

## 3.1

## Descriptive adjectives



Tutorial

## ANTE TODO

Adjectives are words that describe people, places, and things. In Spanish, descriptive adjectives are used with the verb **ser** to point out characteristics such as nationality, size, color, shape, personality, and appearance.

## Forms and agreement of adjectives

## COMPARE &amp; CONTRAST

In English, the forms of descriptive adjectives do not change to reflect the gender (masculine/feminine) and number (singular/plural) of the noun or pronoun they describe.

*Juan is nice.*

*Elena is nice.*

*They are nice.*

In Spanish, the forms of descriptive adjectives agree in gender and/or number with the nouns or pronouns they describe.

Juan es simpático.

Elena es simpática.

Ellos son simpáticos.

- Adjectives that end in **-o** have four different forms. The feminine singular is formed by changing the **-o** to **-a**. The plural is formed by adding **-s** to the singular forms.

| Masculine               |                            | Feminine                |                            |
|-------------------------|----------------------------|-------------------------|----------------------------|
| SINGULAR                | PLURAL                     | SINGULAR                | PLURAL                     |
| el muchacho <b>alto</b> | los muchachos <b>altos</b> | la muchacha <b>alta</b> | las muchachas <b>altas</b> |

¡Qué bonitas son  
tus hijas, tía Nayeli!



Felipe es gordo,  
antipático y muy feo.

- Adjectives that end in **-e** or a consonant have the same masculine and feminine forms.

| Masculine            |                         | Feminine             |                         |
|----------------------|-------------------------|----------------------|-------------------------|
| SINGULAR             | PLURAL                  | SINGULAR             | PLURAL                  |
| el chico inteligente | los chicos inteligentes | la chica inteligente | las chicas inteligentes |
| el examen difícil    | los exámenes difíciles  | la clase difícil     | las clases difíciles    |

- Adjectives that end in **-or** are variable in both gender and number.

| Masculine            |                          | Feminine             |                          |
|----------------------|--------------------------|----------------------|--------------------------|
| SINGULAR             | PLURAL                   | SINGULAR             | PLURAL                   |
| el hombre trabajador | los hombres trabajadores | la mujer trabajadora | las mujeres trabajadoras |

**AYUDA**

Many adjectives are cognates, that is, words that share similar spellings and meanings in Spanish and English.

A cognate can be a noun like **profesor** or a descriptive adjective like **interesante**.

**¡ATENCIÓN!**

Note that **joven** takes an accent in its plural form. **Los jóvenes estudian mucho.**

- Use the masculine plural form to refer to groups that include males and females.

Manuel es **alto**.

Lola es **alta**.

Manuel y Lola son **altos**.

**Common adjectives**

|                     |                          |                    |                     |                      |                             |
|---------------------|--------------------------|--------------------|---------------------|----------------------|-----------------------------|
| <b>alto/a</b>       | <i>tall</i>              | <b>gordo/a</b>     | <i>fat</i>          | <b>mucho/a</b>       | <i>much; many; a lot of</i> |
| <b>antipático/a</b> | <i>unpleasant</i>        | <b>grande</b>      | <i>big</i>          | <b>pelirrojo/a</b>   | <i>red-haired</i>           |
| <b>bajo/a</b>       | <i>short (in height)</i> | <b>guapo/a</b>     | <i>good-looking</i> | <b>pequeño/a</b>     | <i>small</i>                |
| <b>bonito/a</b>     | <i>pretty</i>            | <b>importante</b>  | <i>important</i>    | <b>rubio/a</b>       | <i>blond(e)</i>             |
| <b>bueno/a</b>      | <i>good</i>              | <b>inteligente</b> | <i>intelligent</i>  | <b>simpático/a</b>   | <i>nice; likeable</i>       |
| <b>delgado/a</b>    | <i>thin</i>              | <b>interesante</b> | <i>interesting</i>  | <b>tonto/a</b>       | <i>foolish</i>              |
| <b>difícil</b>      | <i>difficult</i>         | <b>joven</b>       | <i>young</i>        | <b>trabajador(a)</b> | <i>hard-working</i>         |
| <b>fácil</b>        | <i>easy</i>              | <b>malo/a</b>      | <i>bad</i>          | <b>viejo/a</b>       | <i>old</i>                  |
| <b>feo/a</b>        | <i>ugly</i>              | <b>mismo/a</b>     | <i>same</i>         |                      |                             |
|                     |                          | <b>moreno/a</b>    | <i>brunet(te)</i>   |                      |                             |

**Adjectives of nationality**

- Unlike in English, Spanish adjectives of nationality are **not** capitalized. Proper names of countries, however, are capitalized.

