common in Spanish. It essentially means 'to do something usually'. It is a regular '-er' verb with an 'o > ue' radical change.

suelo

sueles

suele

solemos

soléis

suelen

It is always followed by the **infinitive**.

Examples

Suelo llegar al colegio a las ocho y media.

I usually arrive at school at half past eight.

Mis amigos y yo solemos jugar al fútbol en el parque los fines de semana.

My friends and I usually play football in the park at the weekends.

Mi profesor de español suele aburrirme con sus explicaciones de gramática.

My Spanish teacher usually bores me with his grammar explanations.

4Sp

¿Cuánto hace que...?

To say that you have been doing something for a period of time (*i.e. when an action started in the past but is still going on in the present*) requires considerable care in Spanish. There are three possible ways of expressing this idea. For example to say “*I have been studying Spanish for two years*” you can use:-

- | | |
|---|---|
| Estudio el español desde hace dos años. | A |
| Hace dos años que estudio el español. | B |
| Llevo dos años estudiando el español. | C |

To ask the question “*How long have you been studying Spanish?*” say:-

- | | |
|---------------------------------------|---|
| ¿Cuánto hace que estudias el español? | D |
|---------------------------------------|---|

Now translate the following sentences into Spanish using either method A, B, C or D as indicated.

1/ I have been living in London for six years. A
Vivo en Londres desde hace seis años.

2/ I have been playing the guitar for eight months. C
Llevo ocho meses tocando la guitarra.

3/ “You have been watching television for three hours,” said my mother. B
“Hace tres horas que ves la televisión,” dijo mi madre.

4/ My brother has been going out with his girlfriend for more than a year. A
Mi hermano sale con su novia desde hace más de un año.

5/ We have been waiting for half an hour. C
Llevamos media hora esperando.

6/ I haven’t seen you for a long time. B
Hace mucho tiempo que no te veo.

7/ How long have you known María? D
¿Cuánto hace que conoces a María?

8/ I have known her for three weeks. A
La conozco desde hace tres semanas.

9/ My father has been a doctor for twenty years. B
Hace veinte años que mi padre es médico.

10/ How long have you been living in London? D
¿Cuánto hace que vives en Londres?

PTO

N.B. This must not be confused with another time construction using *hace* on its own.

Hace dos años fui a Estados Unidos.
Two years **ago** I went to the USA.

Now translate the following into Spanish:-

11/ I went to the cinema two weeks ago.

Fui al cine hace dos semanas.

12/ Juan left ten minutes ago.

Juan se marchó hace diez minutos.

13/ Three years ago we spent (*use 'estar'*) a month in the south of Spain.

Hace tres años estuvimos un mes en el sur de España.

14/ The president died ten years ago.

El presidente murió hace diez años.

15/ I became a vegetarian six months ago.

Me hice vegetariano hace seis meses.

5Sp

Demonstrative adjectives

These are the words for 'this' and 'that' (in the plural 'these' and 'those'). Spanish has a word for 'this' (**este**), another for 'that' (**ese**) and a third for 'that one over there' (**aquel**). This last word is used when distinguishing between two things which are both 'that' when one is further away than the other, and to refer to things that are very remote in time or space. The first two are therefore more common.

The forms of the three words are as follows: -

este	ese	aquel
esta	esa	aquella
estos	esos	aquellos
estas	esas	aquellas

There are neuter forms **esto**, **eso** and **aquello** which are used when the words 'this' or 'that' do not refer to specific nouns.

Examples

Este chico se llama Juan.

Voy a comer estos caramelos.

Esas señoras son mis tías.

En aquel entonces no se podía viajar en coche.

No quiero ese libro sino aquel más allá.

¿Pero qué es esto?