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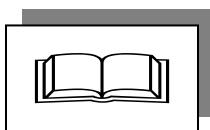
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CAPÍTULO UNO

Vocabulary preview
Subject pronouns
The Spanish verb system
Regular *-ar* verbs
Interrogatives and negatives
La hora del día: *Telling time*
Cultural note: *¿Hora mexicana
u hora americana?*

Hay un dicho que dice...

Más vale tarde que nunca.
Better late than never.



VOCABULARY PREVIEW *ECHEMOS UN VISTAZO AL VOCABULARIO*

VERBOS		VERBS	
desear	<i>to wish, to desire</i>	besar	<i>to kiss</i>
pagar	<i>to pay</i>	estudiar	<i>to study</i>
tomar	<i>to take, to drink</i>	hablar	<i>to speak</i>
trabajar	<i>to work</i>	necesitar	<i>to need</i>
comprar	<i>to buy</i>	bailar	<i>to dance</i>
caminar	<i>to walk</i>	abrazar	<i>to hug</i>
SUBSTANTIVOS		NOUNS	
la cerveza	<i>beer</i>	el francés	<i>French</i>
la cuchara	<i>spoon</i>	el inglés	<i>English</i>
la cuenta	<i>bill</i>	el mantel	<i>tablecloth</i>
la mañana	<i>morning</i>	el refresco	<i>soda, refreshment</i>
la noche	<i>night</i>	el tenedor	<i>fork</i>
la servilleta	<i>napkin</i>	el vino	<i>wine</i>
la tarde	<i>afternoon</i>		
ADDITIONAL WORDS			
pero	<i>but</i>	sí	<i>yes</i>
en	<i>in, on, at (place)</i>	no	<i>no, not</i>
<p>Note: The conjugated forms of <i>desear</i> and <i>necesitar</i> can be followed by the infinitive form of a different verb:</p> <p style="text-align: center;">Deseo comprar un mantel – <i>I wish to buy a tablecloth.</i> Necesito tomar más agua – <i>I need to drink more water.</i></p>			

COGNATES

USER FRIENDLY WORDS

COGNADOS

Cognates are words that share similar spelling and meaning in two languages. Spanish and English share thousands of cognates. Recognizing and using these cognates can result in a great increase of your vocabulary in Spanish. Some cognates match each other in spelling and meaning. Others are similar enough that you can recognize them easily. We will introduce the different types of cognates in each chapter, and we will call them *user-friendly words*. For example, numerous words that in English end in *-ant* have cognates in Spanish. Just add an *-e* to *-ant* to form the Spanish words. Pronunciation of these cognates changes from one language to the other.

important importante

instant instante

constant constante

SUBJECT PRONOUNS

The words **I, you, he, she, we, they,** and **it** are called subject pronouns. They normally represent the performer of the action described by a verb. Basically, pronouns replace the name of a person or thing. Thus, in *María works* we can replace María with the subject pronoun **she**. In another example, the pronoun **they** can replace the word **my parents**: *My parents (they) are good.*

There are several kinds of pronouns, but here we are only introducing subject pronouns.

LOS PRONOMBRES EN ESPAÑOL		PRONOUNS IN SPANISH	
yo	I	nosotros	we (<i>masculine</i>)
		nosotras	we (<i>feminine</i>)
tú	you (<i>familiar</i>)	vosotros	you (<i>plural-familiar</i>)
		vosotras	you (<i>plural-feminine</i>)
usted	you (<i>formal</i>)	ustedes	you (<i>plural-formal</i>)
él	he	ellos	they (<i>masculine</i>)
ella	she	ellas	they (<i>feminine</i>)

Notice that there are two forms of **you**: **tú** and **usted**. Notice also that the plural of **tú** is **vosotros** (-as). The **vosotros** form is not used in Latin America. The “*nosotros*” and “*vosotros*” forms have a masculine and feminine version: **nosotras, vosotras**. **Yo, tú, usted,** and **ustedes** have one form only for both genders. **It** as a subject pronoun has no equivalent in Spanish.

