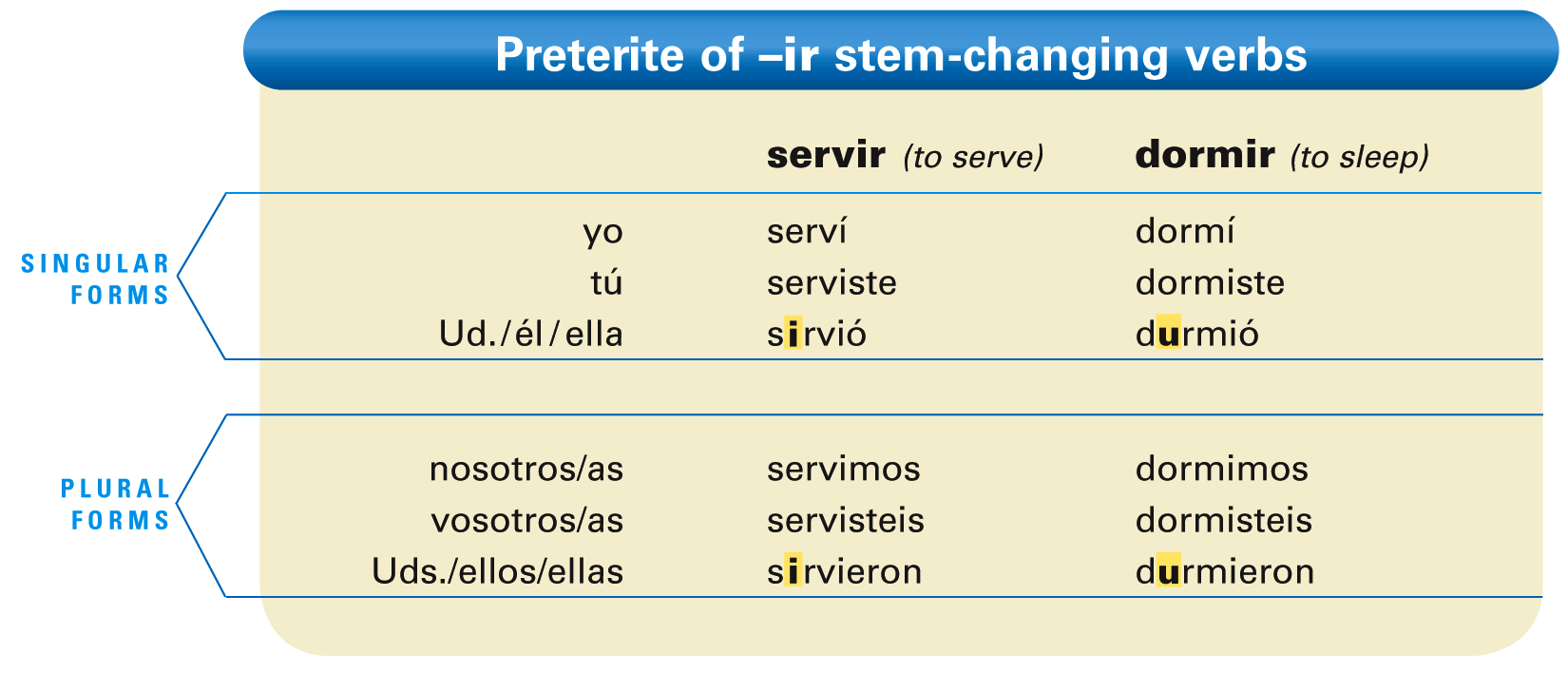
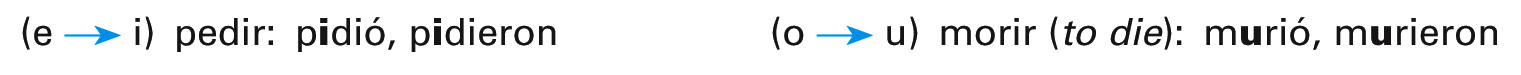
|  |  |  |
| --- | --- | --- |
| **GUÍA DE ESTUDIO DE LA LECCIÓN 8**  **VOCABULARIO** | | |
| el aceite | oil |  |
| el agua (mineral) | (mineral) water |  |
| el ajo | garlic |  |
| el almuerzo | lunch |  |
| editamargo | bitter |  |
| el arroz | rice |  |
| las arvejas | peas |  |
| el atún | tuna |  |
| el azúcar | sugar |  |
| la banana | banana |  |
| editel plátano | banana |  |
| la bebida | drink |  |
| el bistec | steak |  |
| editel caballero | gentleman, sir |  |
| el café | coffee |  |
| editcaliente | hot (temperature) |  |
| el/la camarero/a | waiter/waitress |  |
| los camarones | shrimp |  |
| la carne | meat |  |
| la carne de res | beef |  |
| la cebolla | onion |  |
| la cena | dinner |  |
| los cereales | cereal; grains |  |
| la cerveza | beer |  |
| el champiñón | mushroom |  |
| editlos champiñones/los hongos | mushrooms |  |
| editlos chícharos/los guisantes | peas |  |
| la chuleta (de cerdo) | (pork) chop |  |
| la comida | food; meal |  |
| como | like; as |  |
| delicioso/a | delicious |  |
| el desayuno | breakfast |  |
| el/la dueño/a | owner |  |
| editdulce | sweet |  |
| editel elote | corn |  |
| la ensalada | salad |  |
| los entremeses | hors d'oeuvres; appetizers |  |
| escoger | to choose |  |
| los espárragos | asparagus |  |
| editla fresa | strawberry |  |
| los frijoles | beans |  |
| las frutas | fruit |  |
| editlas galletas | cookies |  |
| editel gerente | manager |  |
| la hamburguesa | hamburger |  |
| editel helado / la nieve | ice cream |  |
| edithelado/frio | cold |  |
| el huevo | egg |  |
| el jamón | ham |  |
| el jugo (de fruta) | (fruit) juice |  |
| la langosta | lobster |  |
| la leche | milk |  |
| la lechuga | lettuce |  |
| el limón | lemon |  |
| editel limón | lime |  |
| el maíz | corn |  |
| la mantequilla | butter |  |
| la manzana | apple |  |
| editla manzana | apple |  |
| la margarina | margarine |  |
