

Spanish I

Course No. 0708340

**Bureau of Exceptional Education and Student Services
Florida Department of Education**

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Spanish I

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Curriculum Improvement Project
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Table of Contents

Acknowledgments	xiii
¡Bienvenidos a la clase de español! (Welcome to Spanish Class!)	xv
Unit 1: Welcome to the Spanish-Speaking World	1
Unit Focus	1
Overview	5
Vocabulario (Vocabulary)	7
Los números (Numbers)	7
El alfabeto or el abecedario (Alphabet)	10
Los saludos (Greetings)	11
Responses to ¿Cómo estás? (How are you?)	12
Las despedidas (Goodbyes)	13
Los días de la semana (Days of the Week)	14
Los meses del año (Months of the Year)	15
Las estaciones (Seasons)	16
El tiempo (Weather)	17
Responses to ¿Qué tiempo hace? (What's the weather like?)	17
La hora (Time)	18
Responses to ¿Qué hora es? (What time is it?)	18
Useful Time Expressions	19
Useful Time-Related Expressions	20
Words	22
Sentences	29
Introduction	33
Where Spanish Is the Official Language—Mexico, the Caribbean, Central America, and South America	35
Los números (Numbers)	37
Los números 0-10 (Numbers 0-10)	38
Práctica (Practice)	39
Los números 11-20 (Numbers 11-20)	48
Práctica (Practice)	49
Los números 20-40 (Numbers 20-40)	51
Práctica (Practice)	52
Los números 40-59 (Numbers 40-59)	53
Práctica (Practice)	54
Los números 0-59 Review Sheet	55
Práctica (Practice)	56
El dinero (Money)	58

Práctica (Practice)	60
Spelling Words in Spanish	61
Práctica (Practice)	62
La puntuación (Punctuation)	68
Práctica (Practice)	69
Saludos y despedidas (Greetings and Goodbyes)	70
Responses to ¿Cómo estás? (How are you?)	71
Práctica (Practice)	72
Los días de la semana (Days of the Week)	74
Práctica (Practice)	76
Los meses del año (Months of the Year)	80
La fecha (The Date)	80
Práctica (Practice)	82
Las estaciones (Seasons)	85
Práctica (Practice)	87
El tiempo (Weather)	92
¿Qué hora es? (What Time Is It?)	93
Práctica (Practice)	96
Unit 2: Using Spanish in Your Community	99
Unit Focus	99
Overview	101
Vocabulario (Vocabulary)	103
En la clase (In the Classroom)	103
True Cognates	107
False Cognates	109
Definite Articles	110
Indefinite Articles	110
Subject Pronouns	111
The Verb <i>estar</i> (To Be)	112
Words	113
Sentences	115
En la clase (In the Classroom)	117
Práctica (Practice)	119
Look-Alike and Sound-Alike Words: Cognates—True or False	123
Making Nouns Plural	124
Práctica (Practice)	125
Gender of Nouns	131
El, la, los, y las (The)—Definite Articles	132

Práctica (Practice)	134
Un, una, unos, y unas (A, An, and Some)—Indefinite Articles	138
Práctica (Practice)	139
Hay (There Is or There Are)	140
Práctica (Practice)	141
Subject Pronouns	143
Práctica (Practice)	145
The Verb <i>estar</i> (To Be)	148
Práctica (Practice)	149

Unit 3: Expressing Yourself—Numbers, Verbs, Weights, and

Measurements	155
Unit Focus	155
Overview	159
Vocabulario (Vocabulary)	161
Los números (Numbers)	161
The Verb <i>estar</i> (To Be)	166
The Verb <i>ser</i> (To Be)	167
Definite Articles	168
Indefinite Articles	168
El cuerpo humano (Human Body)	169
Words	170
Sentences	175
Examples of the Limited Usage of <i>Ser</i> (To Be)	177
Los números 60-100 (Numbers 60-100)	179
Práctica (Practice)	181
The Number 100	182
Los números 0-59 (Numbers 0-59) Review	183
Práctica (Practice)	184
Cultural Differences	193
Práctica (Practice)	195
The Verb <i>estar</i> (To Be)	197
Práctica (Practice)	199
El cuerpo humano (Human Body)	202
Práctica (Practice)	204
Location	208
Práctica (Practice)	209
The Verb <i>ser</i> (To Be)	211
Práctica (Practice)	213
When to Use <i>estar</i> and When to Use <i>ser</i>	218
Práctica (Practice)	219

Unit 4: Describing Present Actions	223
Unit Focus	223
Overview	225
Vocabulario (Vocabulary)	227
-ar Verbs	227
Present Tense Form of <i>nadar</i> —To Swim	229
Subject Pronouns	230
Definite Articles	231
Indefinite Articles	231
Words	232
Los verbos (Verbs)	235
The -ar Verbs	236
Práctica (Practice)	239
Changing an -ar Verb to Present Tense	240
Práctica (Practice)	243
Omission of the Subject	250
Práctica (Practice)	251
Making Sentences Negative	253
Práctica (Practice)	254
Unit 5: Where to Go and What to Do	259
Unit Focus	259
Overview	263
Vocabulario (Vocabulary)	265
Places	265
The Verb <i>ir</i> (To Go)	267
-ar Verbs	268
Verbs	269
Definite Articles	270
Indefinite Articles	270
Months of the Year	271
Days of the Week	272
Day or Night	272
Time	273
Words	274
Sentences	277
“Yes” Responses	279
“No” Responses	279
Cognates—Spanish Words Similar to English Words	281
Where to Go and What to Do	282

