

bia Perú Bolivia Argentina Venezuela Chile Cuba España
ca Ecuador Colombia Perú Bolivia Argentina Ven
o Guatemala Costa Rica Ecuador Colombia
bia Perú Bolivia Argentina Venezuela Chile
ca Ecuador Colombia Perú Bolivia Argenti
o Guatemala Costa Rica Ecuador Colom
bia Perú Bolivia Argentina Venezuela
ca Ecuador Colombia Perú Bolivia
o Guatemala Cost
bia Perú Bolivia

Sistema IE

TEACHING AND LEARNING
SYSTEM OF SPANISH AS A
FOREIGN LANGUAGE

Books for students

Grammar

Grammar

- Beginner
- Intermediate
- advanced



Internacional del Español
www.diplomaie.com
info@diplomaie.com

Spanish

FOREIGN LANGUAGE

10000

Sistema IE
TEACHING AND LEARNING
SYSTEM OF SPANISH AS A
FOREIGN LANGUAGE

BOOKS FOR STUDENTS

GRAMMAR

SISTEMA IE

A system of teaching and learning Spanish as a foreign language

Books for students.-**Grammar**

Second edition 2009

© **Copyrights: IE Internacional del Español.-** Quito Ecuador

www.diplomaie.com

info@diplomaie.com

Dra. Marcia García

Dr. José Aguirre

Jonathan Cassidy BA Hons

ISBN 9978-43-460

Copyright register 016871

Diagrams: IE Internacional del Español

Cover design: Espín Ilustraciones

Text adaptation: IE Internacional del Español

Print: xxxxxxxx

All rights reserved.

No part of this book may be reproduced or photocopied.

All enquiries should be addressed to:

IE INTERNACIONAL DEL ESPAÑOL

Joaquín Pinto E4-358 y Amazonas

Tel: (+5932) 2564 910 / 2506 508

Cell: ++593-98313628 24/7 Marcia

Cell: ++593-98313628 24/7 Jose

www.diplomaie.com - info@diplomaie.com

Quito - Ecuador - South America

ABOUT THIS BOOK

This book, **GRAMMAR**, has been created in order to offer a model system of teaching or learning of the Spanish language in a sequenced and progressive manner.

This book, **GRAMMAR**, incorporates the gramatical material necessary for a complete Spanish course.

Our applied study system has a simple structure that is very easy to follow. Its content as well as the vocabulary it uses, may be used and understood with no difficulty in any Spanish speaking country.

This book enables the student to acquire a high level of proficiency in spanish.

STRUCTURE

This book contains fourty five units on grammar, which follow a progressive sequence of Spanish study.

Specific Notes on Grammar are presented at the end of each level, in order to reinforce topics studied and effectively consolidate the understanding of Spanish grammar.

Different lists of vocabulary with translations in English, placed at the end of each level, facilitate the understanding of all material in this work.

Lastly, a complete dictionary of all the verbs utilised in this book, is presented at the end of the book.

TABLE OF CONTENTS

3 GRAMMAR LEVELS

Beginner Level	9
Intermediate Level	101
Advanced Level	201

Each level contains:

Notes on Grammar
Vocabulary

Dictionary of verbs	276
---------------------	-----

INDEX

BEGINNER LEVEL	9
Grammar: Unit 1 to Unit 17	11 to 76
Additional Notes	
Possessive Adjectives	28
Possessive Pronouns	29
Demonstratives Adjectives and Pronouns	38
The Gerund	56
Reciprocal Verbs	64
The verb Gustar	80
Notes on Grammar	
Interrogative words	83
The short form of Adjectives	89
Indefinite Adjectives and Pronouns	91
Vocabulary	93
INTEMEDATE LEVEL	101
Grammar: Unit 1 to Unit 12:	103 to 161
Notes on Grammar	
Adverbs	164
The Diminutive and the Augmentative	168
Comparatives and Superlatives	171
The Neuter Article “Lo”	177
Prepositions	178
The Active Voice and The Passive Voice	192
Vocabulary	194
ADVANCED LEVEL	201
Grammar: Unit 1 to Unit 16:	203 to 260
Notes on Grammar	
Relative pronouns:	263
Vocabulary	269
DICTIONARY OF VERBS	276

