5.1



Stem-Changing Verbs



Comparisons

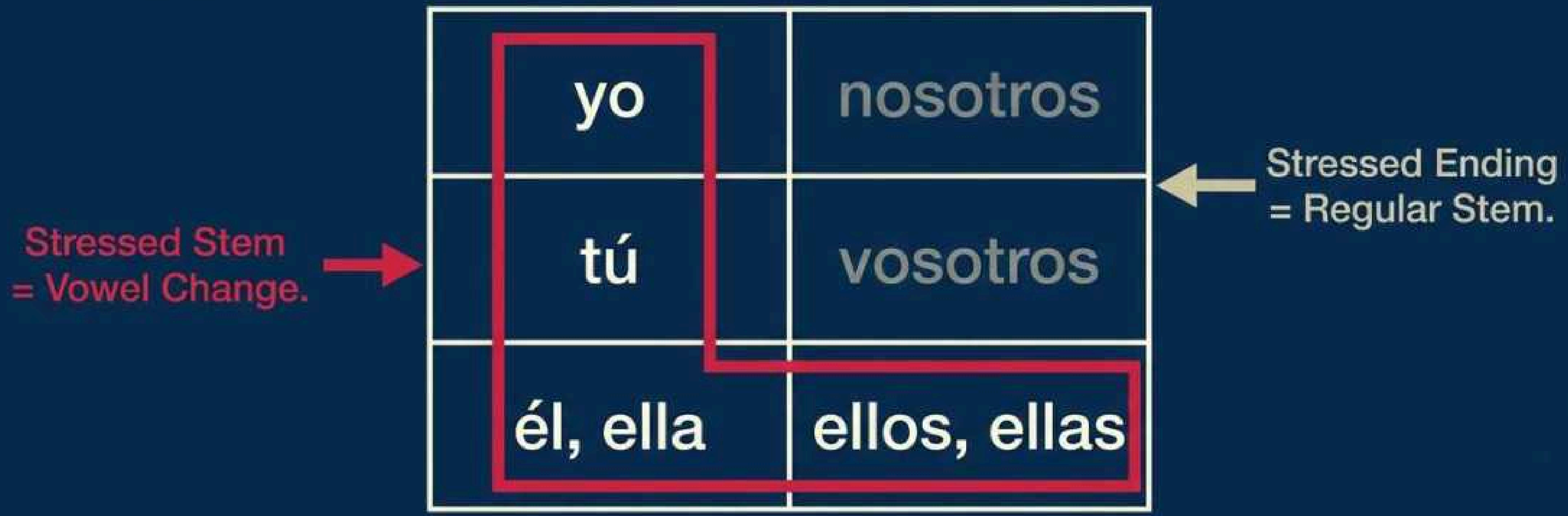
Taller than, as good as, the best of all.

100+ Advanced Numbers

Prices and years.

A foundational matrix for vocalic shifts, comparative structures, and numerical values.

5.2



Endings remain entirely regular; only the stem vowel mutates.

5.3 [e → ie]

pienso (yo)	pensamos (nosotros)
piensas (tú)	pensáis (vosotros)
piensa (él)	piensan (ellos)

Parallel Verbs in Group 1:

- querer (quiero, quieres)
- empezar
- preferir
- entender
- cerrar

5.4

[o → ue]

PODER	
puedo	podemos
puedes	podéis
puede	
pueden	pueden

[u → ue]

JUGAR	
juego	jugamos
juegas	jugáis
juega	
juegan	juegan

Parallel Verbs in Group 2:

volver
dormir
encontrar
costar
recordar

5.5 [e → i]

Exclusive to -ir verbs

PEDIR	
pido	pedimos
pides	pedís
pide	
piden	piden

Parallel Verbs:

- servir
- repetir
- seguir

Preterite Connection
Follows the exact same directional shift in the past tense: pidió (Lecture 3).

5.6

[Stem-Changer] + [Infinitive]

"Quiero comer" (I want to eat)
"Puedo ayudarte" (I can help you)

[Stem-Changer] + [Noun]

"Prefiero el té" (I prefer tea)

[Stem-Changer] + A + [Infinitive]

"Empiezo a estudiar" (I begin to study)

5.7

The Irregular “Yo” Matrix (Regular everywhere else)

Regular Infinitive	Irregular **Yo** Form
hacer	→ ha**go**
poner	→ pon**go**
salir	→ sal**go**
traer	→ trai**go**
ver	→ v**eo**
conocer	→ cono**zco**

saber → **sé**

5.8

Guest

Quisiera una sopa.
¿Qué me recomienda?



Waiter

Le recomiendo el pescado. Cuesta doce euros.

Guest

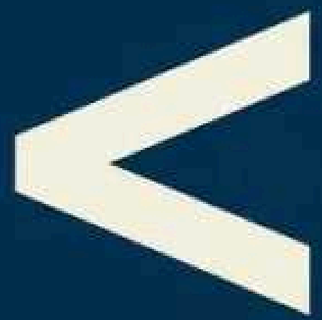
Entonces pido el pescado y mi amigo prefiere la carne.

5.9



... **MÁS** + [Adjective] + **QUE** ...