| editlos mariscos | seafood |  |
| los mariscos | shellfish |  |
| más de (+ number) | more than |  |
| más… que | more… than |  |
| la mayonesa | mayonnaise |  |
| editmayor | older |  |
| el/la mayor | the oldest |  |
| el/la mejor | the best |  |
| mejor | better |  |
| el melocotón | peach |  |
| editel durazno | peach |  |
| el/la menor | the youngest |  |
| editmenor | younger |  |
| menos de (+ number) | fewer than |  |
| menos… que | less… than |  |
| el menú | menu |  |
| merendar (e:ie) | to snack |  |
| editla merienda | snack |  |
| morir (o:ue) | to die |  |
| la naranja | orange |  |
| editlas nueces | pecans |  |
| el pan (tostado) | (toasted) bread |  |
| las papas/patatas (fritas) | (fried) potatoes; French fries |  |
| editel pastel / la torta | cake |  |
| el pavo | turkey |  |
| pedir (e:i) | to order (food) |  |
| editpedir | to ask for |  |
| peor | worse |  |
| el/la peor | the worst |  |
| la pera | pear |  |
| el pescado | fish |  |
| editpicante | spicy |  |
| la pimienta | black pepper |  |
| el plato (principal) | (main) dish |  |
| el pollo (asado) | (roast) chicken |  |
| probar (o:ue) | to taste; to try |  |
| el queso | cheese |  |
| recomendar (e:ie) | to recommend |  |
| el refresco | soft drink; soda |  |
| rico/a | tasty; delicious |  |
| saber (a) | to taste (like) |  |
| sabroso/a | tasty; delicious |  |
| la sal | salt |  |
| la salchicha | sausage |  |
| editla salchicha | hot dog |  |
| el salmón | salmon |  |
| el sándwich | sandwich |  |
| la sección de (no) fumar | (non) smoking section |  |
| servir (e:i) | to serve |  |
| la sopa | soup |  |
| tan… como | as… as |  |
| tanto… como | as much… as |  |
| tantos/as… como | as many… as |  |
| el té (helado) | (iced) tea |  |
| el tomate | tomato |  |
| editel jitomate | tomato |  |
| la uva | grape |  |
| las verduras | vegetables |  |
| el vinagre | vinegar |  |
| el vino (blanco/tinto) | (white/red) wine |  |
| el yogur | yogurt |  |
| la zanahoria | carrot |  |