BEGINNER LEVEL

GRAMMAR

Unit 1	The Alphabet	11
Unit 2	Gender and Number	12
Unit 3	The Article	14
Unit 4	The Noun	16
Unit 5	The Adjective	20
Unit 6	The Basic Phrase	24
Unit 7	The Verb The Verb <i>to be</i> - SER	26
Unit 8	The Verb <i>to be</i> - ESTAR	31
Unit 9	Differences between SER and ESTAR	33
Unit 10	The Sentence: Types	34
Unit 11	The Present Tense.- Irregular Verbs	40
Unit 12	The Present Tense.- Regular Verbs	42
Unit 13	Basic Grammatical Structures	51
Unit 14	Reflexive Verbs	59
Unit 15	The Direct Object	66
Unit 16	The Indirect Object	71
Unit 17	Two-Object Pronouns	76

ADDITIONAL NOTES

Possessive Adjectives	28
Possessive Pronouns	29
Demonstratives Adjectives and Pronouns	38
The Gerund	56
Reciprocal Verbs	64
The verb Gustar	80

NOTES ON GRAMMAR

Interrogative words	83
The short form of Adjectives	89
Indefinite Adjectives and Pronouns	91

VOCABULARY	93
----------------------	----


 UNIT 1

THE ALPHABET

EL ALFABETO

Letra <i>Letter</i>	Nombre <i>Name</i>	Pronunciación <i>Pronunciation</i>	Ejemplo <i>Example</i>	Traducción <i>Translation</i>
a	a	/ah/	amigo	<i>friend</i>
b	be	/beh/	barco	<i>boat</i>
c	ce	/seh/	casa / cielo	<i>house / sky</i>
ch	che	/che/	chico / chica	<i>boy / girl</i>
d	de	/deh/	dinero	<i>money</i>
e	e	/eh/	enemigo	<i>enemy</i>
f	efe	/efeh/	fecha	<i>date</i>
g	ge	/heh/ /geh/	gente (f) / gato	<i>people / cat</i>
h	ache	/ache/	hermano	<i>brother</i>
i	i	/e/	iglesia	<i>church</i>
j	jota	/hota/	jamón	<i>ham</i>
k	ka	/ka/	kilómetro	<i>kilometre</i>
l	ele	/eleh/	libro	<i>book</i>
ll	elle	/elye/	llave (f)	<i>key</i>
m	eme	/emeh/	mesa	<i>table</i>
n	ene	/eneh/	nube (f)	<i>cloud</i>
ñ	eñe	/enyeh/	año	<i>year</i>
o	o	/oh/	ojo	<i>eye</i>
p	pe	/peh/	piano	<i>piano</i>
q	cu	/cu/	queso	<i>cheese</i>
r	ere	/ereh/	ratón (m)	<i>mouse</i>
rr	erre	/erreh/	perro	<i>dog</i>
s	ese	/eseh/	señor (m)	<i>mister / sir / lord</i>
t	te	/teh/	tiempo	<i>time / weather</i>
u	u	/ooh/	uva	<i>grape</i>
v	ve	/veh/	vino	<i>wine</i>
w	doble uve	/dobleh uveh/	Walter	<i>Walter</i>
x	equis	/ekis/	xenofobia	<i>xenophobia</i>
y	y griega	/ee greeyegah/	yate (m)	<i>yacht</i>
z	seta	/setah/	zapato	<i>shoe</i>



UNIT 2

GENDER AND NUMBER

EL GÉNERO Y EL NÚMERO

GENDER

- **masculine** → *ending in - o* → **libro** *book*
- **feminine** → *ending in - a* → **mesa** *table*

In Spanish, all nouns, are either masculine or feminine. It is the gender which determines the masculinity or femininity of a noun.

NUMBER

- **singular** → \emptyset → **auto / ratón** *car / mouse*
- **plural** → **-s / -es** → **autos / ratones** *cars / mice*

The number of a noun determines whether it is in singular or in plural.