Ana es **MÁS** alta **QUE** Luis.



... **MENOS** + [Adjective] + **QUE** ...

Este libro es **MENOS** difícil **QUE** ese.

The adjective strictly agrees with the FIRST noun.
QUE introduces the second.

5.10



Traits (Adjectives/Adverbs)

TAN + [Adj/Adv] + **COMO**

Luis es **TAN** alto **COMO** Pablo.

Quantities (Nouns)

TANTO/A(S) + [Noun] + **COMO**

Tanto must agree in gender and number with the noun.

Tengo **TANTOS** libros **COMO** tú.

TANTA agua **COMO**...

TANTAS amigas **COMO**...

5.11

COMPARATIVE ANOMALIES		
BASE ADJECTIVE	LOGICAL BUT INCORRECT	TRUE IRREGULAR FORM
Bueno	~~más bueno~~	**mejor** (better)
Malo	~~más malo~~	**peor** (worse)
Grande	~~más grande~~	**mayor** (older, for people)
Pequeño	~~más pequeño~~	**menor** (younger)

Mi hermano **mayor** (my older brother).

RULE: Never use MÁS with these forms.

5.12

[Definite Article] + [más / menos / irregular] + **DE** + [Group]



[Definite Article] [Comparative] [DE] [Group]

Ana es [LA] [MÁS ALTA] [**DE**] la clase.

(Ana is the tallest in the class)

[Definite Article] [Irregular] [DE] [Group]

Este es [EL] [MEJOR] restaurante [**DE**] la ciudad.

(This is the best restaurant in the city)

5.13

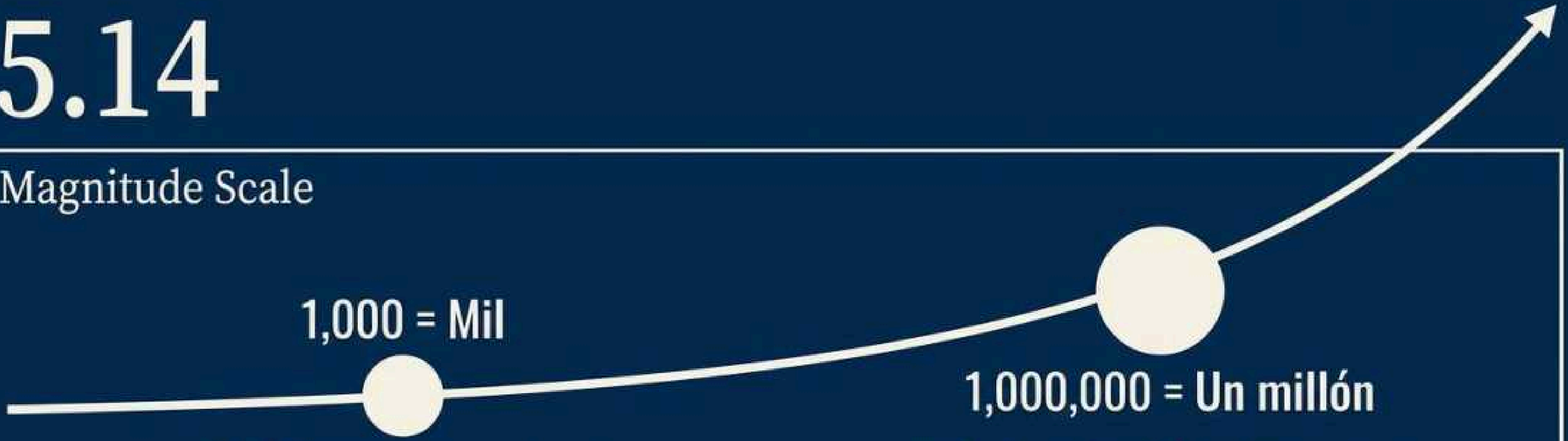
ciento	doscientos	trescientos
cuatrocientos	**quinientos**	seiscientos
setecientos	ochocientos	**novecientos**

Rule 1 (100)
Cien = Exactly 100.
Ciento = Used before other numbers (ciento uno).

Rule 2 (Gender)
Hundreds agree in gender with the noun.
(doscient**as** cas**as**).

5.14

Magnitude Scale



Rule: Never takes a plural.
Example: dos mil

Rule: Requires **de** before a noun.
Example: un millón **de** personas

Historical Timeline

Rule: Years are read as standard ordinary numbers.



mil novecientos noventa y nueve

dos mil veinticinco

5.15



POR

Meaning: Cause, means, duration, looking back.

Gracias por todo (Thanks for everything).

PARA

Meaning: Goal, destination, looking forward.

Estudio para aprender (I study in order to learn).
El regalo es para ti (The gift is for you).

5.16

[Feminine Adjective] + **MENTE** = Adverb = (Equivalent to English '-ly')

Rápida + mente → rápidamente (quickly)

Lenta + mente → lentamente (slowly)

Fácil + mente → fácilmente (easily)

Uses the only available form since fácil does not have a distinct feminine ending.

