

SPANISH III GRAMMAR REVIEW GUIDE FOR FINAL EXAM

Here are the major grammar topics for the final exam. For some topics I have included herein a substantial amount of information; for others I give a brief description and refer you to the relevant pages in your text and/or to handout materials that you have received previously. Remember, this is just a guide. You will still need to review the appropriate sections of the text, your quizzes, the workbook, and the on-line exercises, too.

PRESENT INDICATIVE TENSE

Even though we've focused on learning various new tenses and moods this year, you can't forget about the plain, old present indicative. As you know, it's used to talk about actions and events that occur generally or are occurring now (and, in some cases, that will occur in the future). Here are the present indicative endings for REGULAR verbs:

<u>Subject</u>	<u>Endings for -AR verbs</u>	<u>Endings for -ER verbs</u>	<u>Endings for -IR verbs</u>
yo	-o	-o	-o
tú	-as	-es	-es
él / ella / usted	-a	-e	-e
nosotros	-amos	-emos	-imos
ellos / ellas / ustedes	-an	-en	-en

Remember, many verbs have irregularities in the present tense, especially in the *yo* form. You should know the main “yo-go” verbs (verbs whose present indicative *yo* forms end in *-go*), common verbs whose *yo* forms end in *-y* (*dar, ir, estar, ser*) and verbs like *saber* and *conocer*.

<u>Common “yo-go” verbs</u>	<u>Verbs with yo forms in -y</u>	<u>Other common verbs with irregular yo forms</u>
decir – digo	dar – doy	conocer – conozco
hacer – hago	estar – estoy	saber – sé
oír – oigo	ir – voy	ver – veo
poner - pongo	ser – soy	
salir – salgo		
seguir – sigo		
tener – tengo		
traer – traigo		
venir – vengo		

PRETERITE INDICATIVE (see text p. 14, 17, 30; see also handout packet that lists 20 common irregulars)

The preterite is one of two simple **past tense** forms that exist in Spanish. (The other is the imperfect.) It is used to talk about actions that happened and were completed in the past – i.e., actions that took place in a **specific time frame**.

This topic is amply covered in the text and in the handout sheets you received. For verbs that are regular in the preterite, you take the infinitive, drop the -ar, -er, or -ir, and add the following endings:

-AR verbs

-é
-aste
-ó
-amos
-aron

-ER and -IR verbs

-í ← [NOTE ACCENTS]
-iste
-ió ← [NOTE ACCENTS ON FINAL -ó]
-imos
-ieron

As you know, many verbs are **irregular** in the preterite, including some very common verbs. There are several that you should know by now. Note that (a) there are patterns here with certain endings (i.e., most use -e, -iste-, -o, -imos and -ieron), and (b) NONE of these irregulars has accents. The following are forms that you must be able to produce (write or say) on demand:

dar	di, diste, dio, dimos, dieron	← (note ABSENCE of accents here)
ver	vi, viste, vio, vimos, vieron	← (note ABSENCE of accents, as with <i>dar</i>)
decir	dije, dijiste, dijo, dijimos, dijeron	← (note ABSENCE of “i” in “they” form)
hacer	hice, hiciste, hizo, hicimos, hicieron	← (note “z” in él/ella/Ud. form)
ir / ser	fui, fuiste, fue, fuimos, fueron	← (Note: <i>ir</i> and <i>ser</i> have <u>same</u> pret. forms!)
estar	estuve, estuviste, estuvo, estuvimos, estuvieron	
tener	tuve, tuviste, tuvo, tuvimos, tuvieron	

You should also be able to recognize and understand (for reading and listening) these irregular preterite forms:

andar	anduve, anduviste, anduvo, anduvimos, anduvieron	
caber	cupe, cupiste, cupo, cupimos, cupieron	
conducir	conduje, condujiste, condujo, condujimos, condujeron	← (note “ellos” form)
poder	pude, pudiste, pudo, pudimos, pudieron	
poner	puse, pusiste, puso, pusimos, pusieron	
producir	produje, produjiste, produjo, produjimos, produjeron	← (note “ellos” form)
querer	quise, quisiste, quiso, quisimos, quisieron	
saber	supe, supiste, supo, supimos, supieron	← (DON’T confuse w/ present subjv!)
traducir	traduje, tradujiste, tradujo, tradujimos, tradujeron	← (note “ellos” form)
traer	traje, trajiste, trajo, trajimos, trajeron	← (note “ellos” form)
venir	vine, viniste, vino, vinimos, vinieron	

Some verbs require a spelling change to preserve the pronunciation of the final consonant in the stem (-car: c→qu; -gar: g→gu; -zar: z→c). REMEMBER: These spelling changes are only required with a fairly limited set of verbs (examples include *sacar* and *practicar*, *llegar* and *entregar*, and *comenzar* and *empezar*), and even with these verbs, ONLY in certain forms: all of their PRESENT subjunctive forms, and the *yo* form of the preterite indicative (e.g., “Yo saqué la basura anoche”).

Some -ir verbs that are “boot” verbs (stem-changers) in the present tense are regular in all preterite forms **except** the third person singular and plural. These verbs have a spelling change in both third person preterite forms: either [e → i] or [o → u]. Examples: *pedir* (pidió/pidieron), *dormir* (durmió/durmieron). Other verbs in this category you must know: *morir*, *sentir*, *servir*, *divertirse*, *preferir*, *repetir*, *seguir*. See also p. 17 of the text.

Some verbs have a meaning change when used in the preterite tense. You must know the meanings of the following verbs in the preterite:

<u>Infinitive</u>	<u>Meaning of verb in preterite</u>	<u>Example</u>
conocer	“met” (for 1 st time)	<i>Conocí a mi esposa en Nicaragua.</i> I met my wife [for 1 st time] in Nicaragua.
poder	“managed to, succeeded in”	¿Pudiste abrir la puerta? No, no pude. Did you manage to open the door? No, I didn't (manage to).
saber	“found out”	<i>Juan rompió con María. Lo supe anoche.</i> Juan broke up with María. I found out (about it) last night.

IMPERFECT INDICATIVE (see text p. 71-72)

The imperfect is one of two simple **past tense** forms that exist in Spanish. (The other is the preterite). The imperfect is used to talk about actions that were in progress in the past, or that occurred regularly or habitually in the past. These uses of the imperfect are often translated into English using the term “used to.”

Example: Cuando yo era niño, jugaba en el parque todos los sábados.
When I was a boy, I used to play in the park every Saturday.

When used with the preterite, the imperfect describes the “background action,” and the preterite is used for the specific action or event that in some sense interrupted the background action.

Example: Marta caminaba a la escuela cuando encontró la cartera.
Marta was walking to school when she found the wallet.

To describe two actions that were going on at the same time in the past – one was happening while (*mientras*) the other was happening – you would normally use the imperfect tense for both.

Example: Mi papá lavaba los platos mientras mi mamá los secaba.
 My dad washed the dishes while my mom dried them.

Endings for verbs that are **regular** in the imperfect (almost all are regular in the imperfect):

<u>-AR verbs</u>	<u>-ER and -IR verbs</u>
-aba	-ía
-abas	-ías
-aba	-ía
-ábamos	-íamos
-aban	-ían

Note the accent in the *nosotros* form of the **-ar** endings, and in **all** forms of the **-er** and **-ir** endings. Also note that for each of these two categories, the *yo* form is the same as the *él/ella/Ud.* form.

Important verbs that are **irregular** in the imperfect (you must memorize these forms):

<u>ser</u>	<u>ir</u>	<u>ver</u>
era	iba	veía
eras	ibas	veías
era	iba	veía
éramos	íbamos	veíamos
eran	iban	veían

Note the accents in the *nosotros* forms of **ser** and **ir**. Also note that for each of these three verbs, the *yo* form is the same as the *él/ella/Ud.* form.