**Some adjectives of nationality**

|                        |                      |                          |                         |
|------------------------|----------------------|--------------------------|-------------------------|
| <b>alemán, alemana</b> | <i>German</i>        | <b>francés, francesa</b> | <i>French</i>           |
| <b>argentino/a</b>     | <i>Argentine</i>     | <b>inglés, inglesa</b>   | <i>English</i>          |
| <b>canadiense</b>      | <i>Canadian</i>      | <b>italiano/a</b>        | <i>Italian</i>          |
| <b>chino/a</b>         | <i>Chinese</i>       | <b>japonés, japonesa</b> | <i>Japanese</i>         |
| <b>costarricense</b>   | <i>Costa Rican</i>   | <b>mexicano/a</b>        | <i>Mexican</i>          |
| <b>cubano/a</b>        | <i>Cuban</i>         | <b>norteamericano/a</b>  | <i>(North) American</i> |
| <b>ecuatoriano/a</b>   | <i>Ecuadorian</i>    | <b>puertorriqueño/a</b>  | <i>Puerto Rican</i>     |
| <b>español(a)</b>      | <i>Spanish</i>       | <b>ruso/a</b>            | <i>Russian</i>          |
| <b>estadounidense</b>  | <i>from the U.S.</i> |                          |                         |

- Adjectives of nationality are formed like other descriptive adjectives. Those that end in **-o** change to **-a** when forming the feminine.

chino → china

mexicano → mexicana

The plural is formed by adding an **-s** to the masculine or feminine form.

argentino → argentinos

cubana → cubanas

- Adjectives of nationality that end in **-e** have only two forms, singular and plural.

canadiense → canadienses

estadounidense → estadounidenses

- To form the feminine of adjectives of nationality that end in a consonant, add **-a**.

alemán → alemana  
japonés → japonesa

español → española  
inglés → inglesa

**¡ATENCIÓN!**

Note that adjectives with an accent on the last syllable drop the accent in the feminine and plural forms.

inglés → inglesa

alemán → alemanes

## Position of adjectives

- Descriptive adjectives and adjectives of nationality generally follow the nouns they modify.



El niño **rubio** es de España.  
*The blond boy is from Spain.*



La mujer **española** habla inglés.  
*The Spanish woman speaks English.*

- Unlike descriptive adjectives, adjectives of quantity precede the modified noun.

Hay **muchos** libros en la biblioteca.  
*There are many books in the library.*

Hablo con **dos** turistas puertorriqueños.  
*I am talking with two Puerto Rican tourists.*

- **Bueno/a** and **malo/a** can appear before or after a noun. When placed before a masculine singular noun, the forms are shortened: **bueno** → **buen**; **malo** → **mal**.

Joaquín es un **buen** amigo.  
Joaquín es un amigo **bueno**.



*Joaquín is a good friend.*

Hoy es un **mal** día.  
Hoy es un día **malo**.



*Today is a bad day.*

- When **grande** appears before a singular noun, it is shortened to **gran**, and the meaning of the word changes: **gran** = *great* and **grande** = *big, large*.

Don Francisco es un **gran** hombre.  
*Don Francisco is a great man.*

La familia de Inés es **grande**.  
*Inés' family is large.*

### ¡LENGUA VIVA!

Like **bueno** and **grande**, **santo** (*saint*) is also shortened before masculine nouns (unless they begin with **To-** or **Do-**): **San Francisco**, **San José** (but: **Santo Tomás**, **Santo Domingo**). **Santa** is used with names of female saints: **Santa Bárbara**, **Santa Clara**.



### ¡INTÉNTALO!

Provide the appropriate forms of the adjectives.

#### simpático

1. Mi hermano es simpático.
2. La profesora Martínez es \_\_\_\_\_.
3. Rosa y Teresa son \_\_\_\_\_.
4. Nosotros somos \_\_\_\_\_.