Diagram box

	GENDER		NUMBER
	masculine (<i>ending in -o</i>)		
amig -o <i>friend</i>	amig -o	→	<i>singular</i>
	amig -os	→	<i>plural</i>
	feminine (<i>ending in -a</i>)		
amig -a <i>friend</i>	amig -a	→	<i>singular</i>
	amig -as	→	<i>plural</i>

UNIT 3

THE ARTICLE

EL ARTICULO

Concept.- The article of a noun determines its gender and number.

Both the Definite and the Indefinite article have four forms in Spanish: *masculine singular, feminine singular, masculine plural, feminine plural*.

b) The Definite Article (English: *the*)

• el	→	masculine	singular
• la	→	feminine	
• los	→	masculine	plural
• las	→	feminine	

Examples:

• el amigo	<i>the friend</i>	→	los amigos	<i>the friends</i>
• la casa	<i>the house</i>	→	las casas	<i>the houses</i>

b) The Indefinite Article (English: *a, an, some, a few*)

• un	→	masculine	singular
• una	→	feminine	
• unos	→	masculine	plural
• unas	→	feminine	

UNIT 4

THE NOUN

EL SUSTANTIVO

Nouns identify **persons**, **animals** or **things**.

masculine	feminine	
• auto <i>car</i>	• casa <i>house</i>	→ <i>singular</i>
• autos <i>cars</i>	• casas <i>houses</i>	→ <i>plural</i>

THE GENDER AND NUMBER OF A NOUN

- el libro *the book* → *masculine singular*
- los libros *the books* → *masculine plural*
- la chica *the girl* → *feminine singular*
- las chicas *the girls* → *feminine plural*



Commonly used nouns			
MASCULINE		FEMININE	
• el almuerzo	<i>the lunch</i>	• la amiga	<i>the friend</i>
• el auto	<i>the car</i>	• la bebida	<i>the drink</i>
• el banco	<i>the bank</i>	• la cena	<i>the dinner</i>
• el cuaderno	<i>the note book</i>	• la fecha	<i>the date</i>
• el desayuno	<i>the breakfast</i>	• la fruta	<i>the fruit</i>
• el dinero	<i>the money</i>	• la mañana	<i>the morning</i>
• el niño	<i>the boy</i>	• la mochila	<i>the backpack</i>
• el pueblo	<i>the town</i>	• la playa	<i>the beach</i>
• el tiempo	<i>the weather</i>	• la semana	<i>the week</i>
• el ruido	<i>the noise</i>	• la ventana	<i>the window</i>
Exceptions: el día, el mapa, el sofá. <i>the day, the map, the sofa.</i>		Exceptions: la mano, la radio. <i>the hand, the radio.</i>	

SPECIAL CASES OF NOUNS

Case 1.- MASCULINE NOUNS

Words of Greek origin ending in **-ema / -ama / -oma / -ta.**

- el problema *the problem* ➡ los problemas *the problems*
- el programa *the programme* ➡ los programas *the programmes*
- el idioma *the language* ➡ los idiomas *the languages*
- el cometa *the comet* ➡ los cometas *the comets*

Case 2.- FEMININE NOUNS

a) Words ending in **-ción / -sión / -xión**

- la situación *the situation* ➡ las situaciones *the situations*
- la presión *the pressure* ➡ las presiones *the pressures*
- la reflexión *the reflection* ➡ las reflexiones *the reflections*

b) Words ending in **-dad / -tad / -ud**

- la sociedad *the society* ➡ las sociedades *the societies*
- la dificultad *the difficulty* ➡ las dificultades *the difficulties*
- la solicitud *the application* ➡ las solicitudes *the applications*

UNIT 5

THE ADJECTIVE

EL ADJETIVO

An adjective expresses a quality or characteristic of the noun it is modifying. Adjectives agree in gender and number to the noun and are normally positioned after the noun in Spanish.