**ESTRUCTURA 8.1 PRETERITE OF STEM-CHANGING VERBS**

* As you learned in **Lección 6**, **-ar** and **-er** stem-changing verbs have no stem change in the preterite.   
  **-Ir** stem-changing verbs, however, do have a stem change. Study the following chart and observe where the stem changes occur.



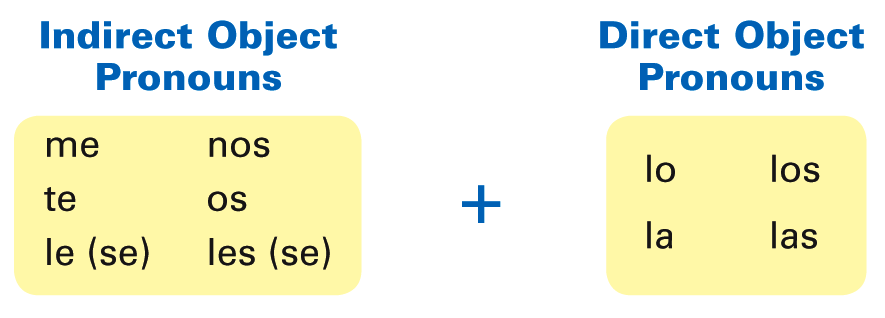
* Stem-changing **-ir** verbs, in the preterite only, have a stem change in the third-person singular and plural forms. The stem change consists of either **e** to **i** or **o** to **u**.



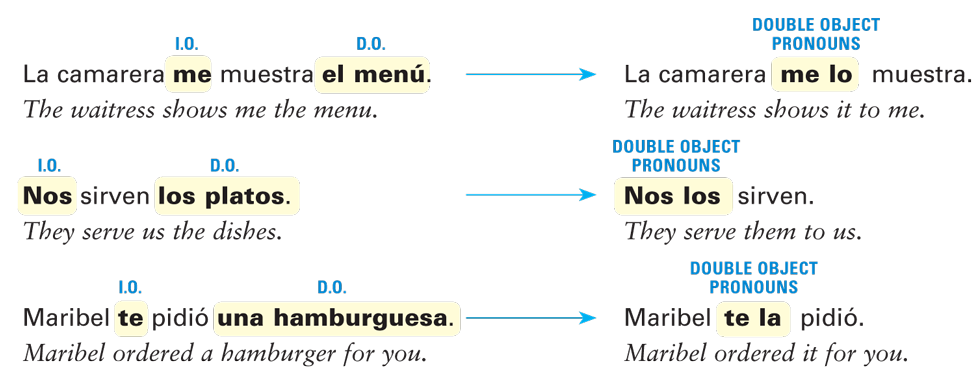
|  |
| --- |
| **Cambia cada infinitivo al pretérito.** |
| 1. Yo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (servir, dormir, pedir, preferir, repetir, seguir) 2. Usted \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (morir, conseguir, pedir, sentirse, servir, vestirse) 3. Tú \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (conseguir, servir, morir, pedir, dormir, repetir) 4. Ellas \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (repetir, dormir, seguir, preferir, morir, servir) 5. Nosotros \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (seguir, preferir, servir, vestirse, pedir, dormirse) 6. Ustedes \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (sentirse, vestirse, conseguir, pedir, repetir, dormirse) 7. Él \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (dormir, morir, preferir, repetir, seguir, pedir) |

