



### Adjectives

- Words that describe people and things are called adjectives.
- Most Spanish adjectives have two forms: masculine (ends in **-o** like **simpático**) and feminine (ends in **-a** like **estudiosa**).
- Masculine adjectives are used with masculine nouns: **Tomás es simpático**.
- Feminine adjectives are used with feminine nouns: **Luisa es estudiosa**.
- Adjectives that end in **-e** and **-ista** may be used with either masculine or feminine nouns:  
**Tomás es inteligente. Luisa es inteligente también.**  
**Marcos es muy deportista. Ana es muy deportista también.**
- Adjectives with the masculine form **-dor** have **-dora** as the feminine form:  
**Juan es trabajador. Susana es trabajadora también.**

**A.** Look at the adjectives below. Circle the ending of the adjective: **-o, -a, -or, -ora, -e,** or **-ista**.

- |               |                |                |
|---------------|----------------|----------------|
| 1. trabajador | 4. ordenada    | 7. trabajadora |
| 2. deportista | 5. inteligente | 8. sociable    |
| 3. paciente   | 6. simpática   | 9. estudioso   |

**B.** Now, organize the adjectives from **part A** by writing them in the chart under the correct column heading. One has been done for you.

Masculine endings		Feminine endings		Masculine or feminine	
-o	-or	-a	-ora	-e	-ista
	<i>trabajador</i>				

**C.** Now look at the following sentences. Write **M** next to the sentences where the adjective is masculine. Write **F** next to the sentences where the adjective is feminine. Write **E** next to the sentences where the adjective could be *either* masculine or feminine.

- |                                |                                 |
|--------------------------------|---------------------------------|
| ___ 1. Yo soy muy simpática.   | ___ 6. Tú eres muy trabajador.  |
| ___ 2. Tú eres muy estudioso.  | ___ 7. Yo soy muy paciente.     |
| ___ 3. Tú eres muy ordenado.   | ___ 8. Yo soy muy deportista.   |
| ___ 4. Yo soy muy trabajadora. | ___ 9. Tú eres muy reservada.   |
| ___ 5. Yo soy muy inteligente. | ___ 10. Tú eres muy impaciente. |

**Adjectives (continued)**

**D.** Choose the correct adjective to complete each sentence and write it in the blank.

1.



Raúl es ( **estudioso / estudiosa** ) \_\_\_\_\_.

2.



Rebeca es ( **artístico / artística** ) \_\_\_\_\_.

3.



Pedro es muy ( **ordenado / ordenada** ) \_\_\_\_\_.

4.



Paulina es muy ( **atrevido / atrevida** ) \_\_\_\_\_.

5.



Javier es ( **trabajador / trabajadora** ) \_\_\_\_\_.

6.



Elena es ( **perezoso / perezosa** ) \_\_\_\_\_.

**E.** Now, choose the correct adjective in each sentence to describe yourself. Write the adjective in the blank.

1. Yo soy ( **paciente / impaciente** ) \_\_\_\_\_.

2. Soy ( **simpático / simpática** ) \_\_\_\_\_.

3. También soy ( **trabajador / trabajadora** ) \_\_\_\_\_.

4. No soy ( **antipático / antipática** ) \_\_\_\_\_.

**Definite and indefinite articles**

- **El** and **la** are the Spanish *definite articles*. They mean the same as “the” in English.
- You use **el** with masculine nouns: **el libro**. You use **la** with feminine nouns: **la carpeta**.
- **Un** and **una** are the Spanish *indefinite articles*. They mean the same as “a” and “an” in English.
- You use **un** with masculine nouns: **un libro**. You use **una** with feminine nouns: **una carpeta**.

**A.** Look at the ending of each noun in this group. Decide if the noun is masculine or feminine. Write **M** next to the masculine words and **F** next to the feminine words. Follow the model.

**Modelo**      F   computadora

- |                 |                |                   |
|-----------------|----------------|-------------------|
| 1. _____ año    | 3. _____ libro | 5. _____ carpeta  |
| 2. _____ semana | 4. _____ hoja  | 6. _____ profesor |

**B.** Now, look at the words from **part A** again and circle the definite article **el** for the masculine words and the definite article **la** for the feminine words.

- |                              |                             |                                |
|------------------------------|-----------------------------|--------------------------------|
| 1. ( <b>el / la</b> ) año    | 3. ( <b>el / la</b> ) libro | 5. ( <b>el / la</b> ) carpeta  |
| 2. ( <b>el / la</b> ) semana | 4. ( <b>el / la</b> ) hoja  | 6. ( <b>el / la</b> ) profesor |

**C.** Look at the ending of each noun below. Decide if the word is masculine or feminine. Write **M** next to the masculine words and **F** next to the feminine words.

- |                   |                  |                    |
|-------------------|------------------|--------------------|
| 1. _____ cuaderno | 3. _____ revista | 5. _____ bicicleta |
| 2. _____ amigo    | 4. _____ familia | 6. _____ cuento    |

**D.** Now, look at the words from **part C** again and circle the indefinite article **un** for the masculine words and the indefinite article **una** for the feminine words.