OBSERVACIONES

Notas gramaticales y culturales


- a. In Latin America **ustedes** replaces **vosotros** or **vosotras** when addressing more than one person.
- b. The pronouns **usted** and **ustedes** are normally written in their abbreviated form: **usted –Ud.;** **ustedes – Uds.** The abbreviations are always capitalized as shown. They are, however, always pronounced as the entire word: *usted, ustedes*.
- c. Unlike English, the pronoun **yo** (*I*) is capitalized *only* at the beginning of a sentence.
- d. **Nosotros, vosotros** and **ellos** are masculine pronouns. When a person is speaking to a group of males or group of males and females the masculine form is used.
- e. **Nosotras, vosotras** and **ellas** refer to group of females only, excluding any male member in the group.
- f. In several Latin American countries, such as Argentina, Paraguay, Uruguay, and El Salvador, the familiar form **tú** is substituted with **vos**. Verb endings in the **tú** and **vos** form are different. However, **ustedes** is used to pluralize both of them.

The subject pronouns may be listed also as follows:

	SINGULAR	PLURAL
first person	yo	nosotros (-as)
second person	tú and Ud.	vosotros (-as) and Uds.
third person	él, ella	ellos, ellas

Notice the absence of “**it**” as a subject pronoun. The English concept of “it” as a subject is expressed by using the conjugation of third person (*él, ella*). For example: Who is **it**? *¿Quién es?* **It** is a man. *Es un hombre.* What time is **it**? *¿Qué hora es?* **It** is one o’clock. *Es la una.*

◆ *Acitividad 1*

 **A** Replace the following with the appropriate subject pronouns:

- | | | | |
|-----------------|-------|-----------------|-------|
| 1. María | _____ | 5. Pedro y Juan | _____ |
| 2. Roberto | _____ | 6. El señor | _____ |
| 3. La señorita | _____ | 7. Ana y yo | _____ |
| 4. Juan y usted | _____ | 8. Usted y yo | _____ |

THE SPANISH VERB SYSTEM

The Spanish verb system is divided into groups based on the ending of the infinitive* form of each group. The endings are made up of the last two letters in each verb:

hablar - to speak comer – to eat abrir – to open

The letters before the endings are called the **stem** or **root**: **hablar**, **comer**, **abrir**. First, we will review the regular verbs. In regular verbs the stem or root remains unchanged during conjugations. However, irregular verbs may undergo changes in the stem.

These three groups of verbs are identified according to their endings, so that we can say that **hablar** is an **-ar** verb, **comer** is an **-er** verb, and **abrir** is an **-ir** verb. Some writers call them verbs of the first, second and third conjugation.

A verb is said to be in the **infinitive when it appears in its non-conjugated form. Thus, **to speak** is in the infinitive form. **He eats** is not. Another term for conjugation is **inflection**. A conjugated verb is in an inflected form. The infinitive has three parts: in **hablar** the **r** is the infinitive marker. The **a** is the person and tense marker. **Habl** is the stem.*

OBSERVACIONES

- a. Every verb must change its ending according to the subject.
- b. Dictionaries list verbs only in their infinitive forms.

TO THE TEACHER: The *vosotros*, (*vosotras*) form will be shown in all conjugations. Each teacher must decide if he/she wants to teach it in the first year.

REGULAR –AR VERBS IN THE PRESENT INDICATIVE

The **-ar** verbs change into a regular pattern of endings according to the person performing the action or being referred to. Notice that the stem remains unchanged.