PRETERITE VS. IMPERFECT (see text p. 80-81, 82)

In very basic terms, the preterite is used for **specific** past time frames, and the imperfect is used when the time frame is **nonspecific**. Here's a summary of the main distinctions between these two PAST tenses:

Use preterite for actions/verbs that

- can be viewed as single, completed events
- were repeated a specific number of times
- occurred during a specific period of time
- were part of a chain of events

Use imperfect for

- actions that were habitual/regularly repeated
- “background action” for a specific event
- telling time in the past
- stating someone's age in the past

- refer to the beginning or end of a process/event
- refer to a person's reaction to an event/situation

- mental/emotional/physical states (usually)
- describing people, things or conditions

The imperfect and the preterite are used together in sentences in which a specific action or event “interrupts,” or in some sense stands out against, a “background action” that was going on at that time in the past. Use the imperfect for the “background action” and the preterite for the “interrupting” event. Examples:

Dormíamos cuando llegó mi papá.	We were sleeping when my dad arrived.
Juan leía un libro cuando sonó el teléfono.	Juan was reading a book when the phone rang.

Note that in English the past progressive tense (*were sleeping, was reading, etc.*) is often used to translate the Spanish imperfect-tense verb in this type of sentence.

Remember that the difference between these two tenses has to do with how the speaker is viewing the past. If the speaker views the action(s) as somehow ongoing in the past, and/or is simply not focusing on the beginning or end of the action(s), then the sentence will use the imperfect:

Yo jugaba al tenis mientras Juan leía.	I played (was playing) tennis while Juan read (was reading).
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However, if the speaker is viewing the action(s) as completed in the past, she would use the preterite:

Ayer yo jugué al tenis y Juan leyó.	Yesterday I played tennis and Juan read.
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FUTURE TENSE (see text p. 175)

This tense is used to talk about future actions and events. In English we have to use the auxiliary verb “will” to form the future tense of a main verb (as in “I **will call** you tomorrow,” “She **will arrive** next week,” etc.). In Spanish THERE IS NO AUXILIARY VERB THAT MEANS “WILL.” Instead, you form the future by adding endings **to the infinitive** (if regular). The endings are as follows:

<u>future ending</u>	<u>Example</u>	
-é	hablaré	I will speak
-ás	hablarás	You will speak
-á	hablará	He/She/Ud. will speak
-emos	hablaremos	We will speak
-án	hablarán	They/Uds. will speak

Note the accent in all forms except *nosotros*.

Some verbs are irregular in the future, in that the stem is not the infinitive. The endings used are still exactly the same ones listed above, however. You must know the following twelve irregulars:

<u>Infinitive</u>	<u>stem used for future</u>	<u>conjugations</u>
decir	dir-	diré, dirás, dirá, diremos, dirán
haber	habr-	habré, habrás, habrá, habremos, habrán
hacer	har-	haré, harás, hará, haremos, harán
poder	podr-	podré, podrás, podrá, podremos, podrán
poner	pondr-	pondré, pondrás, pondrá, pondremos, pondrán
querer	querr-	querré, querrás, querrá, querremos, querrán
caber	cabr-	cabré, cabrás, cabrá, cabremos, cabrán
saber	sabr-	sabré, sabrás, sabrá, sabremos, sabrán
salir	saldr-	saldré, saldrás, saldrá, saldremos, saldrán
tener	tendr-	tendré, tendrás, tendrá, tendremos, tendrán
valer	valdr-	valdré, valdrás, valdrá, valdremos, valdrán
venir	vendr-	vendré, vendrás, vendrá, vendremos, vendrán

NOTE: You **MUST** also know the so-called “pseudo-future” tense, which is simply the **IR + A + INFINITIVE** construction that you learned in Spanish I. Examples: *Voy a hablar con ella* (I’m going to speak with her); *Paco va a estudiar esta noche* (Paco is going to study tonight); *Vamos a pintar la casa mañana* (We’re going to paint the house tomorrow).

CONDITIONAL (also called *el potencial* in Spanish) (see text p. 177)

As in English, the conditional tense (sometimes considered a mood) is used to talk about what would or would not happen under certain circumstances. In English the conditional is formed by placing the auxiliary verb “would” before a verb (“I would study if I had a book;” “With a little encouragement, she would run for office”). In Spanish **THERE IS NO AUXILIARY VERB THAT MEANS “WOULD.”** Instead, you form the conditional by adding endings **to the infinitive** (if regular). The endings are as follows:

<u>Subject</u>	<u>conditional ending</u>	<u>Example</u>
yo	-ía	hablaría I would talk
tú	-ías	hablarías you would talk
él / ella / usted	-ía	hablaría he/she/Ud. would talk
nosotros	-íamos	hablaríamos we would talk
ellos / ellas / ustedes	-ían	hablarían they/Uds. would talk

Certain verbs use irregular stems instead of the infinitive. (As you may recall, **these are the same verbs that use irregular stems for the future tense**). You should know the conditional

conjugations for the following twelve verbs. The good news is that the conditional endings are always the same, regardless of whether the stem is regular or irregular.

<u>Infinitive</u>	<u>stem used for conditional</u>	<u>conjugations</u>
decir	dir-	diría, dirías, diría, diríamos, dirían
haber	habr-	habría, habrías, habría, habríamos, habrían
hacer	har-	haría, harías, haría, haríamos, harían
podér	podr-	podría, podrías, podría, podríamos, podrían
poner	pondr-	pondría, pondrías, pondría, pondríamos, pondrían
querer	querr-	querría, querrías, querría, querríamos, querrían
caber	cabr-	cabría, cabrías, cabría, cabríamos, cabrían
saber	sabr-	sabría, sabrías, sabría, sabríamos, sabrían
salir	saldr-	saldría, saldrías, saldría, saldríamos, saldrían
tener	tendr-	tendría, tendrías, tendría, tendríamos, tendrían
valer	valdr-	valdría, valdrías, valdría, valdríamos, valdrían
venir	vendr-	vendría, vendrías, vendría, vendríamos, vendrían

Here are some examples with the conditional:

Yo compraría esa camisa, pero no tengo dinero.
I would buy that shirt, but I don't have any money.

Ella iría al cine contigo, pero tiene que trabajar.
She would go to the movies with you, but she has to work.

THE SUBJUNCTIVE MOOD

The subjunctive is a **mood**, not a tense. It stands in contrast to the indicative mood, which is the form you learned in Spanish I and II. The term “mood” refers to the speaker’s attitude toward what she is saying. The speaker uses the indicative when she is talking about things she regards as certain, factual, real – i.e., actions and events that belong to the realm of her **experience** of the world (note that “experience” includes things one “knows” indirectly through books, TV, other people, etc.). She uses the subjunctive to talk about actions and events that she regards as being in some way doubtful, uncertain, not factual, even impossible – i.e., actions and events that belong to the realm of **non-experience** from her point of view.

You need to know when to use the subjunctive as opposed to the indicative. Briefly, the most common use of the subjunctive is in dependent clauses (usually introduced by the word *que*) where the verb or verb phrase in the main clause expresses “non-experience” (doubt/uncertainty/denial, desire/hope/wish, indirect command, emotion, or impersonal “necessity”). If the verb in the main clause expresses certainty or fact (including personal opinion considered fact by the holder of that opinion), or if it simply conveys information, then use the indicative. For the final exam, you must be able to make the subjunctive-versus-indicative distinction in this sort of sentence. Know the

“triggers” for S and I as outlined in the handouts on the subjunctive!! It may be helpful to remember the “magic picture frame” concept we discussed in class (if the frame has a picture in it, use indicative; if not, use the subjunctive).