#### difícil

1. La química es difícil.
2. El curso es \_\_\_\_\_.
3. Las pruebas son \_\_\_\_\_.
4. Los libros son \_\_\_\_\_.

#### alemán

1. Hans es alemán.
2. Mis primas son \_\_\_\_\_.
3. Marcus y yo somos \_\_\_\_\_.
4. Mi tía es \_\_\_\_\_.

#### guapo

1. Su esposo es guapo.
2. Mis sobrinas son \_\_\_\_\_.
3. Los padres de ella son \_\_\_\_\_.
4. Marta es \_\_\_\_\_.

### recursos



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Lección 3

## 2.3

Present tense of **estar**

Tutorial

## CONSULTA

To review the forms of **ser**, see **Estructura 1.3**, pp. 19–21.

## ANTE TODO

In **Lección 1**, you learned how to conjugate and use the verb **ser** (*to be*). You will now learn a second verb which means *to be*, the verb **estar**. Although **estar** ends in **-ar**, it does not follow the pattern of regular **-ar** verbs. The **yo** form (**estoy**) is irregular. Also, all forms have an accented **á** except the **yo** and **nosotros/as** forms.

The verb **estar** (*to be*)

## SINGULAR FORMS

|             |              |                                   |
|-------------|--------------|-----------------------------------|
| yo          | <b>estoy</b> | <i>I am</i>                       |
| tú          | <b>estás</b> | <i>you (fam.) are</i>             |
| Ud./él/ella | <b>está</b>  | <i>you (form.) are; he/she is</i> |

## PLURAL FORMS

|                  |                |                          |
|------------------|----------------|--------------------------|
| nosotros/as      | <b>estamos</b> | <i>we are</i>            |
| vosotros/as      | <b>estáis</b>  | <i>you (fam.) are</i>    |
| Uds./ellos/ellas | <b>están</b>   | <i>you are; they are</i> |



¡Estamos en Perú!



María está en la biblioteca.

## COMPARE &amp; CONTRAST

Compare the uses of the verb **estar** to those of the verb **ser**.

Uses of **estar**

## Location

**Estoy** en casa.  
*I am at home.*

Marissa **está** al lado de Felipe.  
*Marissa is next to Felipe.*

## Health

Juan Carlos **está** enfermo hoy.  
*Juan Carlos is sick today.*

## Well-being

—¿Cómo **estás**, Jimena?  
*How are you, Jimena?*

—**Estoy** muy bien, gracias.  
*I'm very well, thank you.*

Uses of **ser**

## Identity

Hola, **soy** Maru.  
*Hello, I'm Maru.*

## Occupation

**Soy** estudiante.  
*I'm a student.*

## Origin

—¿**Eres** de México?  
*Are you from Mexico?*

—Sí, **soy** de México.  
*Yes, I'm from Mexico.*

## Telling time

**Son** las cuatro.  
*It's four o'clock.*

## AYUDA

Use **la casa** to express *the house*, but **en casa** to express *at home*.

## CONSULTA

To learn more about the difference between **ser** and **estar**, see **Estructura 5.3**, pp. 170–171.

- **Estar** is often used with certain prepositions and adverbs to describe the location of a person or an object.

### Prepositions and adverbs often used with **estar**

|                          |                        |                   |                    |
|--------------------------|------------------------|-------------------|--------------------|
| <b>al lado de</b>        | <i>next to</i>         | <b>delante de</b> | <i>in front of</i> |
| <b>a la derecha de</b>   | <i>to the right of</i> | <b>detrás de</b>  | <i>behind</i>      |
| <b>a la izquierda de</b> | <i>to the left of</i>  | <b>en</b>         | <i>in; on</i>      |
| <b>allá</b>              | <i>over there</i>      | <b>encima de</b>  | <i>on top of</i>   |
| <b>allí</b>              | <i>there</i>           | <b>entre</b>      | <i>between</i>     |
| <b>cerca de</b>          | <i>near</i>            | <b>lejos de</b>   | <i>far from</i>    |
| <b>con</b>               | <i>with</i>            | <b>sin</b>        | <i>without</i>     |
| <b>debajo de</b>         | <i>below</i>           | <b>sobre</b>      | <i>on; over</i>    |

La tiza **está al lado de** la pluma.  
*The chalk is next to the pen.*

Los libros **están encima del** escritorio.  
*The books are on top of the desk.*

El laboratorio **está cerca de** la clase.  
*The lab is near the classroom.*

Maribel **está delante de** José.  
*Maribel is in front of José.*

La maleta **está allí**.  
*The suitcase is there.*

El estadio no **está lejos de** la librería.  
*The stadium isn't far from the bookstore.*

El mapa **está entre** la pizarra y la puerta.  
*The map is between the blackboard and the door.*

Los estudiantes **están en** la clase.  
*The students are in class.*

La calculadora **está sobre** la mesa.  
*The calculator is on the table.*

Los turistas **están allá**.  
*The tourists are over there.*

Estamos lejos de casa.