HABLAR – to speak

yo hablo	I speak	nosotros(-as) hablamos	we speak
tú hablas	you speak	vosotros (-as) habláis	you speak
Ud. habla	you speak	Uds. hablan	you speak
él habla	he speaks	ellos hablan	they speak
ella habla	she speaks	ellas hablan	they speak

OBSERVACIONES

Notas gramáticas y culturales

- a. The conjugation of the **vosotros** (“you” plural, familiar) form is included but it may be excluded by the teacher. The **vosotros** form is more commonly used in Spain.
- b. The **vos** form which is used extensively in several countries in Central and South America is excluded for now. In countries like Paraguay, Argentina, Uruguay, for example, in daily speech the **vos** replaces the **tú** as the **you** in the familiar form of address.
- c. Notice again the absence of **it** as a subject pronoun. Spanish uses the **él, ella, Ud.** endings to represent **it**:

 camina *It walks.* necesita *It needs.*

- d. In Spanish sentences, the subject pronouns are often omitted because the verb endings already show who are the performers of the action or who a verb represents. This way one can say: **Hablo español**, instead of, **Yo hablo español**.
- e. The subject is sometimes used in the third person, singular and plural, to clarify whom the speaker is referring. **Habla**, for example, could mean *he speaks, she speaks or you speak*. Also **hablan** could mean *you (plural) speak, they speak*. Often the context clarifies whom the speaker is referring to, in which case the pronoun is omitted.
- f. In all cases the pronouns may be used to give emphasis or to establish a contrast between two or more subjects. For example:
Ella no habla español, pero él sí. *She doesn't speak Spanish, but he does.*
- g. The subject pronouns are used in the interrogative (question) form to convey courtesy. The omission of the subject pronoun is more colloquial.

 ¿Habla usted inglés? *Do you speak English?*
 ¿Habla inglés? *You speak English?*

SOME COMMON REGULAR –AR VERBS:

estudiar <i>to study</i>	pagar <i>to pay</i>
necesitar <i>to need</i>	tomar <i>to take, to drink</i>
trabajar <i>to work</i>	desear <i>to wish, to desire</i>
cantar <i>to sing</i>	bailar <i>to dance</i>
abrazar <i>to hug</i>	caminar <i>to walk</i>

◆ *Actividad 1*

Write the “yo”, “tú”, “Ud.”, “nosotros” and “Uds.” forms of the verbs below:

estudiar	necesitar	trabajar	bailar
yo			
tú			
Ud.			
Nosotros			
Uds.			

En contexto

📖 Read the following examples of the previous verbs used in context. When you encounter a word you don't recognize, use the expressions you've learned in the preliminary lessons to find out what they mean:

¿Qué significa.....? ¿Qué quiere decir

- | | |
|--|-----------------------|
| 1. Raquel estudia inglés. Ella no *necesita trabajar. | <i>Inglés-English</i> |
| 2. Yo no necesito trabajar. Yo bailo, tomo y canto. | |
| 3. Necesito estudiar. Deseo hablar español también. | <i>también-also</i> |
| 4. Yo deseo (<i>quiero</i>) bailar el tango argentino. Yo necesito trabajar mucho para (<i>in order to</i>) pagar cuentas. | <i>cuentas-bills</i> |
| 5. Necesito dinero y libros en español para estudiar. Raquel habla español muy bien y desea enseñar. | <i>libros-books</i> |
-

OBSERVACIONES Notas gramaticales

- *When two verbs follow each other without a change in the subject, the second verb is not conjugated, just like in English: Yo necesito estudiar – *I need to study*.
 - Remember that in the examples above, the subject pronouns could have been omitted. The ending of the verb informs the listener who the subject is.
 - In English, only the third person singular gives any clue about the subject: **he, she, it** speakss.
-

The Spanish present (indicative) tense may be used to:

- a. describe current or continuing events in the present:

Él trabaja y estudia. *He works and studies.*


- b. describe ongoing actions of long duration:

Ella estudia español. *She is studying Spanish.*


- c. describe an action that will take place later only when it is followed by an adverb of time.