The subjunctive mood can occur in (most) any tense. You must know the forms and uses for the following:

- present subjunctive
- *nosotros* commands, which use the *nosotros* form of the present subjunctive
- imperfect subjunctive (including its use with the conditional in counterfactual statements)
- present perfect subjunctive
- pluperfect (*pluscuamperfecto*) subjunctive

Let’s look briefly at each of these.

PRESENT SUBJUNCTIVE (see text p. 94-97, 100, 151, 152, 154; see also handout packets)

This topic is amply covered in the text and, especially, in the handout materials you received. Be sure you know the following:

- The three-step process for forming the PRESENT subjunctive for regular verbs:
 1. take the present indicative *yo* form of the verb
 2. drop the *-o*
 3. add the endings that feature the “opposite” theme vowel (-e, -es, -e, -emos, -en for -AR verbs; and -a, -as, -a, -amos, -an for -ER and -IR verbs).
- The present subjunctive forms for the common irregulars – i.e., the DISHES:

<u>dar</u>	<u>ir</u>	<u>saber</u>	<u>haber</u>	<u>estar</u>	<u>ser</u>
dé	vaya	sepa	haya	esté	sea
des	vayas	sepas	hayas	estés	seas
dé	vaya	sepa	haya	esté	sea
demos	vayamos	sepamos	hayamos	estemos	seamos
den	vayan	sepan	hayan	estén	sean

- How to handle verbs that require a spelling change to preserve the pronunciation of the final consonant in the stem (-car: c→qu; -gar: g→gu; -zar: z→c). REMEMBER: These spelling changes are only required with a fairly limited set of verbs (examples include *sacar* and *practicar*, *llegar* and *entregar*, and *comenzar* and *empezar*), and even with these verbs, ONLY in certain forms (i.e., ALL of their PRESENT subjunctive forms, and the *yo* form of the preterite indicative tense).
- How to handle certain *-ir* verbs that require a vowel change – either [e → i] or [o → u] – in the *nosotros* form (recall that these are the same vowel changes that occurs in the third person preterite forms of these verbs). Examples: *dormir* (**dur**mamos), *pedir* (**pid**amos). Other verbs in this category you must know: *morir*, *sentir*, *servir*, *divertirse*, *preferir*, *repetir*, *seguir*.

PRESENT PERFECT SUBJUNCTIVE (see text p. 223-224 for indic, p. 309 for sbjv)

The “triggers” for the subjunctive are essentially the same for all tenses. The only difference is the tense of the trigger itself, the presence of adverbs of time (*ayer*, etc.) and/or the overall context of the sentence.

In English the present perfect is expressed by means of the auxiliary verb “have” plus the past participle. The present perfect in Spanish is also a compound tense consisting of two elements:

Present perfect = present tense conjugated haber + past participle

The conjugations for the present indicative and present subjunctive of *haber* are as follows:

<u>Subject</u>	<u>Present indicative of haber</u>	<u>Present subjunctive of haber</u>
yo	he	haya
tú	has	hayas
él / ella / usted	ha	haya
nosotros	hemos	hayamos
ellos / ellas / ustedes	han	hayan

After the appropriate form of *haber* comes the past participle of the main verb. A past participle may be **regular** or **irregular**. Verbs that have **regular** past participles follow these rules:

-AR verbs (hablar, cambiar, etc.)

1. Drop the **-ar** of the infinitive.
2. Add the ending **-ado**

Examples: hablado, cambiado

-ER and -IR verbs (comer, vivir, etc.)

1. Drop the **-er** or **-ir** of the infinitive.
2. Add the ending **-ido**.

Examples: comido, vivido

Indicative example: Yo sé que tú **has ganado** todos los partidos.
(I know that you have won all the games/matches.)

Subjunctive example: Dudo que tú **hayas ganado** todos los partidos.
(I doubt that you have won all the games/matches.)

Many common verbs have irregular past participles. These must be memorized. For the final exam you must know the following. The RREV MAC PHDD acronym may help you to remember them: <http://www.youtube.com/watch?v=2Cpns6KC4LY>

R	resuelto	resolver	to solve, to resolve
R	roto	romper	to break, to tear
E	escrito	escribir	to write

V	visto	ver	to see
V	vuelto	volver	to return
M	muerto	morir	to die
A	abierto	abrir	to open
C	cubierto	cubrir	to cover
P	puesto	poner	to put
H	hecho	hacer	to do, to make
D	dicho	decir	to say, to tell
D	descubierto	descubrir	to discover

Note that you can't insert any other words between conjugations of **haber** and a past participle – i.e., **the two parts of this tense form an indivisible unit.**

PLUPERFECT (*PLUSCUAMPERFECTO*) SUBJUNCTIVE (text p. 309)

In English the past perfect is expressed by means of the auxiliary verb “had” plus the past participle. The “formula” for the past perfect in Spanish is this:

Pluperfect = impefect tense conjugated **haber** + past participle

The indicative and subjunctive forms of the past tense of *haber* are as follows:

<u>Subject</u>	<u>Imperf. indic. of <i>haber</i></u>	<u>Imperf. sbjv. of <i>haber</i></u>
que yo	había	hubiera
que tú	habías	hubieras
que él / ella / usted	había	hubiera
que nosotros	habíamos	hubiéramos
que ellos / ellas / ustedes	habían	hubieran

The past participle portion of the “formula” works the same with the pluperfect as it does with present perfect, regardless of the mood (subjunctive or indicative).

Indicative example: Carlos y yo sabíamos que ella ya **había visto** la película.
(Carlos and I knew that she had already seen the movie.)

Subjunctive example: Carlos y yo no creíamos que ella ya **hubiera visto** la película.
(Carlos and I didn't believe that she had already seen the movie.)

IMPERFECT (PAST) SUBJUNCTIVE (text p. 201-202)

The past subjunctive is formed in the following manner. There are NO exceptions to this rule – but note that **Step #1 assumes that you can handle verbs that are irregular in the preterite:**

1. Take the 3rd person plural (ellos/ellas) form of the **preterite** indicative tense of the verb.
2. Drop the *-on* ending.
3. Add one of the following endings as appropriate:

<u>Subject</u>	<u>past subjunctive ending</u>
que yo	-a
que tú	-as
que él / ella / usted	-a
que nosotros	-amos ← needs accent on preceding vowel
que ellos / ellas / ustedes	-an

Examples with *hablar*, *comer* and *saber* (note that this last verb has **irregular** preterite forms):

que yo	hablara	comiera	supiera
que tú	hablaras	comieras	supieras
que él / ella / usted	hablara	comiera	supiera
que nosotros	habláramos	comiéramos	supiéramos ← Accents!
que ellos / ellas / ustedes	hablaran	comieran	supieran

Note the accent in the *nosotros* forms.

CONSTRUCTIONS THAT USE THE SUBJUNCTIVE MOOD

1. Classic “non-experience” main clauses followed by a dependent clause with *que*.

As stated above, the most common use of the subjunctive is in “dependent” clauses (usually introduced by the word *que*) where the verb or verb phrase in the first or main clause expresses “non-experience.” Here are some subcategories with examples of what we have called “triggers” in this course. The triggers are underlined. Note that these are examples, not an exhaustive list.

Doubt	<u>Dudo que</u> Marta haya terminado la tarea. <u>No creen que</u> tengas quince años. <u>Es posible que</u> Miguel llegue tarde. <u>Es imposible que</u> sepan la respuesta. ← [impossibility triggers SBJV!!]
Desire/want/ hope/wish	<u>Quieren que</u> yo vaya al doctor. <u>Ojalá que</u> ganen el partido. <u>Esperamos que</u> estés bien.
Indirect commands/ Suggestions	<u>Dice que</u> comas la manzana. ← [relayed order – as opposed to mere info] <u>Recomiendo que</u> estudies mucho. <u>Sugerimos que</u> se acuesten temprano.