- |                                 |                                |                                  |
|---------------------------------|--------------------------------|----------------------------------|
| 1. ( <b>un / una</b> ) cuaderno | 3. ( <b>un / una</b> ) revista | 5. ( <b>un / una</b> ) bicicleta |
| 2. ( <b>un / una</b> ) amigo    | 4. ( <b>un / una</b> ) familia | 6. ( <b>un / una</b> ) cuento    |

**E.** Circle the correct definite or indefinite article to complete each sentence.

- |  |   |
|--|---|
| 1. ( <b>El / La</b> ) estudiante es estudiosa. | 5. ( <b>El / La</b> ) profesor es trabajador.   |
| 2. ( <b>El / La</b> ) profesora es buena.      | 6. ( <b>Un / Una</b> ) estudiante es artístico. |
| 3. ( <b>Un / Una</b> ) amigo es simpático.     | 7. ( <b>El / La</b> ) amiga es inteligente.     |
| 4. ( <b>Un / Una</b> ) estudiante es atrevida. | 8. ( <b>Un / Una</b> ) estudiante es reservada. |



### Word order: Placement of adjectives

- English adjectives usually come *before* the noun they describe.
- Spanish adjectives usually come *after* the noun they describe:

**Olga es una chica talentosa.**

- Many Spanish sentences follow this pattern:

subject noun + verb + indefinite article and noun + adjective

1                      2                      3                      4

Roberto es un estudiante bueno.      Serena es una chica inteligente.

1    2            3            4                      1    2    3            4

**A.** Look at the following groups of words. Write a number from **1** to **4** below each word according to what kind of word it is. Follow the model and use the examples above.

- Write **1** for subject nouns.
- Write **2** for verbs.
- Write **3** for indefinite articles and nouns.
- Write **4** for adjectives.

**Modelo**    es / Diego / talentoso / un estudiante  
                  2    1            4                      3

- seria / Olga / una estudiante / es
- un amigo / es / bueno / Guillermo
- Javier / un estudiante / es / trabajador
- es / Concha / simpática / una chica
- es / una estudiante / Ana / inteligente
- Manuel / es / atrevido / un chico

**B.** Now, write the complete sentence for each example from **part A** by putting the words in order by the numbers you added, going from 1 to 4. Follow the model.

**Modelo**    Diego es un estudiante talentoso.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### Lectura: Un self-quiz

**A.** You have seen many cognates used in your textbook. Cognates are related words in different languages; for example, the word **profesor** in Spanish is a *professor* or *teacher* in English. Cognates occur in your vocabulary lists and in readings. Look at the cognates below and write the English word for each on the line provided. Follow the model.

**Modelo**    bicicleta    bicycle

- |                |       |              |       |
|----------------|-------|--------------|-------|
| 1. computadora | _____ | 5. verbo     | _____ |
| 2. básquetbol  | _____ | 6. usar      | _____ |
| 3. la tele     | _____ | 7. organizar | _____ |
| 4. los colores | _____ | 8. estudiar  | _____ |

**B.** Now, read the following section from your textbook. You will find even more cognates in this reading. Find the Spanish word that corresponds to each English word below. Write the Spanish word on the lines provided.

|| *¡Los colores revelan tu personalidad!* ||

*¿Eres una chica? ¿Te gusta el verde? Eres una chica natural.*

*¿Eres una chica? ¿Te gusta el azul? Eres muy talentosa.*

*¿Eres una chica? ¿Te gusta el violeta? Eres muy independiente.* ||

- personality \_\_\_\_\_
- natural \_\_\_\_\_
- talented \_\_\_\_\_
- independent \_\_\_\_\_
- violet \_\_\_\_\_

**C.** The reading in your textbook is a self-quiz that tells you information about your personality based on colors you like and whether you are a boy or a girl. Based on the information given below and what you learned from the reading, circle if you are a boy or a girl. Then, write what color you like. Follow the model.

**Modelo** Eres romántico. Eres (un chico / una chica ) Te gusta el violeta.

1. Eres atrevido. Eres ( un chico / una chica ). Te gusta \_\_\_\_\_.
2. Eres muy talentosa. Eres ( un chico / una chica ). Te gusta \_\_\_\_\_.
3. Eres artística. Eres ( un chico / una chica ). Te gusta \_\_\_\_\_.

## Presentación escrita

**Task:** Write an e-mail in which you introduce yourself to a prospective pen pal.

**1 Prewrite.** In order to introduce yourself to a new friend, you need to first organize what you are going to include. Fill in the form below with your personal information.

Me llamo \_\_\_\_\_.

Soy (use adjectives to describe yourself) \_\_\_\_\_

\_\_\_\_\_

Me gusta \_\_\_\_\_.

No me gusta \_\_\_\_\_.

**2 Draft.** Read the following e-mail that another student has written. You should use this to guide you in drafting your own e-mail.

*¡Hola! Me llamo Pilar. Soy una chica artística y muy independiente. Me gusta mucho dibujar y usar la computadora, pero me gusta más bailar. Me gusta la música salsa. No me gusta nada practicar deportes. ¿Cómo eres tú? Escíbeme pronto.*

Now, create a similar e-mail to the one above writing in your information from **part 1**.

¡Hola! Me llamo \_\_\_\_\_. Soy ( **un chico** / **una chica** ) \_\_\_\_\_

\_\_\_\_\_ y \_\_\_\_\_. Me gusta mucho \_\_\_\_\_

\_\_\_\_\_, pero me gusta más \_\_\_\_\_.

Me gusta \_\_\_\_\_. No me gusta \_\_\_\_\_.

¿Cómo eres tú? Escíbeme pronto.

**3 Revise.** Exchange papers with another student in your class. Use the following checklist to review your partner's e-mail and also when you rewrite yours. If you need help figuring out what is correct, use the model from the **Prewrite** section above.

\_\_\_\_\_ Is there enough information provided for each question in the prewrite stage?

- stated his/her name
- described himself/herself
- said what he/she liked to do
- said what he/she doesn't like to do

\_\_\_\_\_ Is the spelling correct? (Use a dictionary if you are not sure.)

\_\_\_\_\_ Are the adjectives in the correct form? (Think, is the student male or female?)

\_\_\_\_\_ Is there an opening and a closing?

**4 Publish.** Write your revised e-mail on a separate sheet of paper. Your teacher may ask you to type the e-mail and send it to a prospective pen pal.