Él trabaja mañana. *He is working tomorrow. (He will work tomorrow)*

◆ *Actividad 2*

 **A** Complete the following sentences:

1. Ella no (*trabajar*) _____ en el restaurante.
2. _____ estudiamos francés.
3. Yo (*necesitar*) _____ la cuchara.
4. El estudiante (*pagar*) _____ la cuenta.
5. _____ necesitas el tenedor.
6. Ellos (*hablar*) _____ inglés y francés.
7. Uds. (*necesitar*) _____ estudiar más.
8. Tú y yo (*tomar*) _____ cerveza en la clase.
9. ¿Qué (*estudiar*) _____ ella?
10. _____ tomo la clase de español los martes y jueves.

 **B** Answer the following questions out loud and then in writing

1. ¿Cómo te llamas?
2. ¿Cómo estás?
3. ¿Qué necesitas?
4. ¿Hablas español o inglés en la clase? *clase-class*
5. ¿Tomas refrescos o cerveza en la clase de español?
6. ¿Estudias mucho o poco los domingos? *los domingos-on Sundays*

7. ¿Necesitas un lápiz o un borrador? *borrador-eraser*
8. ¿Qué necesita la chica? *la chica-the girl*
9. ¿Qué toman los chicos en el restaurante?
10. ¿Deseas estudiar en la clase o trabajar en la casa?

INTERROGATIVES AND NEGATIVES:

HOW TO ASK QUESTIONS *COMO HACER PREGUNTAS*

Spanish does not have the auxiliaries **do** or **does** to form questions. To change the following statement “*Tú hablas español*” into a question form, you **may**:

- a. Place the subject pronoun **tú** after the verb:

¿Hablas tú español? *Do you speak Spanish?*

- b. Place the subject pronoun before the verb, but emphasize the intonation raising the tone of your voice at the end of the sentence:

¿Tú hablas español? *Do you speak Spanish?*

- c. Place the subject pronoun at the end of the sentence.

¿Hablas español tú? *Do you speak Spanish?*

Either form is acceptable, but note the question marks “¿” at the beginning and at the end of the sentence “?”. The inverted question mark signals the reader that the sentence following is a question.

- d. In the spoken form, the interrogative is expressed with a change in the intonation.

FORMING NEGATIVE STATEMENTS *COMO FORMAR ORACIONES NEGATIVAS*

To make negative statements, Spanish requires that you simply place a **no** immediately before the verb:

Yo **no** trabajo los domingos. *I don't work on Sundays.*
 Tú **no** necesitas la tiza. *You don't need the eraser.*
 Nosotros **no** tomamos cerveza. *We don't drink beer.*

OBSERVACIÓN *Nota gramatical*

When you answer a question with two **no**'s, you are saying *No, I don't*.

No, yo **no** trabajo aquí los domingos. *No, I don't work here on Sundays.*

◆ *Actividad 3*

🗣️ **A** Take turns asking and answering the questions below. Answer some of them in the negative.

1. ¿Necesitas la pluma?
 2. ¿Bailas mucho en la clase?
 3. ¿Hablas español o inglés muy bien?
 4. ¿Estudias en la universidad los domingos?
 5. ¿Tomas café con leche?
 6. ¿Necesitas una cuchara o un tenedor?
 7. ¿Pagas las cuentas con cheque o dinero?
 8. ¿Tomas clases de español en el día o la noche?
 9. ¿Trabajas los sábados?
 10. ¿Necesitas un mantel o una cuchara?
-

TO THE TEACHER: Continue using the classroom expressions regularly during class. Ask the questions above to students chosen randomly. Review the grammar found in the textbook emphasizing the most relevant points. Add to explanations if necessary. Encourage your students to read the textbook **before** class, anticipating the classroom activities. Divide the class into groups of two or three for a more effective communication practice.

LA HORA DEL DÍA *TIME OF THE DAY*

¿QUÉ HORA ES? *WHAT TIME IS IT?*

The time of the day is expressed in Spanish as illustrated below:

¿Qué hora es?	<i>What time is it?</i>
Es la una.	<i>It is one o'clock.</i>

¿Qué hora es?	<i>What time is it?</i>
Son las dos.	<i>It's two o'clock.</i>

OBSERVACIONES

- a. Notice that the time of the day is referred to as "*la hora*" and not as "*el tiempo*." "*El tiempo*" could be either *time* (not the hour of the day) or the *weather*.