**ESTRUCTURA 8.2 DOUBLE OBJECT PRONOUNS**

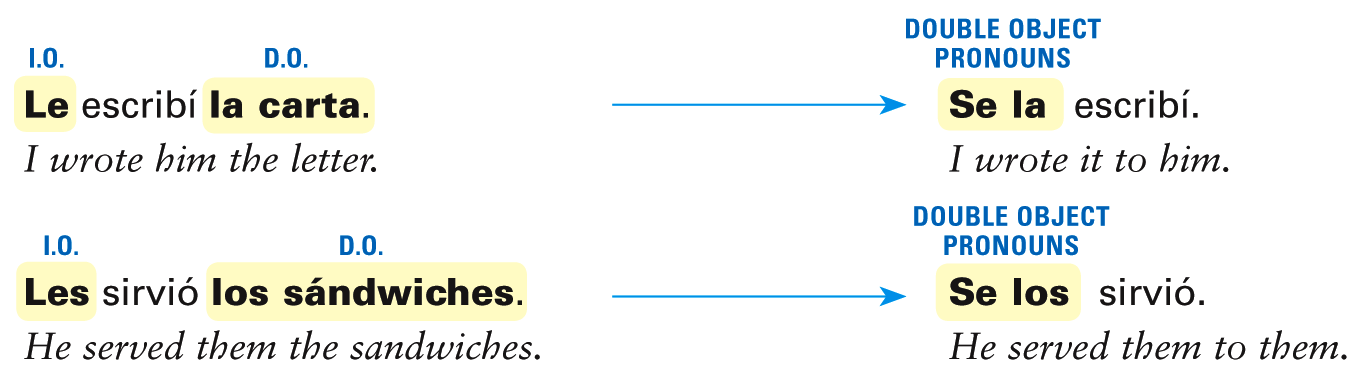
* In **Lecciones 5** and **6**, you learned that direct and indirect object pronouns replace nouns and that they often refer to nouns that have already been referenced. You will now learn how to use direct and indirect object pronouns together. Observe the following diagram.



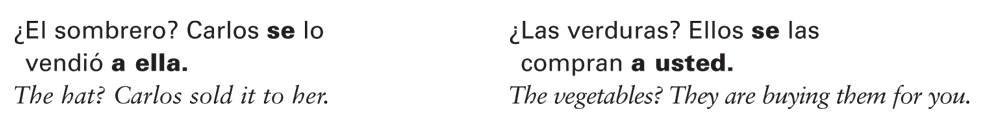
* When direct and indirect object pronouns are used together, the indirect object pronoun always precedes the direct object pronoun.

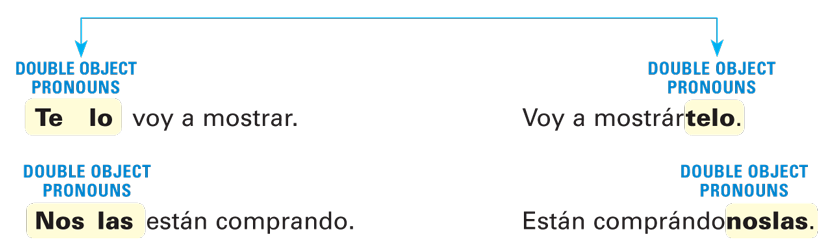


* In Spanish, two pronouns that begin with the letter **l** cannot be used together. Therefore, the indirect object pronouns **le** and **les** always change to **se** when they are used with **lo**, **los**, **la**, and **las**.