Diagram box

masculine	feminine
• bonito	• bonita <i>singular</i>
• bonitos	• bonitas <i>plural</i>

THE GENDER AND NUMBER OF THE ADJECTIVE

• alto	tall	➔	singular masculine
• altos	tall	➔	plural masculine
• fea	ugly	➔	singular feminine
• feas	ugly	➔	plural feminine

Commonly used adjectives					
• sucio <i>dirty</i>	➔	limpio <i>clean</i>	• barato <i>cheap</i>	➔	caro <i>expensive</i>
• joven <i>young</i>	➔	viejo <i>old</i>	• malo <i>bad</i>	➔	bueno <i>good</i>
• bonito <i>beautiful</i>	➔	feo <i>ugly</i>	• gordo <i>fat</i>	➔	delgado <i>thin</i>
• sano <i>healthy</i>	➔	enfermo <i>sick</i>	• viejo <i>old</i>	➔	nuevo <i>new</i>

UNIT 6

THE BASIC PHRASE

LA FRASE

Article	+	Noun	+	Adjective
• el		libro		nuevo
• los		libros		nuevos
• la		casa		blanca
• las		casas		blancas

THE GENDER AND NUMBER IN THE PHRASE

feminine singular

la casa bonita

feminine plural

las casas bonitas

masculine singular

el libro nuevo

masculine plural

los libros nuevos

Examples:

- una dama activa → unas damas activas
an active lady → *some active ladies*

UNIT 7

THE VERB

EL VERBO

All verbs in Spanish end in -AR, -ER, -IR. These are the endings of the **infinitive**. (English: verb preceded by **to**: *to speak, to eat, to live*)

After taking off the **ending** of the infinitive we are left with the **stem** of the verb. To the stem we add the ending of appropriate person, number, tense and mood, i.e. we **conjugate** the verb as is demonstrated later on.

VERBS IN INFINITIVE

stem	ending	
habl	-ar	<i>to speak</i>
com	-er	<i>to eat</i>
viv	-ir	<i>to live</i>

PERSONAL PRONOUNS

Singular		
1 st person	yo	<i>I</i>
2 nd person	tú	<i>you (familiar)</i>
3 rd person	él - ella - usted	<i>he - she - you (formal)</i>
Plural		
1 st person	nosotros (as)	<i>we</i>
2 nd person	vosotros (as)	<i>you (familiar)</i>
3 rd person	ellos - ellas - ustedes	<i>they - you (formal)</i>

UNIT 8

THE VERB TO BE

EL VERBO ESTAR

SINGULAR		
1. yo	estoy	<i>I am</i>
2. tú	estás	<i>you are (informal)</i>
3. él - ella - esto - usted	está	<i>he - she - it is - you are (formal)</i>
PLURAL		
1. nosotros (as)	estamos	<i>we are</i>
2. vosotros (as)	estáis	<i>you are (informal)</i>
3. ellos - ellas - estos - ustedes	están	<i>they - you are (formal)</i>

USES

1. ESTAR is used to express temporary characteristics.

- El café **está** caliente. *The coffee is hot.*
- Los días **están** nublados. *The days are cloudy.*

2. To indicate location.

- Tú **estás** en las montañas. *You are in the mountains.*
- Felipe y Ana **están** en Berlín. *Philip and Anna are in Berlin.*

3. To express progressive actions.

Progressive actions				
Estar + gerund (-ing)				
camin -AR	camin-ando	➔	Yo estoy caminando.	<i>I am walking</i>
com -ER	com-iendo	➔	Yo estoy comiendo.	<i>I am eating</i>
sub -IR	sub-iendo	➔	Yo estoy subiendo.	<i>I am climbing</i>

UNIT 9

**DIFFERENCES
BETWEEN SER AND ESTAR**

DIFERENCIAS ENTRE SER Y ESTAR

Ser	Estar
<ul style="list-style-type: none"> • Expresses permanent characteristics. Carlos es blanco. <i>Carlos is white.</i> • Indicates profession. Ellos son profesores. <i>They are teachers.</i> • Location of “occasional” events. La conferencia es en el salón principal. <i>The conference is in the main room.</i> 	<ul style="list-style-type: none"> • Expresses temporary characteristics. Carlos está moreno por el sol. <i>Carlos is tanned because of the sun.</i> • Indicates “occasional activity”. Ellos están de estudiantes. <i>Now they are being students.</i> • General location. El salón principal está arriba. <i>The main room is upstairs.</i>

Examples:

SER	ESTAR
<ul style="list-style-type: none"> • Yo soy un hombre alegre. <i>I am happy man.</i> 	<ul style="list-style-type: none"> • Este día estoy triste. <i>Today I am sad.</i>
<ul style="list-style-type: none"> • Pedro y Luis son abogados. <i>Peter and Luis are lawyers.</i> 	<ul style="list-style-type: none"> • Pedro y Luis están de profesores. <i>Peter and Luis are being teachers.</i>



UNIT 10

THE SENTENCE

LA ORACIÓN

a)

Sentences formed with Nouns

Article + Noun + Verb + Adjective

- El libro es nuevo.
- Los libros son nuevos.
- La casa es nueva.
- Las casas son nuevas.