Impersonal need	<u>Es necesario que</u> practiquemos todos los días. ← [note ‘c-to-qu’ change!] <u>Es importante que</u> dejen de fumar. [dejar de + inf. = ‘to stop ____-ing’]
Emotion (see text p 151)	<u>Temo que</u> mi hermano se lastime en el partido. <u>Nos preocupa que</u> no hagas la tarea. <u>Siento que</u> tu abuela haya muerto. <u>Me alegro de que</u> estés aquí.

Note that this last category is somewhat problematic, since verbs of emotion like *alegrarse* trigger the subjunctive, even when they refer to events that are clearly part of the speaker’s experience (“I’m glad that you are here – and I see that you’re standing right in front of me”).

ALSO NOTE THAT THE VERBS IN THE TRIGGERS THEMSELVES ARE (USUALLY) IN THE INDICATIVE MOOD!!

2. CHAD-ATE adverbials (see handout packet, also text p. 204 [points #1 & #2 of summary])

The following adverbial expressions SOMETIMES trigger the subjunctive, but NOT always.

Cuando	when
Hasta que	until
Aunque	although / even though
Después de que	after
Así que	as soon as [but this term usually means “thus” or “so”]
Tan pronto como	as soon as
En cuanto	as soon as

In order to decide in any given case whether one of these adverbials triggers the indicative or the subjunctive, we have to analyze the meaning of the sentence. If the person is talking about a habitual action, or one that is already over and done with (this would normally involve the use of the preterite tense), then use the indicative throughout. Examples:

Cuando llega mi papá, siempre me trae dulces. [traer = to bring]
When my dad arrives, he always brings me candy.

En cuanto llegó mi papá, me dio los dulces. [note the use of the preterite tense here]
As soon as my dad arrived, he gave me the candy.

If the sentence refers to an event or situation that *has not yet happened*, or **had not yet happened** with respect to the time frame established by the rest of the sentence), use the subjunctive form of the verb that IMMEDIATELY FOLLOWS the adverbial. Here are four examples that illustrate this scenario in the present tense and in the past tense:

En cuanto llegue mi papá, me va a dar los dulces.

As soon as my dad arrives [he hasn't yet], he is going to give me the candy.

En cuanto llegara mi papá, me iba a dar los dulces.

As soon as my dad arrived [he hadn't yet at this point in time], he was going to give me the candy.

Pedro dice que cuando termine su tarea, nos llevará al cine.

Pedro says that when he finishes his homework [he hasn't yet], he will take us to the movies.

Pedro dijo que cuando terminara su tarea, nos llevaría al cine.

Pedro said that when he finished his homework [he hadn't yet when he said this], he would take us to the movies.

3. ESCAPA adverbials (see handout packet, also text p. 204 [point #3 of summary])

The following adverbials ALWAYS trigger the subjunctive. Again, the verb in subjunctive is the one that comes right after the adverbial.

En caso de que	in case (that)
Sin que	without
Con tal (de) que	provided that
A menos que	unless
Para que	in order that, so that
Antes (de) que	before

As you know, the ESCAPA adverbials can trigger either the present or the imperfect subjunctive, depending on the time frame of the sentence. Here two examples, one in each tense:

Anita lleva un paraguas en caso de que llueva. [llover = to rain; o→ue stem changer]
Anita carries an umbrella in case it rains.

Anita llevaba un paraguas en caso de que lloviera.

Anita carried an umbrella in case it rained.

4. Counterfactual statements with past subjunctive & conditional (“TYPE 3” si clauses)

“Type 3” si-clauses are counterfactual statements that take the form, “If x were true, then y would happen.” To form counterfactuals, use this two-part formula:

Si + verb in past (imperfect or pluperfect) subjunctive, verb in conditional

Si estudiaras, sacarías buenas notas. (*If you studied, you would get good grades.*)

Si me hubiera llamado, la habría recogido. (*If she had called, I would have picked her up.*)

Note that you can switch the order of these parts – i.e., the conditional clause can come first, with the *si + past subjunctive* clause following:

Yo te llevaría al cine si tuviera un carro. (*I would take you to the movies if I had a car.*)

In all cases, however, the clause introduced by *si* is the one that contains the past subjunctive (remember: “s” goes with “s”).

5. Counterfactual statements with *como si + past subjunctive* (“TYPE 4” *si* clauses)

Like their English equivalents, these expressions are used to describe a person or situation by reference to something that may seem to be true about that person or situation – but really isn’t. In English we use the phrase “as if,” and in Spanish, “*como si*.” Examples:

She spends as if she had a lot of money.	Gasta como si tuviera mucho dinero.
They dance as if they were drunk.	Bailan como si estuvieran borrachos.
He walks as if his foot hurt him.	Camina como si le doliera el pie.
You talk as if you were the best player.	Hablas como si fueras el mejor jugador.

Notice the pattern in the above examples:

Clause in indicative + (*como si + past subjunctive*)

The phrase *como si* is always a subjunctive trigger. More specifically, it triggers the use of the **past subjunctive** in the verb that immediately follows.

Note that in normal speech and writing the clause in indicative will come first, followed by the counterfactual portion.

Note also that the indicative clause may be in the preterite or imperfect tense. For example:

Before you talked as if you were the best player.
Antes hablabas como si fueras el mejor jugador.

6. Unknown or nonexistent subjects (handouts, text p. 260)

A simple example should suffice to illustrate the difference between known and unknown subjects. If I have a blue-eyed dog, and he gets lost, I’d tell people this:

Busco un perro que tiene ojos azules. [I have in mind a specific, actual dog – my dog.]

If I want to buy a dog that has blue eyes, but I don't have a specific one in mind, I'd say this:

Busco un perro que tenga ojos azules. [I'd like to have such a dog, but I don't yet.]

The same sort of logic applies when we speak of things that don't exist. For example, if nobody in our class speaks Quechua, but someone does speak French, we'd say

En esta clase no hay nadie que hable quechua, pero sí hay alguien que habla francés.

Other examples:

No existe ningún hombre que pueda correr veinte millas en una hora.

No conozco a nadie que sepa tocar el piano.

No hay mal que por bien no venga. [a common saying, as you may recall]

7. Expressions of disagreement and denial

The logic here is the same as with nonexistent subjects. Examples:

No es verdad que Marta sea antipática.

Niego que mi hermano tenga la culpa.

But when we **don't** deny, disagree, etc., then the indicative must be used in the following verb:

No niego que mi primo es tacaño. [in effect, no niego que = es cierto que = creo que]

Expressions of disagreement and denial can also be thought of as belonging to the subcategory of doubt.

(END OF SUBJUNCTIVE SECTION)

OBJECT PRONOUNS (text p. 137-138; 187, 189; see also handout packets)

There are three main types of object pronoun in Spanish: reflexive (RPs), indirect (IDOPs), and direct (DOPs). Unlike English, Spanish places OPs **BEFORE** the conjugated verb:

RP example:	Ellos se bañan.	They bathe (themselves).
IDOP example:	Ella me escribió.	She wrote to me.
DOP example:	Yo te veo.	I see you.

As you know, in some situations a verb has to stay in the infinitive form – for example, if the verb immediately follows a conjugated form of a “helper” verb like *deber* (should) or *poder* (can, to be able to). If an object pronoun is used in such a “**two-verb construction**,” the OP can **either** be attached to the end of that infinitive, **or** placed in front of the conjugated helper verb as a separate word. Here’s an example using *bañarse* (to bathe oneself, take a bath):

Yo tengo que bañarme.	OR	Yo me tengo que bañar.
Ana quiere escribirme.	OR	Ana me quiere escribir.
Nosotros podemos verte.	OR	Nosotros te podemos ver.