- b. Notice also that **la** is preceding **una**, *one o'clock*. Beginning with two o'clock, **las** is used, as in "Son **las dos**." La **hora** is a feminine noun.
- c. Notice also that **es** is used before **la una**. Before plural numbers, **son** is used.

A la (s): at

- a. ¿**A** qué hora es la reunión? *(At) What time is the meeting?*
 b. La reunión es **a las** cinco. *The meeting is at five.*

A la and **a las** are used to tell **at** what time an event will take place.

¿QUÉ HORA ES?

Es la una. Son las tres.
 Son las dos. Son las cuatro.

Such fractions of time as **quarter** (*y cuarto*) and **half** (*y media*) become:

Es la una **y cuarto**. It is one-fifteen, or, It is a quarter past one.
 Es la una **y media**. It is one thirty.

Menos is used to subtract minutes from the next hour.

4:40 Son las cinco **menos** veinte. *4:40 It's twenty to five.*
 4:45 Son las cinco **menos** cuarto. *4:45 It's quarter to five.*

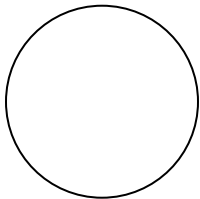
Another way of expressing time past the half hour:

4:45 Son las **cuatro y cuarenta y cinco**. *4:45 It's four forty five.*

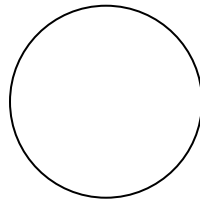
◆ Actividad 4

✍ A ¿Qué hora es?

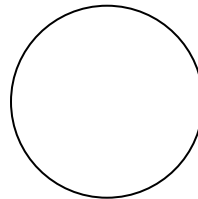
Draw on the face of each clock the time shown in the bottom.



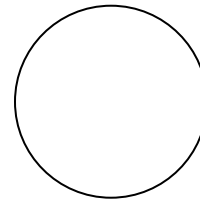
Es la una en punto



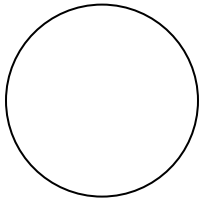
la una y quince



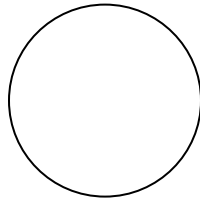
las dos y media



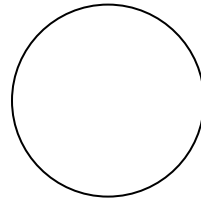
las diez y veinte



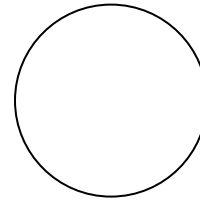
once menos diez



tres menos cuarto



seis y media



doce y cinco

A.M and P.M are shown as:

- 1:00 A.M through 11:00 A.M. is expressed with **de la mañana**. 6:00 AM: *Las 6:00 de la mañana*.
- Noon time, 12:00 P.M is: *Las doce del mediodía*.
- Midnight, 12:00 A.M is: *Las doce de la noche* or *de la medianoche*.
- 1:00 P.M through 6:00 or 7:00 P.M. is **de la tarde**. 4:00 PM is: *Las 4:00 de la tarde*.
- 7:00 P.M. through 12:00 A.M. is **de la noche**. 9:00 PM is: *Las nueve de la noche*.


En punto means *sharp*, on the dot or exactly.

Son las diez **en punto**.

It's ten sharp.


 **B** Write the following hours of the day:

- 2:00 P.M. _____
- 7:45 A.M _____
- 12:00 A.M _____
- 6:00 P.M. _____
- 3:15 P.M. _____
- 8:30 P.M. _____

 **C** Ask a classmate:

- ¿Qué hora es ahora?
- ¿A qué hora estudias?
- ¿A qué hora es la clase?
- ¿A qué hora trabajas?
- ¿A qué hora deseas estudiar español?
- ¿A qué hora necesitas trabajar?