THE GENDER AND NUMBER IN THE SENTENCE WITH NOUNS

feminine singular

La casa es bonita.

feminine plural

Las casas son bonitas.

masculine singular

El libro es nuevo.

masculine plural

Los libros son nuevos.

UNIT 11

THE PRESENT

EL PRESENTE

Concept.- The Present tense expresses actions which are going on at the present time and regularly occur in daily life. It is used to describe current actions.

(English: *I go/I am going - you work/you are working - they do/they are doing*)

Construction.- The stem of the verb in the infinitive plus the following endings:

	habl -ar <i>to speak</i>	com -er <i>to eat</i>	viv -ir <i>to live</i>
yo	habl -o	com -o	viv -o
tú	habl -as	com -es	viv -es
él / ella / usted	habl -a	com -e	viv -e
nosotros(as)	habl -amos	com -emos	viv -imos
vosotros(as)	habl -áis	com -éis	viv -ís
ellos / ellas / ustedes	habl -an	com -en	viv -en

Note:



In Spanish it is not usually necessary to use the personal pronoun, and the conjugated verb is used on its own:

Hablo. *I speak.*

Hablas. *You speak etc.*

Conjugation:

fumar

fumo
fumas
fuma
fumamos
fumáis
fuman

aprender

aprendo
aprendes
aprende
aprendemos
aprendéis
aprenden

escribir

escribo
escribes
escribe
escribimos
escribís
escriben

UNIT 12

IRREGULAR VERBS

VERBOS IRREGULARES

There are seven groups of irregular verbs, classified in the following way:

Irregular verbs				
Group	Infinitive	Change	Conjugation	Translation
GROUP 1	pensar		⇒ pienso	<i>I think</i>
	entender	⇒ e to ie	⇒ entiendo	<i>I understand</i>
	mentir		⇒ miento	<i>I lie</i>
GROUP 2	pedir		⇒ pido	<i>I ask for</i>
	medir	⇒ e to i	⇒ mido	<i>I measure</i>
	servir		⇒ sirvo	<i>I serve</i>
GROUP 3	volar		⇒ vuelo	<i>I fly</i>
	poder	⇒ o to ue	⇒ puedo	<i>I can</i>
	morir		⇒ muero	<i>I die</i>
GROUP 4	venir		⇒ vengo	<i>I come</i>
	tener		⇒ tengo	<i>I have</i>
	decir		⇒ digo	<i>I say</i>
GROUP 5	conocer	⇒ c to zc	⇒ conozco	<i>I know</i>
	coger	⇒ g to j	⇒ cojo	<i>I get</i>
	salir	⇒ + g	⇒ salgo	<i>I leave</i>
GROUP 6	distribuir	⇒ + y	⇒ distribuyo	<i>I distribute</i>
GROUP 7	ser		⇒ soy	<i>I am</i>
	ir		⇒ voy	<i>I go</i>
	oír		⇒ oigo	<i>I hear</i>


 UNIT 13

BASIC GRAMMATICAL STRUCTURES

ESTRUCTURAS GRAMATICALES BÁSICAS

STRUCTURES	
STRUCTURE 1	<p>Querer, Desear, etc. + infinitive → wish / necessity</p> <p>Example: Las sociedades quieren progresar más cada día. <i>Societies want to progress more every day.</i></p>
STRUCTURE 2	<p>Tener que + infinitive → obligation</p> <p>Example: Tenemos que conservar nuestras costumbres. <i>We have to conserve our customs</i></p>
STRUCTURE 3	<p>Ir a + infinitive → immediate future</p> <p>Example: Los ciudadanos también van a llegar a la luna. <i>The public will also arrive on the moon.</i></p>
STRUCTURE 4	<p>Estar + gerund → progressive form</p> <p>Example: La tala de bosques está acabando con el planeta. <i>The stripping of forests is finishing off the planet.</i></p>
STRUCTURE 5	<p>Ser + adjective + infinitive → impersonal sentences</p> <p>Example: Es necesario evitar la contaminación. <i>It is essential to avoid pollution.</i></p>

UNIT 14

REFLEXIVE VERBS

VERBOS REFLEXIVOS

Concept.- Reflexive verbs are used to indicate that the same person both causes and receives the action of the verb.