Reflexive Pronouns And Reflexive Verbs. The Spanish IV final won’t focus specifically on reflexives, but since (a) they occur so frequently in the language, and (b) they still seem to cause confusion, I’ve included these comments. **You have to know how to conjugate a reflexive verb**, regardless of the tense or mood it may be in.

Remember, a reflexive verb is one in which the person who performs the action and the person who receives the action are one in the same (i.e., the person performs the action on himself). For some Spanish verbs it is fairly clear why they are reflexive (e.g., *lavarse*, to wash oneself or a part of oneself); for other verbs, the logic is not readily apparent to an English-speaking student, and you just have to learn that they are reflexive in Spanish (e.g., *darse cuenta de*, to realize).

When conjugating reflexive verbs, follow these two steps:

1. First, identify the subject of the reflexive verb and choose the correct reflexive pronoun (RP). The RPs appear below (note that *le* is **NOT** one of them!!). Remember, unless it’s a command, **a conjugated reflexive verb must always have a reflexive pronoun out in front, as a separate word.**

If the subject of the
reflexive verb is:

Use this RP:

yo	me
tú	te
él / ella / usted	se
nosotros	nos
ellos / ellas / ustedes	se

2. Second, conjugate the main part of the verb according to the rules of Spanish grammar (i.e., according to person, number, tense, and mood). Here are examples of exercises you might encounter:

Ayer / yo / [acostarse] / a las ocho. →→ Ayer yo me acosté a las ocho.

Yo / dudar / Jorge / [levantarse] / a las seis. →→ Dudo que Jorge se levante a las seis.

Please, please remember that *nosotros* and *nos* are **NOT** interchangeable!! The word *nos* means “(to) ourselves” if reflexive, and “(to) us” if used as an IDOP or DOP. **ONLY NOSOTROS MEANS “WE”!!!!!!!!!!!!!!** (And “our” is *nuestro/os/a/as*, by the way)

Indirect Object Pronouns. The IDOPs are as follows:

<u>IDOP</u>	<u>English meaning</u>	
me	To/for me	
te	To/for you (fam.)	
le (se)	To/for him/her/Ud.	← Note <i>se</i> stands in for <i>le</i> in some cases (see below)
nos	To/for us	
les (se)	To/for them/Uds.	← Note <i>se</i> stands in for <i>les</i> in some cases (see below)

Remember, an IDOP answers the question “To or for whom?” with respect to the verb. In the sentence, “I threw it to him,” the word “him” is acting as an IDOP (Threw to whom? To **him!**)

Note that many important Spanish verbs take IDOPs. You need to know the **meaning** and proper **use** of *gustar*, *faltar*, and the other ten verbs on p. 137 of your text. Note that, with these verbs, the conjugation (which tells us **what or who** is pleasing, lacking, surprising, etc., to somebody) and the IDOP (which tell us **to whom** something is pleasing, lacking, surprising, etc.) are **totally unrelated matters**. For example, a book can interest anyone (*Me/Te/Le/Nos/Les interesa el libro*), as can two books (*Me/Te/Le/Nos/Les interesan los libros*).

Direct Object Pronouns. The DOPs are as follows:

<u>DOP</u>	<u>English meaning</u>	
me	me	
te	you (fam.)	
lo/la	him/her/Ud./it	← Note gender agreement is required
nos	us	
los/las	them/Uds./them	← Note gender agreement is required

Remember, a DOP answers the question “Whom or what?” In the sentence, “I threw it to him,” the word “it” is acting as a DOP (Threw what? Threw **it!**).

Double-Object Expressions. If you have to use two object pronouns in the same expression, remember the following rules:

- The RID acronym tells you what the order of the pronouns has to be:

RID order → Reflexive – Indirect – Direct

- With two-verb constructions, you can put the two OPs directly in front of the conjugated verb, **OR** you can attach them to the end of the infinitive and put an accent over the infinitive vowel:

¿El libro? → **Te lo voy a dar.** **OR** **Voy a dártelo.**

¿Las flores? → **Se las debes mandar.** **OR** **Debes mandárselas.**

- Per the so-called “la-la” rule, Spanish does not allow the IDOPs *le* and *les* to be combined with the DOPs *lo*, *la*, *los*, or *las*. To avoid such combinations, *se* (which is usually an RP) acts as an IDOP and replaces *le* or *les*:

Yo les leí el libro. → **Yo se lo leí.** (*les* becomes *se* to avoid “les lo”)
(I read the book to them.) **(I read it to them.)**

SER vs. ESTAR (p. 124-127; see also handout)

These two verbs both mean “to be,” but they are used in different ways. In general, *ser* is used for inherent traits of a person or thing, and *estar* is used for states and conditions that change (and even with some states that are irreversible, such as death and being broken beyond repair). This year we learned two acronyms which, while not perfect, capture most of the main differences between the two verbs:

SER = “TOMATO PI”

- Time/date → Hoy es martes, son las cinco
- Origin → Somos de Guatemala.
- Material → La puerta es de madera.
- Attribute → Marta es inteligente, tú eres alto.
- ‘Take place’ → La conferencia es en la sala #2.
- Ownership → El libro es de Juan.
- Profession/job → María es doctora, Juan es carpintero.
- Impersonal expressions → Es bueno que, es malo que, es necesario que, es posible que, etc.

ESTAR = “HELP-C” (or “CHELP”)

- Health → ¿Cómo estás? Estoy bien, gracias.
- Emotions → Ella está feliz.
- Location → Perú está en Sudamérica.
- Progressive tenses → Estoy trabajando, estabas leyendo
- Conditions → Los platos están limpios; el gato está muerto (note that first condition is reversible, but second is irreversible)

YOU MUST KNOW how to conjugate both *ser* and *estar* in ALL tenses and moods we have learned, including the present indicative. Do you?

“SI” CLAUSES (handouts)

This chart gives the “formulas” for and examples of the four types of “if” clauses you have studied.

Categoría I → situaciones habituales/generales: SI + PRES INDIC, PRES INDIC

¿Qué haces si...	nieva mucho?	Si nieva mucho, yo me pongo las botas.
	tienes mucha tarea?	Si tengo mucha tarea, yo la hago en casa.
	te miente tu amigo/a?	Si me miente mi amigo/a, yo me enojo.
	te regaña la profesora?	Si me regaña la profesora, yo me siento mal

Categoría II → situación específica del futuro: SI + PRES INDIC, FUTURO SI + PRES INDIC, MANDATO

¿Qué harás si...	nieva mucho?	Si nieva mucho, yo me pondré las botas.
	tienes mucha tarea?	Si tengo mucha tarea, yo la haré en casa.
	te miente tu amigo/a?	Si me miente mi amigo/a, yo me enojaré.
	te regaña la profesora?	Si me regaña la profesora, yo me sentiré mal.
¿Qué hago si... (Qué debo hacer si...)	nieva mucho?	Si nieva mucho, ponte las botas.
	tengo mucha tarea?	Si tienes mucha tarea, hazla en casa.
	me miente mi amigo/a?	Si te miente tu amigo/a, no te enojés, habla con él/ella.
	me regaña la profesora?	Si te regaña la profesora, no te sientas mal – ¡aprende!

Categoría III → situación hipotética [counterfactual]: SI + PAST SBJV, COND SI + PAST PERF SBJV, COND PERF

¿Qué harías si...	nevara mucho?	Si nevara mucho, yo me pondría las botas
	tuvieras mucha tarea?	Si tuviera mucha tarea, yo la haría en casa.
	te mintiera tu amigo/a?	Si me mintiera mi amigo/a, yo me enojaría.
	te regañara la profesora?	Si me regañara la profesora, yo me sentiría mal.
¿Qué habrías hecho si...	hubiera nevado mucho?	Si hubiera nevado mucho, yo me habría puesto las botas.