* Because **se** has multiple meanings, Spanish speakers often clarify to whom the pronoun refers by adding **a usted**, **a él**, **a ella**, **a ustedes**, **a ellos**, or **a ellas**.

- Double object pronouns are placed before a conjugated verb. With infinitives and present participles, they may be placed before the conjugated verb or attached to the end of the infinitive or present participle.



Mi abuelo **me lo** está leyendo. El camarero **se los** va a servir.

Mi abuelo está **leyéndomelo.** El camarero va a servír**selos**.

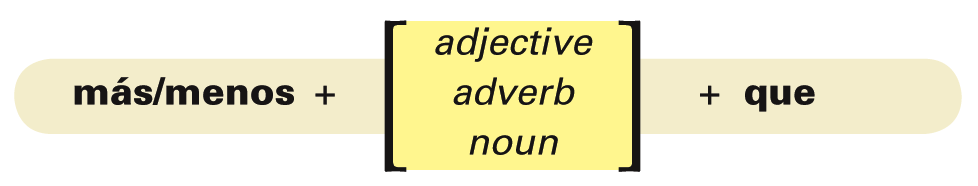
* As you can see above, when double object pronouns are attached to an infinitive or a present participle, an accent mark is added to maintain the original stress.

|  |
| --- |
| **Escribe el pronombre de objeto directo o indirecto que falta en cada oración.** |
| 1. ¿La ensalada? El camarero nos \_\_\_\_\_ sirvió. 2. ¿El salmón? La dueña me \_\_\_\_\_ recomienda. 3. ¿La comida? Voy a preparárte \_\_\_\_\_. 4. ¿Las bebidas? Estamos pidiéndose \_\_\_\_\_. 5. ¿Los refrescos? Te \_\_\_\_\_ puedo traer ahora. 6. ¿Los platos de arroz? Van a servírnos \_\_\_\_\_ después. |
| **Escribe el pronombre de objeto directo o indirecto que falta en cada oración. (cont.)**   1. ¿Puedes traerme tu plato? No, no \_\_\_\_\_ lo puedo traer. 2. ¿Quieres mostrarle la carta? Sí, voy a mostrár \_\_\_\_\_ la ahora. 3. ¿Les serviste la carne? No, no \_\_\_\_\_ la serví. 4. ¿Vas a leerle el menú? No, no \_\_\_\_\_ lo voy a leer. 5. ¿Me recomiendas la langosta? Sí, \_\_\_\_\_ la recomiendo. 6. ¿Cuándo vas a prepararnos la cena? \_\_\_\_\_ la voy a preparar en una hora. |
|  |