La biblioteca está al lado de la librería.



### ¡INTÉNTALO!

Provide the present tense forms of **estar**.

- Ustedes están en la clase.
- José \_\_\_\_\_ en la biblioteca.
- Yo \_\_\_\_\_ bien, gracias.
- Nosotras \_\_\_\_\_ en la cafetería.
- Tú \_\_\_\_\_ en el laboratorio.
- Elena \_\_\_\_\_ en la librería.
- Ellas \_\_\_\_\_ en la clase.
- Ana y yo \_\_\_\_\_ en la clase.
- ¿Cómo \_\_\_\_\_ usted?
- Javier y Maribel \_\_\_\_\_ en el estadio.
- Nosotros \_\_\_\_\_ en la cafetería.
- Yo \_\_\_\_\_ en el laboratorio.
- Carmen y María \_\_\_\_\_ enfermas.
- Tú \_\_\_\_\_ en la clase.

### recursos



## 2.2

## Forming questions in Spanish



## ANTE TODO

There are three basic ways to ask questions in Spanish. Can you guess what they are by looking at the photos and photo captions on this page?



## AYUDA

With a partner, take turns saying out loud the example statements and questions on this page. Your pitch indicates whether you are making a statement or asking a question. Then take turns making up statements of your own and turning them into questions, using all three methods.

- One way to form a question is to raise the pitch of your voice at the end of a declarative sentence. When writing any question in Spanish, be sure to use an upside-down question mark (¿) at the beginning and a regular question mark (?) at the end of the sentence.

## Statement

Ustedes trabajan los sábados.  
*You work on Saturdays.*

Carlota busca un mapa.  
*Carlota is looking for a map.*

## Question

¿Ustedes trabajan los sábados?  
*Do you work on Saturdays?*

¿Carlota busca un mapa?  
*Is Carlota looking for a map?*

- You can also form a question by inverting the order of the subject and the verb of a declarative statement. The subject may even be placed at the end of the sentence.

## Statement

**SUBJECT** **VERB**  
**Ustedes trabajan** los sábados.  
*You work on Saturdays.*

**SUBJECT** **VERB**  
**Carlota regresa** a las seis.  
*Carlota returns at six.*

## Question

**VERB** **SUBJECT**  
¿**Trabajan ustedes** los sábados?  
*Do you work on Saturdays?*

**VERB** **SUBJECT**  
¿**Regresa** a las seis **Carlota**?  
*Does Carlota return at six?*

- Questions can also be formed by adding the tags ¿no? or ¿verdad? at the end of a statement.

## Statement

Ustedes trabajan los sábados.  
*You work on Saturdays.*

Carlota regresa a las seis.  
*Carlota returns at six.*

## Question

Ustedes trabajan los sábados, ¿no?  
*You work on Saturdays, don't you?*

Carlota regresa a las seis, ¿verdad?  
*Carlota returns at six, right?*

## Question words

## Interrogative words

|                  |                       |            |               |
|------------------|-----------------------|------------|---------------|
| ¿Adónde?         | Where (to)?           | ¿De dónde? | From where?   |
| ¿Cómo?           | How?                  | ¿Dónde?    | Where?        |
| ¿Cuál?, ¿Cuáles? | Which?; Which one(s)? | ¿Por qué?  | Why?          |
| ¿Cuándo?         | When?                 | ¿Qué?      | What?; Which? |
| ¿Cuánto/a?       | How much?             | ¿Quién?    | Who?          |
| ¿Cuántos/as?     | How many?             | ¿Quiénes?  | Who (plural)? |

- To ask a question that requires more than a *yes* or *no* answer, use an interrogative word.