Diagram box

Reflexive verb
bañar (se)
to bathe oneself

Él se baña.
He bathes himself / he has a bath.
(The subject does and receives the action of the verb.)

Normal Verb
bañar
to bathe

Él baña a su niño.
He bathes his child.
(The object receives the action of the verb)

Reflexive Pronouns

yo	me	baño	<i>I have a bath.</i>
tú	te	bañas	<i>You have a bath.</i>
él / ella / usted	se	baña	<i>He / she / you have a bath.</i>
nosotros (as)	nos	bañamos	<i>We have a bath.</i>
vosotros (a)	os	bañáis	<i>You have a bath.</i>
ellos / ellas / ustedes	se	bañan	<i>They / you have a bath.</i>



UNIT 15

THE DIRECT OBJECT

EL COMPLEMENTO DIRECTO

Concept.- A direct object (D.O.) is a person, animal or thing that directly receives the action of the verb.

Diagram box

1. The direct object can be a person.

Example: Nosotros vemos **a tu hermana**.

We see your sister.

2. The direct object can be an animal.

Example: Ellos acarician **los perros**.

They pet the dogs.

3. The direct object can be a thing.

Example: Yo bebo **una coca-cola**.

I am drinking a coca-cola.

Note:



If the direct object is a person, the preposition “a” comes before it:

Example: Nosotros vemos **a tu hermana**.

We see your sister

HOW TO IDENTIFY A DIRECT OBJECT

	Things:	Yo bebo una-coca cola . <i>I am drinking a coca cola.</i>	
		¿Qué + verb ?	
Question:		¿Qué bebes tú? <i>What are you drinking?</i>	
Reply:		una coca cola. <i>A coca-cola.</i>	➔ D.O.
	People:	Nosotros vemos a tu hermana . <i>We see your sister.</i>	
		¿A quién + verb ?	
Question:		¿A quién vemos nosotros? <i>Who are we seeing?</i>	
Reply:		a tu hermana. <i>Your sister.</i>	➔ D.O.

Examples:

- El empleado saluda (*a mí*)
¿**A quién** saluda el empleado?
(*a mí*).
The maid says hello to me.
Who does the maid say hello to?
To me. D.O.
- La gente mira *el partido de ajedrez*.
¿**Qué** mira la gente?
el partido de ajedrez.
The people watch the chess game.
What are the people watching?
The chess game. D.O.



Important:

A + personal pronoun

If the direct object is of the form **a + personal pronoun** (*a mí, a él, etc.*), it should be replaced by its corresponding direct object pronoun. Otherwise it would be incorrect.

<i>incorrect</i>	Tú miras (<i>a mí</i>).	<i>You look (at me).</i>
correct ➔	Tú me miras.	<i>You look at me.</i>
correct ➔	Tú me miras a mí . (emphasis)	<i>You look at me.</i>

UNIT 16

THE INDIRECT OBJECT

EL COMPLEMENTO INDIRECTO

Concept.- An indirect object (I.O.) is a person or animal that receives the action of the verb indirectly.

Diagram box

1. The indirect object can be a person.

Example: El doctor entrega las medicinas **al paciente**.
The doctor hands the medicine to the patient.

2. The indirect object can be an animal.

Example: El señor Pérez trae un hueso a / para su mascota.
Mr. Pérez brings a bone to / for his pet.

Note:



The indirect object is preceded by **a** or **para**, depending on whether the verb indicates a **destination** or a **beneficiary**.