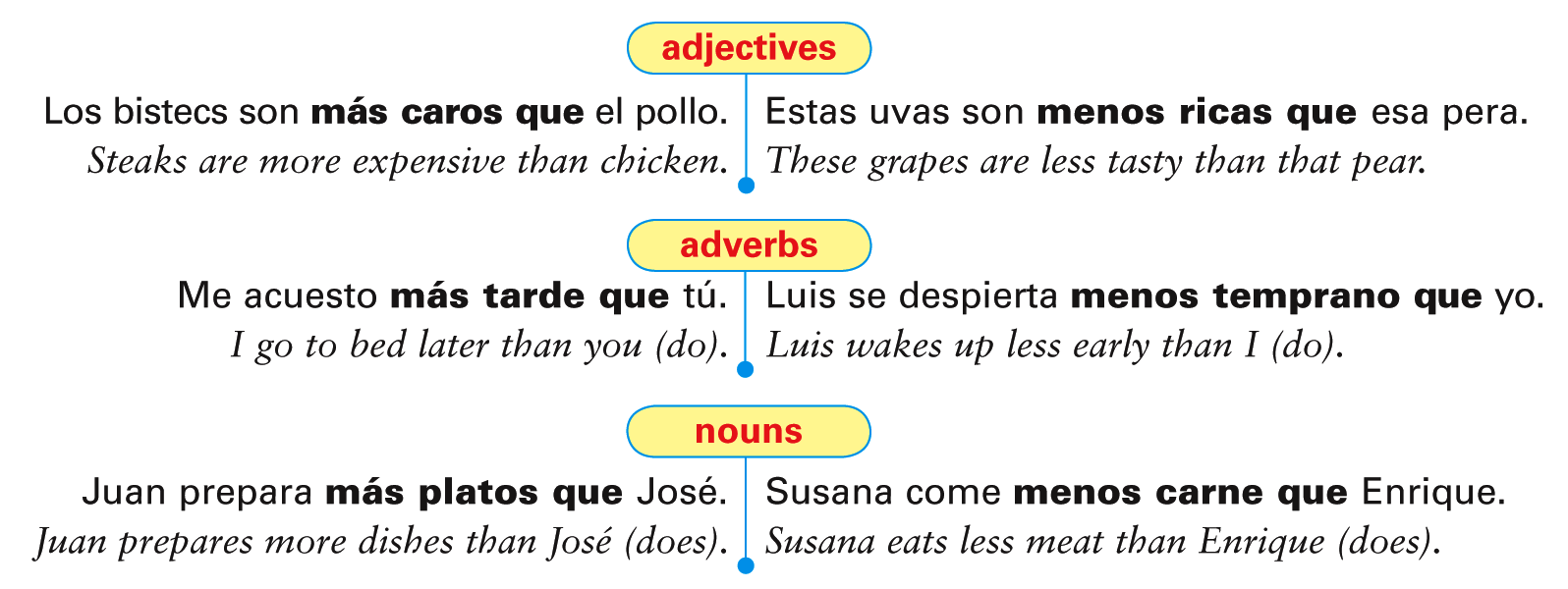
**ESTRUCTURA 8.3 COMPARISONS: Both Spanish and English use comparisons to indicate which of two people or things has a lesser, equal, or greater degree of a quality.**



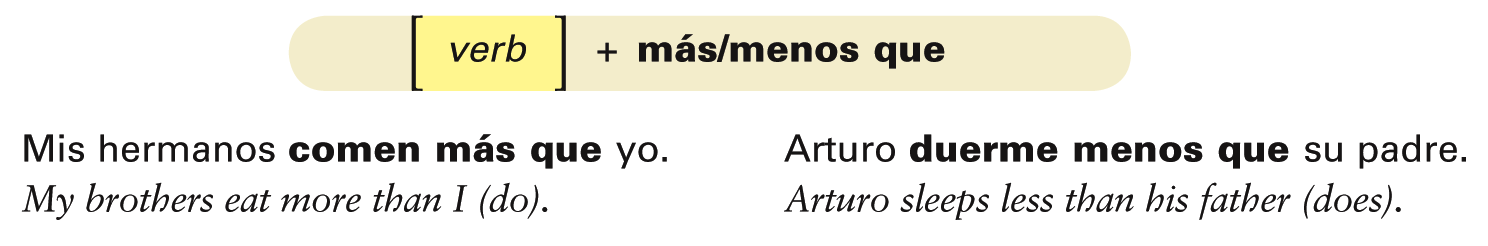
**Comparisons of inequality:** Comparisons of inequality are formed by placing **más** (*more*) or **menos** (*less*) before adjectives, adverbs, and nouns and **que** (*than*) after them.



* **¡Atención!** Note that while English has a comparative form for short adjectives (*tall***er**), such forms do not exist in Spanish (**más** alto).



* When the comparison involves a numerical expression, **de** is used before the number instead of **que**. 
* With verbs, this construction is used to make comparisons of inequality.