¿**Cuál** de ellos estudia en la biblioteca?  
*Which of them studies in the library?*

¿**Adónde** caminamos?  
*Where are we walking (to)?*

¿**Cuántos** estudiantes hablan español?  
*How many students speak Spanish?*

¿**Por qué** necesitas hablar con ella?  
*Why do you need to talk to her?*

¿**Dónde** trabaja Ricardo?  
*Where does Ricardo work?*

¿**Quién** enseña la clase de arte?  
*Who teaches the art class?*

¿**Qué** clases tomas?  
*What classes are you taking?*

¿**Cuánta** tarea hay?  
*How much homework is there?*

- When pronouncing this type of question, the pitch of your voice falls at the end of the sentence.

¿**Cómo** llegas a clase?  
*How do you get to class?*

¿**Por qué** necesitas estudiar?  
*Why do you need to study?*

- Notice the difference between **¿por qué?**, which is written as two words and has an accent, and **porque**, which is written as one word without an accent.

¿**Por qué** estudias español?  
*Why do you study Spanish?*

¡**Porque** es divertido!  
*Because it's fun!*

- In Spanish **no** can mean both *no* and *not*. Therefore, when answering a yes/no question in the negative, you need to use **no** twice.

¿Caminan a la universidad?  
*Do you walk to the university?*

**No, no** caminamos a la universidad.  
*No, we do not walk to the university.*

## CONSULTA

You will learn more about the difference between **qué** and **cuál** in **Estructura 9.3**, p. 316.



## ¡INTÉNTALO!

Make questions out of these statements. Use the intonation method in column 1 and the tag **¿no?** method in column 2.

## Statement

- Hablas inglés.
- Trabajamos mañana.
- Ustedes desean bailar.
- Raúl estudia mucho.
- Enseño a las nueve.
- Luz mira la televisión.

## Intonation

¿Hablas inglés?

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## Tag questions

Hablas inglés, ¿no?

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## recursos



## 3.4

# Present tense of **tener** and **venir**


**ANTE TODO**

The verbs **tener** (*to have*) and **venir** (*to come*) are among the most frequently used in Spanish. Because most of their forms are irregular, you will have to learn each one individually.

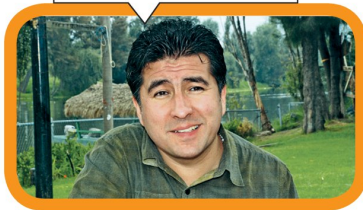
## The verbs **tener** and **venir**

|                |                  | <b>tener</b> | <b>venir</b> |
|----------------|------------------|--------------|--------------|
| SINGULAR FORMS | yo               | tengo        | vengo        |
|                | tú               | tienes       | vienes       |
|                | Ud./él/ella      | tiene        | viene        |
| PLURAL FORMS   | nosotros/as      | tenemos      | venimos      |
|                | vosotros/as      | tenéis       | venís        |
|                | Uds./ellos/ellas | tienen       | vienen       |

- ▶ The endings are the same as those of regular **-er** and **-ir** verbs, except for the **yo** forms, which are irregular: **tengo, vengo**.
- ▶ In the **tú**, **Ud.**, and **Uds.** forms, the **e** of the stem changes to **ie**, as shown below.

| INFINITIVE | VERB STEM | VERB FORM                                                                         |
|------------|-----------|-----------------------------------------------------------------------------------|
| tener      | → ten-    | tú <b> tienes</b><br>Ud./él/ella <b> tiene</b><br>Uds./ellos/ellas <b> tienen</b> |
| venir      | → ven-    | tú <b> vienes</b><br>Ud./él/ella <b> viene</b><br>Uds./ellos/ellas <b> vienen</b> |

¿Tienes una familia grande, Marissa?



No, tengo una familia pequeña.

**AYUDA**

Use what you already know about regular **-er** and **-ir** verbs to identify the irregularities in **tener** and **venir**.

- 1) Which verb forms use a regular stem? Which use an irregular stem?
- 2) Which verb forms use the regular endings? Which use irregular endings?

- ▶ Only the **nosotros** and **vosotros** forms are regular. Compare them to the forms of **comer** and **escribir** that you learned on page 96.

|             | <b>tener</b> | <b>comer</b> | <b>venir</b> | <b>escribir</b> |
|-------------|--------------|--------------|--------------|-----------------|
| nosotros/as | tenemos      | comemos      | venimos      | escribimos      |
| vosotros/as | tenéis       | coméis       | venís        | escribís        |

- In certain idiomatic or set expressions in Spanish, you use the construction **tener** + [noun] to express *to be* + [adjective]. This chart contains a list of the most common expressions with **tener**.