Categoría IV → situación hipotética [counterfactual]: COMO SI + PAST SBJV

¿Cómo ____ Paco?	(camina)	Paco camina como si le doliera el pie.
	(baila)	Paco baila como si fuera un elefante.
	(habla)	Paco habla como si conociera a Shakira.
	(come)	Paco come como si no tuviera mucha hambre.
	(gasta)	Paco gasta como si fuera rico.
	(juega)	Paco juega como si no practicara nunca.
	(canta)	Paco canta como si tuviera un gato en la garganta.
	(bebe)	Paco bebe como si acabara de cruzar el desierto.

EL IMPERATIVO -- COMMANDS IN SPANISH

The term *el imperativo* refers to the **command forms** of Spanish verbs (the word for “command” is *el mandato*). As you know, we can summarize the various command forms by means of a chart (see below). The upper-left box of the chart (affirmative *tú* forms) has its own rules: same as third-person singular of present indicative, if regular; the “song” forms, for the eight common irregulars). ALL of the other seven boxes use the corresponding form of the present subjunctive for the command forms. This last statement also applies to the DISHES (the six common verbs that are irregular in the present subjunctive).

Person(s) being addressed	<u>Affirmative command</u>	Negative command
Tú	Regular: 3rd person sing. habla come escribe cierra Irregulars: “Song”: pon-ten-ven-haz-di-sal-sé-ve	No + tú form of sbjv No hables No comas No escribas No cierres No pongas, no tengas, etc.
Usted	usted form of sbjv hable coma escriba cierre salga	No + usted form of sbjv No hable No coma No escriba No cierre No salga
Ustedes	ustedes form of sbjv hablen coman escriban cierren salgan	No + ustedes form of sbjv No hablen No coman No escriban No cierren No salgan
Nosotros	nosotros form of sbjv* hablemos comamos escribamos cerremos salgamos	No + nosotros form of sbjv No hablemos No comamos No escribamos No cerremos No salgamos

*Exception: use *vamos* for aff. *ir*

When object pronouns (reflexive, indirect, or direct) are used with commands, the OP goes AFTER the AFFIRMATIVE command form (i.e., **attached** to it to make **one** word), and BEFORE the NEGATIVE command form (as a separate word after “no”). Also, if the resulting affirmative command has more than two syllables, put an accent over the stressed vowel (which is the same vowel that is stressed in the “bare” command). Examples:

Decir (tú):	Ana, dime la verdad.	<i>BUT</i>	Ana, no me digas mentiras.
Dar (tú):	Paco, dáselo [el lápiz].	<i>BUT</i>	Paco, no se lo des.
Preguntar (Ud.):	Pregúntele a la profesora.	<i>BUT</i>	No le pregunte.
Levantarse (Uds.):	Chicos, levántense.	<i>BUT</i>	Chicos, no se levanten.
Comer (nosotros):	Comámoslas. [the apples]	<i>BUT</i>	No las comamos.

Don't forget the “song” for the *tú* irregulars. Here are the forms for the eight very common verbs that have irregular affirmative *tú* command forms. They appear here in “song” order:

poner	→	pon	(put)
tener	→	ten	(have)
venir	→	ven	(come)
hacer	→	haz	(do, make)
decir	→	di	(say, tell)
salir	→	sal	(leave, go out [with])
ser	→	sé	(be) ← NOTE ACCENT!!
ir	→	ve	(go)

POR vs. PARA (see text p. 357-361, handouts)

Both of these prepositions can mean “for,” but each has its own set of uses. You must know when to use one as opposed to the other. Here are the uses/distinctions you need to know for the final exam:

POR

because of, due to (*No jugué por mi tobillo.*)
 for the sake of (*Se sacrifican por sus hijos.*)
 through or by (*Voy por México.*)
 in exchange for (trade, purchase)
 “per” (*diez millas por hora*)
 duration (*Dormí por ocho horas.*)
 object of an errand (*Fui por pan.*)
 taking the place of (*Juan fue por mí.*)
 before an inf. meaning something yet to be done.
 (*Todavía nos queda mucho por hacer.*)
 agent marker for true passive voice (see that topic)

PARA

purpose, use, “in order to” (*Tengo un vestido para la fiesta; Necesito dinero para comprar comida*)
 intended recipient (*un regalo para mi tío*)
 destination (*Voy para México.*)
 employment (*Yo trabajo para Microsoft.*)
 deadline (*Debo terminar la tarea para mañana.*)
 exception to generalization (*Es alto para un niño*)
 viewpoint (*Para mí, Shakira es muy talentosa.*)

THE *SE* CONSTRUCTION TO TALK ABOUT UNINTENTIONAL EVENTS

The construction *se* + indirect object pronoun + conjugated verb is used to talk about unintentional events. In other words, these expressions imply that what happened was not on purpose (and maybe even beyond one’s control). Such expressions do not have a good equivalent in English, although the little phrase “on me”/“on her”/“on him”/“on us”/etc. conveys a similar sense (“The car broke down on me”). In English, however, the “on me” and its relatives are uncommon and only used in very informal settings, whereas the *se*-IDOP-verb construction is quite common in Spanish and can be used in formal speech or writing.

When using this construction, you have to deal with two **separate** decisions,:

1. which IDOP to use (*me, te, le, nos, or les*); and
2. which conjugation of the verb to use – either 3rd person singular or 3rd person plural (the tense will often be the preterite indicative, but **ANY tense/mood combination is possible, as the examples in the chart on the next page illustrate**).

The IDOP indicates **to whom** the event happened – the “victim(s),” so to speak.

The verb conjugation merely indicates if the event involved **one item (3rd person singular), or more than one item (3rd person plural)**. Here are some examples. Note that in each case the IDOP, on the one hand, and the verb conjugation (3rd sing vs. 3rd plural), on the other, are **independent** variables – that is, there is a “**WALL OF SEPARATION**” between these elements (see **CHART** on next page).

Se me quemó el pan.	The bread got burned (on me).
Se me quemaron las galletas.	The cookies got burned (on me).
Se nos quemó el pan.	The bread got burned (on us).
Se nos quemaron las galletas.	The cookies got burned (on us).
Se le acabó la leche.	She ran out of milk.
Se le acabaron las galletas.	She ran out of cookies.
Se les acabó la leche.	They ran out of milk.
Se les acabaron las galletas.	They ran out of cookies.

Note that a clarifying phrase starting with *a* (“to”) can be added (usually at the beginning of the sentence) in order to clarify exactly to whom the event happened. Examples:

A Juan se le rompió el espejo.	The mirror broke “on” Juan (he’s the “victim”).
A mis primas se les olvidó el libro.	My cousins forgot the book (it slipped their mind).

You should know the meanings and conjugation (including preterite) of the verbs most commonly used in this construction: *perder, acabar, descomponer, olvidar, caer, romper, quemar, and quedar*. (Note: all are regular in the preterite except for *caer*, which has *cayó* and *cayeron* in the 3rd person; and *descomponer*, which follows the pattern of *poner* [stem = *pus-*, no accents on endings], thus giving us *descompuso* and *descompusieron* in the 3rd person).

SEE CHART ON FOLLOWING PAGE →→→

SE CONSTRUCTIONS TO TALK ABOUT UNINTENTIONAL EVENTS

To whom did it happen? (clarifying phrase) +	SE	+	To whom did it happen? (IDOP)	+	Verb in 3 rd person (sing. or plural)	+	Items involved (sing. or plural)
A mí	se		me		quemaron		las galletas
A ti	se		te	← →	olvidó		el libro
A él / ella / Ud.	se		le		acabaron		las manzanas
A nosotros	se		nos	← →	descompuso		el carro
A ellos / Uds.	se		les		perdieron		las llaves



- Carlos always loses his key. → A Carlos siempre se le pierde la llave.
- My parents ran out of juice. → A mis padres se les acabó el jugo.
- Your sister's car broke down. → A tu hermana se le descompuso el carro.
- You dropped your wallet. → A ti se te cayó la cartera.
- They will burn the pizza. → A ellos se les quemará la pizza.