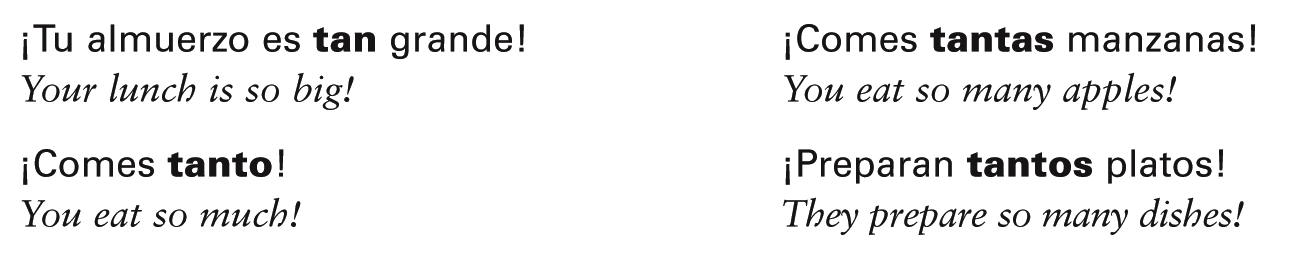
**Comparisons of equality:** This construction is used to make comparisons of equality.



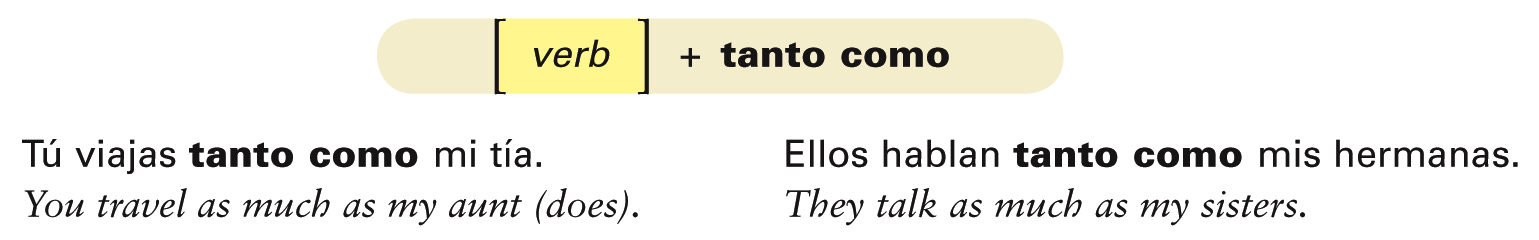
* **¡Atención!** Note that unlike **tan**, **tanto** acts as an adjective and therefore agrees in number and gender with the noun it modifies.



* **Tan** and **tanto** can also be used for emphasis, rather than to compare, with these meanings: **tan** *so*, **tanto** *so much*, **tantos/as** *so many*.



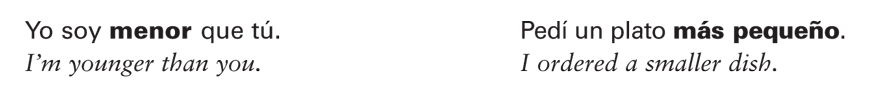
* Comparisons of equality with verbs are formed by placing **tanto como** after the verb. Note that in this construction **tanto** does not change in number or gender.



**Irregular comparisons:** Some adjectives have irregular comparative forms.



* When **grande** and **pequeño/a** refer to age, the irregular comparative forms, **mayor** and **menor**, are used. However, when these adjectives refer to size, the regular forms, **más grande** and **más pequeño/a**, are used.