5.17

Person A: "Mi hermana **mayor** es **más alta que** yo, pero yo juego **mejor** al baloncesto."
Person B: "Mi equipo es **el mejor de** la ciudad, y mi entrenador cuesta **menos que** el tuyo."

Irregular comparative for age

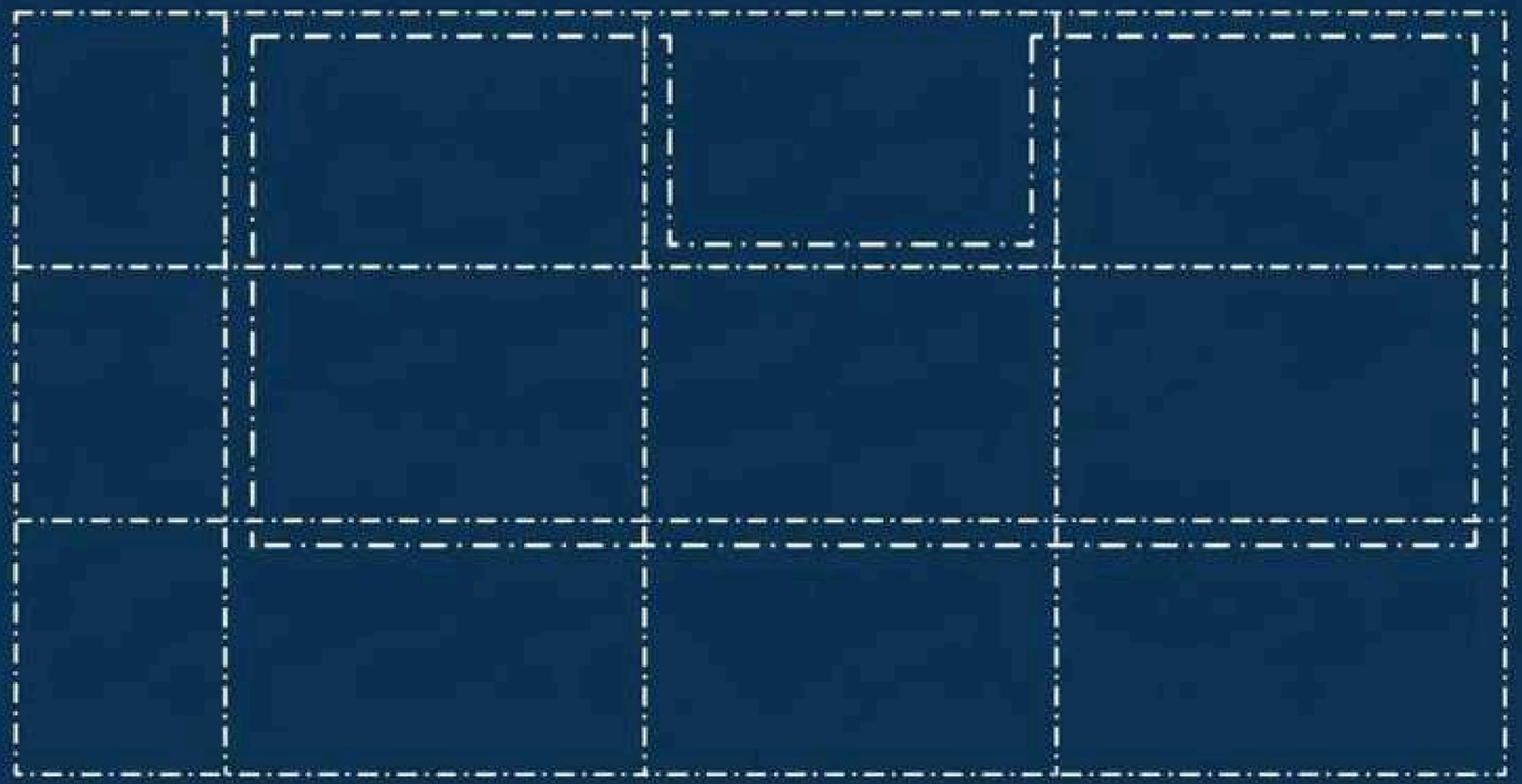
Inequality syntax

Irregular comparative for trait

Superlative structure

Inequality syntax

5.18



Phonetic Stress Check

- Inside the boot = 4 forms (Stress on stem = Vowel mutates in Crimson).
- Outside the boot = 2 forms (Stress on ending = No change).

Example Proof:
"nosotros pensamos (no change)"
vs.
"ellos piensan (vowel changes in Crimson)"

Mental Prompt: Draw this structural boot for one verb from each of the three groups (e→ie, o→ue, e→i).

5.19

- [ ] **VERBAL MATRICES**
  Write 1 sentence for each of the three stem-change groups.
- [ ] **RELATIONAL SYNTAX**
  Write 3 comparisons about people you know (utilizing más, menos, and tan).
- [ ] **ELEVATION STRUCTURE**
  Write 1 superlative statement.
- [ ] **ACOUSTIC REPETITION**
  Say all 7 sentences aloud, then repeat them tomorrow without referencing the text.

5.20



Next Architectural Layer: Integration.

Adding the future tense and command forms to combine all elements into real, unstructured conversational models.