Yo **envío** un saludo **a mi madre**. → **destination (to)**

Yo **compro** este libro **para Miguel**. → **beneficiary (for)**

HOW TO IDENTIFY AN INDIRECT OBJECT?

Example: El domador trae comida a / para los leones.
The tamer brings food for the lions.



Question: ¿A / Para quién + verb + D.O.?

¿Para quién trae el domador comida?

Who does the tamer bring food for?

Reply: Para los leones → I.O.

For the lions.

Examples:

- El camarero trae el vino para los invitados. *The waiter brings the wine for the guests*
¿Para quién trae el vino el camarero? *Who does the waiter bring the wine for?*
Para los invitados. *For the guests.* → **(I.O.)**
- El director ofrece libros a los estudiantes. *The director offers books to the students*
¿A quién ofrece libros el director? *Who does the director offer books to?*
A los estudiantes. *To the students.* → **(I.O.)**

Indirect Objects Pronouns (I.O.P)

yo	me	(a mí)	<i>to me</i>
tú	te	(a ti)	<i>to you</i>
él / ella / usted	le (se)	(a él, a ella, a usted)	<i>to him / her / you</i>
nosotros (as)	nos	(a nosotros /as)	<i>to us</i>
vosotros (as)	os	(a vosotros /as)	<i>to you</i>
ellos / ellas / ustedes	les (se)	(a ellos, a ellas, a ustedes)	<i>to them / you</i>

Examples:

- Usted prepara una ensalada para nosotros → Usted nos prepara una ensalada.
You prepare a salad for us. *You prepare us a salad.*
- Yo entrego las bebidas a vosotros → Yo os entrego las bebidas.
I give the drinks to you. *I give you the drinks.*

UNIT 17

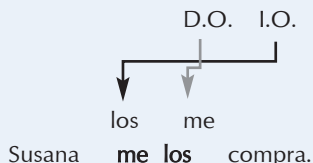
TWO-OBJECT PRONOUNS

P.C.I + P.C.D JUNTOS

When both the direct and the indirect object are substituted by pronouns simultaneously, the I.O. pronoun always comes before the D.O. pronoun.

Diagram box

Example: Susana compra **libros para mí**.



Examples:

- Tu hijo da uvas (a ti). → Tu hijo **te las** da.
Your son gives the grapes (to you). *Your son gives them to you.*
- Laura hace la traducción para nosotros. → Laura **nos la** hace.
Laura does the translation for us. *Laura does it for us.*

Note:

If, at the moment of substitution, both pronouns are in the 3rd person, the pronoun of the indirect object (*le* or *les*) becomes *se* for reasons of euphony.

SE x LE o LES

Example: Yo traigo **chocolates para ella**.

los **le (se)**

incorrect: (Yo **le los** traigo)

correct: → Yo **se los** traigo.

NOTES ON GRAMMAR 1

INTERROGATIVE WORDS

PALABRAS DE PREGUNTA

¿Qué?	<i>What?</i>
¿Quién - es?	<i>Who?</i>
¿Dónde?	<i>Where?</i>
¿Cuál - es?	<i>Which?</i>
¿Cuánto -a-os-as?	<i>How much / how many?</i>
¿Cuándo?	<i>When?</i>
¿Cómo?	<i>How?</i>

¿Qué?	→	¿Qué toma usted en el desayuno? <i>What do you have for breakfast?</i>
		Tomo leche, huevos y pan. <i>I have milk, eggs and bread.</i>
¿Quién - es?	→	¿Quién está en la habitación? <i>Who is in the room?</i>
		El gerente está en la habitación. <i>The manager is in the room.</i>
¿Dónde?	→	¿Dónde viven los esquimales? <i>Where do Eskimos live?</i>
		Viven en Groenlandia. <i>They live in Greenland.</i>
¿Cuál - es?	→	¿Cuáles revistas prefieres? <i>Which magazines do you prefer?</i>
		Prefiero revistas de moda. <i>I prefer fashion magazines.</i>



NOTES ON GRAMMAR 2

THE SHORT FORM OF ADJECTIVES

LA FORMA CORTA DE LOS ADJETIVOS

1. Some adjectives can be used in a shortened form **in front** of a masculine singular noun.

Diagram box

incorrecto: (bueno libro)
correcto: **buen** libro

Adjectives of this group	
Adjective	Shortened form singular
• bueno	buen
• malo	mal
• primero	primer
• tercero	tercer

Note:

These types of adjective are not affected in the plural form.