PASSIVE VOICE (text p. 407, handouts)

As noted in the text, the true passive voice is used much less in Spanish than in English. Its structure is very similar to its English counterpart. Compare these two sentences:

ACTIVE VOICE: Carlos Fuentes escribió ese libro.

PASSIVE VOICE: Ese libro fue escrito por Carlos Fuentes.

As in English, when we change from the active to the passive voice, the active subject (*Carlos Fuentes*) becomes the so-called “agent” in the passive sentence, and the active object (*ese libro*) becomes the subject of the passive sentence. Here, then, is the “formula” for the passive voice:

SUBJECT (active obj.) + conj. of *SER* + PAST PARTICIPLE + POR + AGENT (active subj.)

Note that *ser* may be conjugated in ANY person, tense and mood, depending on the needs of the sentence. **USE THE SAME TENSE AND MOOD AS YOU WOULD HAVE IN AN ACTIVE SENTENCE.** The form of *ser* used has to agree with the passive sentence’s subject, of course. Also, since the past participle has an adjectival function here, it must agree in number and gender with the subject of the passive sentence. In the following examples, note the subject-verb agreement, noun-adjective (i.e., subject – past participle) agreement, and the variety of tenses/moods:

La mujer fue rescatada por los bomberos.	The woman was rescued by the firefighters.
Esas casas son vigiladas por la policía.	Those houses are watched by the police.
Los 49ers serán vencidos por los Gigantes.	The 49ers will be defeated by the Giants.
Yo había sido engañado por Shakira.	I had been deceived by Shakira.
Ana, dudo que seas invitada por Juan.	Ana, I doubt that you’ll be invited by Juan.

Note that when the past participle conveys some type of emotion, it is common to substitute *de* for *por* in the “formula.” Example: *El dictador era odiado de todos.* Also, the *por* + agent elements are sometimes omitted: *La mujer no murió; ella fue rescatada.*

PAST PARTICIPLES AS ADJECTIVES (handouts)

In addition to their adjectival use in the true passive voice, past participles can function as ordinary adjectives modifying nouns. When used in this way, a past participle **MUST** agree in number and gender with the noun it modifies, just as any other adjective would. Examples:

las puertas cerradas (the closed doors)	el asunto olvidado (the forgotten matter)
los papeles rotos (the torn papers)	la vaca muerta (the dead cow)

Note that the verb *estar* is used with past participles to describe the **STATE** or **CONDITION** that results from some action: *Las puertas están cerradas.* Don’t confuse this with the passive voice,

which focuses more on the action (and, often, who performed the action) and less on the resulting state or condition of the objects of the action (*Las puertas fueron cerradas por Pedro*).

PASSIVE SE (a.k.a. IMPERSONAL SE) (text p. 408)

In addition to acting as a reflexive pronoun (see section on OPs), *se* can function in passive/impersonal expressions. These expressions have no direct equivalent in English, but they are **EXTREMELY** common in Spanish. The construction *se* + (conjugated verb) is used to express what “you do/one does,” “what they say/think/etc.,” and “what is done/known/believed/etc.” The passive *se* is most commonly used with the third person singular form of the verb:

Se dice que...	It is said that... / They say that...
Se cree que...	It is believed that / They think that...
Se habla español.	Spanish is spoken [here]. (e.g., message on a sign)
No se sabe.	It is not known.
¡Así se hace!	That’s how one does it! / That’s how it is done!

However, if the verb refers to more than one thing or concept, then you use the third person plural conjugation. In the following examples, note (a) the differences in the verb conjugations (3rd singular vs. 3rd plural), and (b) the fact that ANY TENSE of the verb is possible

Se vendía leche allí. (Milk was sold there.)	BUT	Se venden tomates allí. (Tomatoes were sold there.)
Se hablará español. (Spanish will be spoken.)	BUT	Se hablarán español y francés. (Spanish and French will be spoken.)
Se lee “The Iliad” en esa clase. (You read “The Iliad” in that class.) (One reads “The Iliad” in that class.) (“The Iliad” is read in that class.)	BUT	Se leen muchos libros en esa clase. (You read many books in that class.) (One reads many books in that class.) (Many books are read in that class.)

ADVERBS ENDING IN -MENTE (text p. 384)

An adverb is a word that modifies a verb (*Caminan lentamente*), an adjective (*muy grande*), or another adverb (*Caminan muy lentamente*). Many Spanish adverbs end in the suffix *-mente*, which is often equivalent to the *-ly* suffix of English adverbs like “quickly.” To form such adverbs, you take the FEMININE form of the corresponding adjective and add *-mente*. Recall that adjectives ending in *-e* or a consonant are not “marked” for gender – i.e., the masculine and feminine forms look the same. For these adjectives, just add *-mente* to form the adverb. If the adjective has a feminine form ending in *-a*, use that form before adding *-mente*. Examples:

lento (slow)	→	lenta (fem. - marked)	→	lentamente (slowly)
feliz (happy)	→	feliz (fem., not marked)	→	felizmente (happily)

inteligente → inteligente (fem., not marked) → inteligentemente

Spanish has a quirky convention for dealing with two or more *-mente* adverbs in the same sentence: only the final adverb maintains the *-mente* suffix; it is dropped from all the others. This leaves what may look at first like one or more adjectives in the feminine form (whether marked or unmarked for gender), but the context tells us that these words are functioning as adverbs. Here is an example with three adverbs that end in *-mente* when they appear individually in a sentence. Note how the first two have to drop the suffix when all three are used in serial fashion in the same sentence:

Pedro siempre se porta respetuosamente (Pedro always behaves respectfully.)
Pedro siempre se porta cortesmente. (Pedro always behaves politely.)
Pedro siempre se porta sensatamente. (Pedro always behaves sensibly.)

Pedro siempre se porta respetuosa, cortés y sensatamente.
(Pedro always behaves respectfully, politely and sensibly.)

VERBS ENDING IN *-UIR* (text p. 394)

These verbs have a *y* in all forms of the present indicative EXCEPT *nosotros* (and *vosotros*). This means, of course, that ALL forms of the present subjunctive contain the *y*. In addition, two preterite indicative forms – 3rd singular and 3rd plural – contain the *y*, which means that ALL forms of the imperfect subjunctive contain the *y*. Examples with *construir*:

Present indic: construyo, construyes, construye, construimos, construís, construyen
Present subj: construya, construyas, construya, construyamos, construyáis, construyan
Pret. indic: construí, construiste, construyó, construimos, construisteis, construyeron
Imperf subj: construyera, construyeras, construyera, construyéramos, construyerais, construyeran

You should know the definitions and conjugations for the following verbs: *destruir*, *disminuir* (to diminish, to lessen), *distribuir*, *huir* (to flee), *incluir*, *sustituir*. The verb *oír* follows the same pattern in the present indicative (except for the *yo* form, *oigo*, which is the basis for the present subjunctive); *oír*, *leer* and *caer* follow it in the preterite indic. (and thus in imperfect subjunctive).

SABER VS. CONOCER

Both of these verbs mean “to know” – but they are used in different ways. You must know when to use one and when to use the other. Both have irregular *yo*-forms in the present indicative (*sé* and *conozco*). Remember, *saber* is highly irregular in the present subjunctive and the preterite indicative.

Saber means to know facts, information (to know “stuff” – which begins with ‘s’ like **saber**). Note that the facts one knows can be **about** people and places.

Yo sé que Pedro tiene quince años.

I know that Pedro is 15.

Nosotros sabemos que Pedro es alto.
Ellos saben que Lima es la capital del Perú.