7. ¿A qué hora tomas la clase de historia?

 **D** Answer the questions above first orally and then in writing.

OBSERVACIÓN

Often the times are shown using the 24 hour system.

Two o'clock (P.M.) for example, is expressed as **las 14 horas**. This is especially true in official announcements and public transportation schedules. At the airport, you'll see the following chart of departures and arrivals:

AEROMÉXICO

<p>HORARIO DE VUELOS: Salida: 16:00 horas (4:00 PM) Llegada: 18:40 (6:40 PM)</p>

CULTURAL NOTE

ON TIME

¿HORA MEXICANA U HORA AMERICANA?

Time can be described as the period between two events as well as during which something exists, acts or happens. As western civilization evolved, man found it necessary to develop more precise measurements of time than season to season or sunrise to sunset. Thus time was divided into hours, minutes, and seconds.

However, how time is viewed in terms of its importance, its management in daily life, or relating to business and pleasure is defined by culture. Many times the American view and the Spanish view on this issue collide and become the source of misunderstanding. Whereas Americans would say that the Spanish speaking people don't respect time nor use it wisely, Spanish speakers, on the other hand, would accuse the Americans of living under the "tyranny of the clock", never stopping to smell the roses. They would argue that often, Americans on their deathbed complain that they wished they had spent more time with family and friends.

A theory called the Sapir-Whorf hypothesis suggests that language guides our perception of reality. This may account for the treatment of time in different cultures. In Spanish, for example, we don't have such expressions as "to beat the clock," "the early bird catches the worm" and other expressions about the importance of the efficient use of time.

The Spanish writer and Nobel Prize winner, Julio Cambas, writing an essay on the cultural relativity of the importance of time, suggests that Spaniards don't respect time as they respect *space*. He compares *time* to *space* and argues that to say "I'll see you at five" should be as important and should be as precise as saying, "I'll see you at the corner of Second St. and Elm Street." So, if the appointment is for five, showing up at five-fifteen or five-forty-five, he points out, is synonymous to showing up at Second St. and Washington Avenue, instead of at Second St. and Elm St., as agreed.

But arriving late for an agreed upon appointment is a common phenomenon in most Spanish speaking countries. This is particularly true in the context of social occasions or informal appointments. To be "fashionably late" is the *rule*, not the exception. However, in other contexts, such as at work or meeting an authority figure, the Latin American or Spaniard would abide by the demands of necessary punctuality. Of course, you may find people who are habitually late to their appointments in both cultures, but the degree of disapproval of this behavior is considerably greater in the American culture. In Latin America, being five to fifteen minutes late is tolerated as the norm.

American businessmen dealing with their Latin American counterparts often get angry or offended when they are left waiting. So, when Americans complain about it, they give the Spanish speakers the impression that they are too impatient or too greedy. That "time is money" is sometimes viewed as a distinctive and "distasteful" American way of life.

In a case study, a young Latin American is asked what he would do if he had a deadline to meet, but is interrupted by a friend who wanted to talk. The young man answered without hesitation that he would stop what he was doing to chat with the friend because it would be unconscionable to put work over a friend. Time, the Spanish would argue, is subservient to humans.

In another example, Paula Heusinkveld, Ph.D., the author of the book *“The Mexicans: An Inside View of a Changing Society”* tells us that in Mexico, it is not uncommon for a bus to leave at the scheduled time. However, in trips to the interior of Mexico, he found out that even though the bus would depart on schedule, it was not uncommon for the bus driver to make a couple of unscheduled stops to eat lunch or to talk to some people. For American travelers who are on a “come”, “see,” and “leave” routine tightly scheduled, the behavior of the bus driver is intolerable and highly frustrating.