### Expressions with tener

|                                 |                                        |                             |                               |
|---------------------------------|----------------------------------------|-----------------------------|-------------------------------|
| <b>tener... años</b>            | <i>to be... years old</i>              | <b>tener (much) prisa</b>   | <i>to be in a (big) hurry</i> |
| <b>tener (mucho) calor</b>      | <i>to be (very) hot</i>                | <b>tener razón</b>          | <i>to be right</i>            |
| <b>tener (mucho) cuidado</b>    | <i>to be (very) careful</i>            | <b>no tener razón</b>       | <i>to be wrong</i>            |
| <b>tener (mucho) frío</b>       | <i>to be (very) cold</i>               | <b>tener (mucho) sed</b>    | <i>to be (very) thirsty</i>   |
| <b>tener (mucho) hambre</b>     | <i>to be (very) hungry</i>             | <b>tener (mucho) sueño</b>  | <i>to be (very) sleepy</i>    |
| <b>tener (mucho) miedo (de)</b> | <i>to be (very) afraid/scared (of)</i> | <b>tener (mucho) suerte</b> | <i>to be (very) lucky</i>     |

—¿**Tienen** hambre ustedes?  
*Are you hungry?*

—Sí, y **tenemos** sed también.  
*Yes, and we're thirsty, too.*

- To express an obligation, use **tener que** (*to have to*) + [infinitive].

—¿Qué  **tienes que** estudiar hoy?  
*What do you have to study today?*

—**Tengo que** estudiar biología.  
*I have to study biology.*

- To ask people if they feel like doing something, use **tener ganas de** (*to feel like*) + [infinitive].

—¿**Tienes ganas de** comer?  
*Do you feel like eating?*

—No, **tengo ganas de** dormir.  
*No, I feel like sleeping.*



### ¡INTÉNTALO!

Provide the appropriate forms of **tener** and **venir**.

#### tener

- Ellos tienen dos hermanos.
- Yo \_\_\_\_\_ una hermana.
- El artista \_\_\_\_\_ tres primos.
- Nosotros \_\_\_\_\_ diez tíos.
- Eva y Diana \_\_\_\_\_ un sobrino.
- Usted \_\_\_\_\_ cinco nietos.
- Tú \_\_\_\_\_ dos hermanastras.
- Ustedes \_\_\_\_\_ cuatro hijos.
- Ella \_\_\_\_\_ una hija.

#### venir

- Mis padres vienen de México.
- Tú \_\_\_\_\_ de España.
- Nosotras \_\_\_\_\_ de Cuba.
- Pepe \_\_\_\_\_ de Italia.
- Yo \_\_\_\_\_ de Francia.
- Ustedes \_\_\_\_\_ de Canadá.
- Alfonso y yo \_\_\_\_\_ de Portugal.
- Ellos \_\_\_\_\_ de Alemania.
- Usted \_\_\_\_\_ de Venezuela.

#### recursos

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Lección 3

- Spanish speakers often omit subject pronouns because the verb endings indicate who the subject is. In Spanish, subject pronouns are used for emphasis, clarification, or contrast.

—¿Qué enseñan?  
What do they teach?

—Ella enseña arte y él enseña física.  
She teaches art, and he teaches physics.

—¿Quién desea trabajar hoy?  
Who wants to work today?

—Yo no deseo trabajar hoy.  
I don't want to work today.

### The verb *gustar*

- **Gustar** is different from other **-ar** verbs. To express your likes and dislikes, use the expression **(no) me gusta + el/la + [singular noun]** or **(no) me gustan + los/las + [plural noun]**. Note: You may use the phrase **a mí** for emphasis, but never the subject pronoun **yo**.

**Me gusta la música** clásica.  
I like classical music.

**Me gustan las clases** de español y biología.  
I like Spanish and biology classes.

**A mí me gustan las artes.**  
I like the arts.

**A mí no me gusta el programa.**  
I don't like the program.

- To talk about what you like and don't like to do, use **(no) me gusta + [infinitive(s)]**. Note that the singular **gusta** is always used, even with more than one infinitive.

**No me gusta viajar** en autobús.  
I don't like to travel by bus.

**Me gusta cantar y bailar.**  
I like to sing and dance.

- To ask a friend about likes and dislikes, use the pronoun **te** instead of **me**. Note: You may use **a ti** for emphasis, but never the subject pronoun **tú**.

—¿Te gusta la geografía?  
Do you like geography?