The adverbs **bien** and **mal** have the same irregular comparative forms as the adjectives **bueno/a** and **malo/a**.



|  |
| --- |
| **Escribe el equivalente de las palabras en inglés.** |
| 1. Ernesto mira más televisión \_\_\_\_\_ (*than*) Alberto. 2. Tú eres \_\_\_\_\_ (*less*) simpático que Federico. 3. La camarera sirve \_\_\_\_\_ (*as much*) carne como pescado. 4. Conozco \_\_\_\_\_ (*more*) restaurantes que tú. 5. No estudio \_\_\_\_\_ (*as much as*) tú. 6. ¿Sabes jugar al tenis tan bien \_\_\_\_\_ (*as*) tu hermana? 7. ¿Puedes beber \_\_\_\_\_ (*as many*) refrescos como yo? 8. Mis amigos parecen \_\_\_\_\_ (*as*) simpáticos como ustedes. |

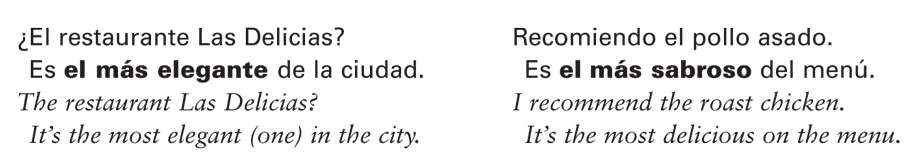
**ESTRUCTURA 8.4 SUPERLATIVES:** Both English and Spanish use superlatives to express the highest or lowest degree of a quality.



* This construction is used to form superlatives. Note that the noun is always preceded by a definite article and that **de** is equivalent to the English *in*or *of*.



* The noun can be omitted if the person, place, or thing referred to is clear.



* **¡Atención!** While **más** alone means *more*, after **el**, **la**, **los**,or **las**, it means **most**. Likewise, **menos** can mean *less* or *least*.

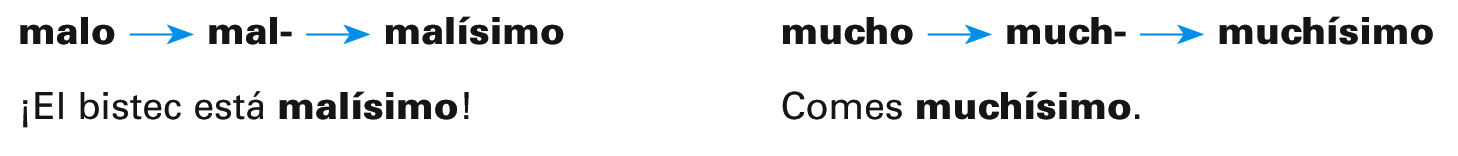
Es **el café más rico del** país. *It’s the most delicious coffee in the country.*

Es **el menú menos caro de** todos éstos. *It is the least expensive menu of all of these.*

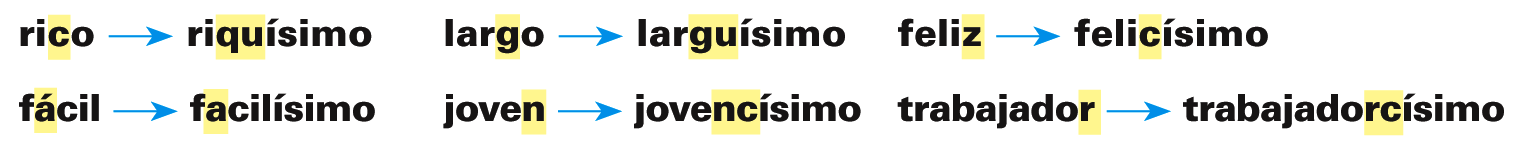
* Here are some irregular superlative forms.



* The absolute superlative is equivalent to *extremely*, *super*, or *very*. To form the absolute superlative of most adjectives and adverbs, drop the final vowel, if there is one, and add **-ísimo/a(s)**.



* Note these spelling changes.



|  |
| --- |
| **Escribe el equivalente de las palabras en inglés.** |
| 1. Marisa es \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*the most intelligent*) de todas. 2. Ricardo y Tomás son \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*the least boring*) de la fiesta. 3. Miguel y Antonio son \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*the worst*) estudiantes de la clase. 4. Mi profesor de biología es \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (*the oldest*) de la escuela. |