However, cultural bias is a two-way street. While on one hand, some Americans may have a sense of superiority for their efficient management of time, and even derisively speak of a “mañana syndrome,” some Spanish speakers feel pity for the Americans driven by the clock, trapped in a rat race which ultimately can result in a heart attack or, ironically, in lack of time to enjoy the fruits of their labors.

Spanish speakers living in the United States would sometimes clarify the time of a get-together but adding in jest *¿Hora americana u hora mexicana?* American time or Mexican time?

QUIZ: TRUE OR FALSE

Hora mexicana u hora americana

- | | | |
|---|---|---|
| 1. The use of time is viewed differently by different societies. | T | F |
| 2. The American view of time is the only view in the world. | T | F |
| 3. Some Americans believe that most Spanish speaking societies fail to use time efficiently. | T | F |
| 4. Some Spanish speakers believe that the American obsession with maximizing the usage of time leads to regrets in later life. | T | F |
| 5. Arriving late at appointments is common in Latin America. | T | F |
| 6. The degree of tolerance for lateness changes from culture to culture. | T | F |
| 7. Not every culture views that “time is money.” | T | F |
| 8. From the reading you should conclude that judging other cultures by the standards of one’s own may lead to misunderstandings. | T | F |
| 9. When Latin Americans are late for an appointment or social occasion you must conclude that they are purposely being rude to you. | T | F |
| 10. The expression “ <i>hora Americana</i> ” or “ <i>hora mexicana</i> ” points to an awareness of a cultural difference. | T | F |

DIVIÉRTETE Y APRENDE JUST FOR THE FUN OF IT

The English cognates of the Spanish words below are found in the essay *On Time*. See how many you can match with their counterparts in Spanish. Remember what you know about cognates!

Score 43-53 matches excellent 23-32 good 0-12 poor
33-42 very good 13-22 fair

- | | | | |
|-----------------|-------|------------------|-------|
| 1. período | _____ | 28. importante | _____ |
| 2. eventos | _____ | 29. sinónimo | _____ |
| 3. durante | _____ | 30. fenómeno | _____ |
| 4. existe | _____ | 31. contexto | _____ |
| 5. civilización | _____ | 32. ocasión | _____ |
| 6. necesario | _____ | 33. figura | _____ |
| 7. preciso | _____ | 34. autoridad | _____ |
| 8. dividido | _____ | 35. demanda | _____ |
| 9. minutos | _____ | 36. habitual | _____ |
| 10. importancia | _____ | 37. tolerado | _____ |
| 11. definido | _____ | 38. norma | _____ |
| 12. cultura | _____ | 39. contraparte | _____ |
| 13. americano | _____ | 40. impresión | _____ |
| 14. respeta | _____ | 41. impaciente | _____ |
| 15. usa | _____ | 42. caso | _____ |
| 16. tiranía | _____ | 43. estudio | _____ |
| 17. rosas | _____ | 44. es | _____ |
| 18. familia | _____ | 45. subsirviente | _____ |
| 19. lenguaje | _____ | 46. humano | _____ |
| 20. percepción | _____ | 47. autor | _____ |
| 21. realidad | _____ | 48. sociedad | _____ |
| 22. diferente | _____ | 49. interior | _____ |
| 23. por ejemplo | _____ | 50. intolerable | _____ |
| 24. expresiones | _____ | 51. superioridad | _____ |
| 25. cultural | _____ | 52. eficiente | _____ |
| 26. relatividad | _____ | 53. síndrome | _____ |
| 27. compara | _____ | | |

VOCABULARIO PRÁCTICO FUNCIONAL

When someone addresses you in Spanish you may use the following polite expressions to interact appropriately:

Perdón	<i>Excuse me; pardon me.</i>	¿Mande Ud.?(Méx.)	<i>How is that?/ What?</i>
¿Cómo?	<i>How is that?</i>	Con su (tu) permiso.	<i>With your permission.</i>
Lo siento.	<i>I'm sorry.</i>	Disculpe.	<i>Forgive me. (Sorry)</i>
¡Qué bien!	<i>Good!</i>	Me alegro.	<i>I am glad.</i>