Example: **buen** libro (correct)
buenos libros (correct)

Examples:

Singular

- mal chico *bad boy*
- primer piso *first floor*



Plural

- malos chicos *bad boys*
- primeros pisos *first floors*



NOTES ON GRAMMAR 3

INDEFINITIVES ADJECTIVES AND PRONOUNS

PRONOMBRES Y ADJETIVOS INDEFINIDOS

Indefinite articles and pronouns express imprecision or insecurity about the person or thing that is spoken about in the sentence.

• algo <i>something / anything</i>	• nada <i>nothing / (not) anything</i>	→ refers to things
• alguien <i>someone / anyone</i>	• nadie <i>no one / (not) anyone</i>	→ refers to people
• algún-o-a-os-as <i>some / any</i>	• ningún-o-a → <i>no / none / (not) any</i>	refers to things or people

Examples:

- ¿Algún hombre aquí es italiano?
Is anyone here Italian?
- No quiero nada para comer.
I don't want anything to eat.



Important:

The indefinitives of the negative form use **NO** in front of the verb.
(double negation).

Example: Yo **NO** bebo nada que contenga alcohol.
I don't drink anything that contains alcohol.



VOCABULARY

LOS SALUDOS	Greetings	LAS DESPEDIDAS	Farewells
¿Cómo está?	How are you?	Chao	bye
¿Cómo están?	How are you all?	Hasta el lunes	See you on Monday
¿Cómo estás? (tú)	How are you?	Hasta la próxima semana	See you next week
¿Cómo le va?	How are you doing?	Hasta la próxima	See you soon
¿Cómo te va?	How's it going?	Hasta la tarde	See you in the afternoon
¿Qué más?	What's up?	Hasta la vista	See you soon
¿Qué tal?	How're things?	Hasta luego	See you then
Hola	Hi	Hasta mañana	See you tomorrow
Mucho gusto	Nice to meet you	Hasta pronto	See you soon
		Nos vemos!	See you!
LAS ESTACIONES	Seasons	LOS DIAS DE LA SEMANA	
El invierno	winter	<i>The days of the week</i>	
El otoño	autumn	El domingo	Sunday
El verano	summer	El lunes	Monday
La primavera	spring	El martes	Tuesday
		El miércoles	Wednesday
		El jueves	Thursday
		El viernes	Friday
		El sábado	Saturday
LOS PUNTOS CARDINALES	Cardinal directions	LOS MESES DEL AÑO	
El este	East	<i>The months of the year</i>	
El norte	North	Enero	January
El oeste	West	Febrero	February
El sur	South	Marzo	March
		Abril	April
		Mayo	May
		Junio	June
		Julio	July
		Agosto	August
		Septiembre	September
		Octubre	October
		Noviembre	November
		Diciembre	December
EL CALENDARIO	Calendar		
El año	the year		
El día	the day		
El mes	the month		
EL DIA	Day		
En la mañana	in the morning		
En la noche	at night		
En la tarde	in the afternoon/evening		
EL ESTADO CIVIL	Marital Status		
Casado	married		
Divorciado	divorced		
Separado	separated		
Soltero	single		
Viudo	widower		



Books for teachers**Sistema IE**

TEACHING AND LEARNING
SYSTEM OF SPANISH AS A
FOREIGN LANGUAGE

Books for students**INCLUDES:**

- *User's guide
- *Evaluation tests
- *Teacher's guide
- *IE, vocabulary lists

The Sistema IE is a comprehensive course for the teaching and learning of Spanish as a foreign language.

Used by Spanish Schools throughout Latin America, this course is well suited for students of all nationalities and caters to all levels -Beginner, Intermediate and Advanced.

Each course level has its own textbooks for the professor and for the student.

Also included is a user's guide containing strategies for successful teaching results and lists of important vocabulary.

Upon completion of any one of the three levels of study, each student receives a certificate verifying the level of Spanish reached.



SOUTH AMERICAN EXPLORERS
www.southexplorers.org