We know that Pedro is tall.
They know that Lima is the capital of Perú.

The construction saber + infinitive is used to say that someone **knows how to** do something:

Yo sé nadar. I know how to swim.
Juan sabe tocar la flauta. Juan knows how to play the flute.

Conocer means to know, to be familiar with people and places. Note that with **persons**, you have to use the “**personal a**” (don't use it with places).

Yo conozco **a** Pedro. I know Pedro.
Tú conoces Lima. You know Lima (e.g., you've been there before)

This little “crossword” may help you to remember the uses of **conocer**:

			P			
			E			
C	O	N	O	C	E	R
I			P	O		
T			L	U		
Y			E	N		
				T		
				R		
				Y		

Remember that in the preterite tense each of these verbs undergoes a change in meaning. The preterite of *saber* (*supe, supiste, supo, supimos, supieron*) means “(I/you/she/etc.) **found out.**” The preterite of *conocer* (*conocí, conociste, conoció, conocimos, conocieron*) means “(I/you/she/etc.) **met** (someone for the first time).”

TO CONJUGATE, OR NOT TO CONJUGATE?

You have learned a good deal about when to conjugate verbs and when to leave them in the infinitive form. Here's a brief summary of what you should know (the following are generalizations and may not hold up in certain special circumstances – but they will for the purposes of the final exam):

You **CONJUGATE** a verb...

- When that verb follows an explicit or implied subject pronoun (yo, tú, él/ella/usted, nosotros, ellos/ellas/ustedes, etc.). As you know, the subject pronoun is often omitted in Spanish, since a conjugated verb's ending tells us much or all of what we need to know about its subject. Example:

Yo necesito un bolígrafo. = Necesito un bolígrafo.

Note that there can be a negative term, object pronoun or adverb in between the subject pronoun and the conjugate verb:

Ella no tiene un perro.

Carlos y Paco (ellos) siempre me dicen la verdad.

- When that verb comes after the conjunction *que* (“that”) in longer sentences having a “main clause” and a “subordinate clause.” In such situations the word *que* is introducing the subordinate clause, and you have to conjugate the verb that follows. **The only question is whether to conjugate the verb in the indicative or the subjunctive mood.** Examples:

Sabemos que María tiene tres hermanos. (*Sabemos que* is an indicative trigger.)

Dudo que Juan tenga un gato azul. (*Dudo que* is a subjunctive trigger.)

In general, then, conjugate a verb if it follows the word *que* (and here we mean the *que* that means “that,” and NOT *qué* with an accent, which means “what”). Note, however, that there are certain expressions in which verbs following the word *que* are left in the infinitive, not conjugated. The *que* in these expressions is actually playing a different grammatical role compared to the *que* just discussed, but it's probably easiest to simply memorize these as stock phrases that take the infinitive. The two you must know and remember are:

Tener que + infinitive

To have to _____

Tengo que estudiar.

Hay que + infinitive

It is necessary to _____

Hay que lavar el carro.

Use the **INFINITIVE** form of a verb...

- For the second verb in so-called two-verb constructions. There are many such constructions in Spanish. Note that some require a preposition such as *a* or *de* between the two verbs. Remember: **CONJUGATE FIRST VERB, INFINITIVE FOR SECOND VERB.** Examples:

¿Quieres **estudiar** conmigo?

Necesito **practicar** más.

Pedro no **puede jugar** hoy.

Ana y Julia **deben levantarse** temprano.

Voy a **hacer** la tarea. (Don't forget our old friend *ir + a + infinitive*!)

Ayer **trataron de abrir** la puerta. (Note: *tratar de + inf.* = to try to _____)

Mi sueño **es ganar** el campeonato. (“My dream **is to win** the championship”)

Note, however, that compound tenses are NOT two-verb constructions. They use a conjugated form of the appropriate “helper” verb –i.e., *haber* for the perfect tenses, and *estar* (usually) for the progressive tenses – plus a special verbal form that is NOT considered a conjugation: the past participle (*-ado/-ido* or REVVMACPHDD) for the perfect tenses, and the present participle (*-ando/-iendo*) for the progressive tenses.

- When the verb comes immediately **after** a preposition (*a, de, con, en, para, por, hasta*, etc.). In Spanish, if a verb follows a preposition, it **MUST** be in the infinitive. Compare this to English, which often uses the –ing form after prepositions:

No me gusta su forma **de pensar**.

I don't like his way of thinking.

Necesito un lápiz **para escribir**.

I need a pencil in order to write.

VOCAB & EXPRESSIONS

While any word/expression covered this year could potentially be on the final exam, the test will focus on two or three of the following areas presented in the text's *Así se dice* sections:

- Expressing *interés / indiferencia / aversión (disgusto)* (p. 9)
- Describing yourself and others (involves *ser* vs. *estar*) (p. 17, but mainly vocab. hand-out)
- Talking about responsibilities (p. 73)
- Talking about how food tastes (p. 89)
- Expressing qualified agreement & disagreement (p. 117)
- Talking about hopes and wishes (p. 125)
- Saying what needs to be done (i.e., impersonals with subjunctive) (p. 144)
- Giving and suggestions and recommendations, esp. with the subjunctive (p. 150 – but only *Te aconsejo que...*, *Recomiendo que...*, *Sugiero que...*, and *Es mejor que...*)

Be **absolutely sure** that you know basic vocab, expressions and rules such as:

- the MEANINGS of all the irregular verb forms you have to memorize!!
- *ir + a + infinitive* (if you have to ask what this means, you have some studying to do!!)
- the special verb *hay*:
 - hay = “there is / there are” (present indicative)
 - haya = “there is / there are” (present subjunctive)
 - había = “there was / there were” (imperfect indicative)

hubo = “there was / there were” as in “there occurred” (pret. indic.)
hubiera = “there was / there were” (imperfect subjunctive)
habrá = “there will be” (future indicative)
habría = “there would be” (conditional)

- OBJECT pronouns go BEFORE conjugated verbs (**Yo te veo**, NOT “Yo veo tú”)
- two-verb constructions (conjugate 1st, infinitive for 2nd)
- *nosotros* (we), *nos* ([to] us / [to] ourselves) and *nuestro/a/os/as* (our) are NOT interchangeable!
- The pronouns *se* and *le* are **NOT** interchangeable, although *se* sometimes has to stand in for *le*.
- The meanings, conjugations and basic differences between *ser* and *estar* – see p. 356 of text. A quick and semi-accurate way to distinguish their uses is to recall that the acronym HELP (health, emotions, location and progressive tenses) applies to *estar*, while *ser* is used for just about everything else – i.e., to identify and define people/things, describe appearance and personality, express time and date, etc.
- *Bien* and *bueno/a/os/as* are **NOT** interchangeable, nor are *mal* and *malo/a/os/as*.
- Adjectives **MUST** agree in number and gender with the nouns they modify.
- Verbs **MUST** agree in person and number with their subjects (*tú hablas*, *ellos hablan*)
- The phrase “tener un buen tiempo” is a monstrous literal translation; use *pasarlo bien*.
- The phrase “tuvimos divertido” is an ungrammatical, nonsensical, hideous abomination; use *nos divertimos*.
- The verb *gustar* does **NOT** mean “to like,” it means “to be pleasing to” – which means the Spanish syntax is “backwards” compared to English, and you have to use IDOPs.
- Literal translations of English phrasal verbs involving “get” (get up, get home, get out, get well, etc.) are execrable atrocities that are doomed to failure. Think of a verb you know in Spanish, and use that one (e.g., *llegar a casa* for “to get home,” *levantarse* for “to get up,” etc.).
- The conditional tense must not be confused with ER/IR forms of imperfect indicative tense – and don’t forget that the imperfect indicative has TWO sets of endings (-*aba*, etc. and -*ía* etc.)