—Sí, me gusta. Y a ti, ¿te gusta el inglés?  
Yes, I like it. And you, do you like English?

- You can use this same structure to talk about other people by using the pronouns **nos**, **le**, and **les**. Unless your instructor tells you otherwise, only the **me** and **te** forms will appear on test materials until **Lección 7**.

**Nos gusta dibujar.** (nosotros)  
We like to draw.

**Nos gustan las clases de español e inglés.** (nosotros)  
We like Spanish class and English class.

**No le gusta trabajar.**  
(usted, él, ella)  
You don't like to work.  
He/She doesn't like to work.

**Les gusta el arte.**  
(ustedes, ellos, ellas)  
You like art.  
They like art.

### ¡ATENCIÓN!

Note that **gustar** does not behave like other **-ar** verbs. You must study its use carefully and pay attention to prepositions, pronouns, and agreement.

### AYUDA

Use the construction **a + [name/pronoun]** to clarify to whom you are referring. This construction is not always necessary.

**A Gabriela** le gusta bailar.

**A Sara y a él** les gustan los animales.

**A mí** me gusta viajar.

¿**A ti** te gustan las clases?

### CONSULTA

For more on **gustar** and other verbs like it, see **Estructura 7.4**, pp. 246–247.



### ¡INTÉNTALO!

Provide the present tense forms of these verbs. The first items have been done for you.

#### hablar

- Yo hablo español.
- Ellos \_\_\_\_\_ español.
- Inés \_\_\_\_\_ español.
- Nosotras \_\_\_\_\_ español.
- Tú \_\_\_\_\_ español.

#### gustar

- Me gusta el café. (a mí)
- ¿\_\_\_\_\_ las clases? (a ti)
- No \_\_\_\_\_ el café. (a ti)
- No \_\_\_\_\_ las clases. (a mí)
- No \_\_\_\_\_ el café. (a mí)

### recursos



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Lección 2

## 4.1

Present tense of **ir**  Tutorial

## ANTE TODO

The verb **ir** (to go) is irregular in the present tense. Note that, except for the **yo** form (**voy**) and the lack of a written accent on the **vosotros** form (**vais**), the endings are the same as those for regular present tense **-ar** verbs.

The verb **ir** (to go)

| Singular forms |            | Plural forms     |              |
|----------------|------------|------------------|--------------|
| yo             | <b>voy</b> | nosotros/as      | <b>vamos</b> |
| tú             | <b>vas</b> | vosotros/as      | <b>vais</b>  |
| Ud./él/ella    | <b>va</b>  | Uds./ellos/ellas | <b>van</b>   |

- **Ir** is often used with the preposition **a** (to). If **a** is followed by the definite article **el**, they combine to form the contraction **al**. If **a** is followed by the other definite articles (**la, las, los**), there is no contraction.

**a + el = al**

Voy **al** parque con Juan.  
*I'm going to the park with Juan.*

Mis amigos van **a las** montañas.  
*My friends are going to the mountains.*

- The construction **ir a** + [infinitive] is used to talk about actions that are going to happen in the future. It is equivalent to the English *to be going* + [infinitive].

**Va a leer** el periódico.  
*He is going to read the newspaper.*

**Van a pasear** por el pueblo.  
*They are going to walk around town.*

¡Voy a ir con ellos!



Ella va al cine  
y a los museos.



- **Vamos a** + [infinitive] can also express the idea of let's (do something).

**Vamos a** pasear.  
*Let's take a walk.*

¡**Vamos a** comer!  
*Let's eat!*



## ¡INTÉNTALO!

Provide the present tense forms of **ir**.

- |                       |                         |                     |
|-----------------------|-------------------------|---------------------|
| 1. Ellos <u>van</u> . | 3. Mi prima y yo _____. | 9. Usted _____.     |
| 2. Yo _____.          | 6. Tú _____.            | 10. Nosotras _____. |
| 3. Tu novio _____.    | 7. Ustedes _____.       | 11. Miguel _____.   |
| 4. Adela _____.       | 8. Nosotros _____.      | 12. Ellas _____.    |

## CONSULTA

To review the contraction **de + el**, see **Estructura 1.3**, pp. 20–21.

## AYUDA

When asking a question that contains a form of the verb **ir**, remember to use **adónde**:

**¿Adónde vas?**  
(To) Where are you going?

## recursos



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Lección 4