Práctica (Practice)	286
Celebrations	290
The Verb <i>ir</i> (To Go)	292
Práctica (Practice)	293
<i>Ir a</i> + Infinitive	299
Práctica (Practice)	300
Unit 6: Family, Adjectives, Likes, and Dislikes	309
Unit Focus	309
Overview	311
Vocabulario (Vocabulary)	313
La familia (Family)	313
Definite Articles	317
Indefinite Articles	317
Interrogative Words	318
Los adjetivos (Adjectives)	319
The Verb <i>ser</i> (To Be)	321
La ropa (Clothing)	322
Los colores (Colors)	323
Me gusta, no me gusta (I like, I Don't Like)	324
Verbs	324
Words	325
Sentences	329
La familia (Family)	333
Who Could Be in a Family?	335
Práctica (Practice)	337
Interrogative Words—Asking Questions	343
Práctica (Practice)	344
Los adjetivos (Adjectives)	348
Masculine and Feminine Forms of Adjectives	349
Práctica (Practice)	351
Adjectives That Stay the Same	353
Práctica (Practice)	354
Plural Adjectives	357
Práctica (Practice)	358
La ropa (Clothing)	365
Práctica (Practice)	366
Los colores (Colors)	369
Práctica (Practice)	371
Me gusta, no me gusta (I Like, I Don't Like)	373
Práctica (Practice)	374

Unit 7: Asking Questions and Getting Information	377
Unit Focus	377
Overview	379
Vocabulario (Vocabulary)	381
-er Verbs	381
-ir Verbs	382
-ar Verbs	383
Subject Pronouns	384
Definite Articles	385
Indefinite Articles	385
Interrogative Words	386
Words	387
Sentences	394
The -er Verbs	397
Práctica (Practice)	402
<i>Ver, querer, and saber</i> —Irregular Verbs	408
Práctica (Practice)	411
The -ir Verbs	418
Práctica (Practice)	420
The Verb <i>tener</i> (To Have)	425
Práctica (Practice)	426
The Expression “ <i>tener que</i> ”—To Tell What People “Have to Do”	430
Práctica (Practice)	431
Las preguntas (Questions)	432
Práctica (Practice)	433
Asking Questions for Information	435
Práctica (Practice)	436
Unit 8: The House, Food, and Place Settings	439
Unit Focus	439
Overview	441
Vocabulario (Vocabulary)	443
Rooms in the House	443
Los muebles (Furniture)	444
La comida (Food)	445
Eating Utensils	447
This, That, These, and Those	448
Verbs	448
Definite Articles	449
Indefinite Articles	449
Words	450

Phrases—Singular and Plural—This, That, These, and Those	452
Sentences	453
La casa (The House)	455
Práctica (Practice)	458
Los muebles (Furniture)	460
Práctica (Practice)	462
La comida (Food)	465
Práctica (Practice)	467
Common Foods	469
Práctica (Practice)	470
Other Common Foods	472
Práctica (Practice)	473
Eating Utensils	478
Práctica (Practice)	479
This, That, These, and Those	482
Práctica (Practice)	485
Unit 9: Present Progressive and Direct Object Pronouns	491
Unit Focus	491
Overview	493
Vocabulario (Vocabulary)	495
Subject Pronouns	495
The Verb <i>estar</i> (To Be)	496
Definite Articles	497
Indefinite Articles	497
Direct Object Pronouns	498
Verbs	499
Words	501
Sentences	506
Present Progressive Tense	509
Present Progressive Tense and the <i>-ar</i> Verbs	510
Práctica (Practice)	512
Present Progressive Tense and <i>-er</i> Verbs	514
Present Progressive Tense and <i>-eer</i> Verbs	515
Práctica (Practice)	516
Direct Object Pronouns	523
Práctica (Practice)	525
Appendices	533
Appendix A: Index	535
Appendix B: References	575

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¡Bienvenidos a la clase de español! (Welcome to Spanish Class!)

During this course, you will learn a lot of new material. It is important that you begin some good habits right away. If you follow the suggestions below, you will learn easier and remember longer. Learning another language depends on how well you remember the material you learned before. You learn in steps. Each step depends on the step you learned before. If you skip a step, the next step is more difficult. Try to use the following ideas to learn:

- Make flashcards to learn new vocabulary. Write the Spanish word on one side and the English word on the other side. Practice them both ways. Look at the Spanish word and say the English word. Then, look at the English word and say the Spanish word.
- Copy the Spanish pronunciation you hear on tapes in your Spanish class. Imitate the accent as closely as you can. Always repeat out loud after listening to tapes.
- Every day, use at least 15 minutes of time to read over what you have done in class that day. You will be surprised at how much you remember if you do this. It also saves you some studying time before a test or quiz.
- After you learn some new information, try to speak in Spanish with someone else in the classroom. This is easier to do when you are not in the classroom, but in the hallway or outside the school. That way, you can both practice.
- Do not skip any assignments. If you do not understand the assignment, please ask the teacher for an explanation. Solve those problems immediately. That way, the next assignment will be easier.
- Pay attention to the things you learn about Spanish culture. They often give you a mental picture. This picture can help give you insight into language.

Let's begin! Remember the suggestions above and try to follow them. Practice every day and enjoy your time in the classroom.

¡Buena suerte! Good luck!

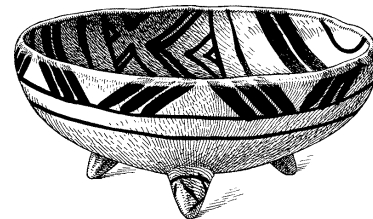
Unit 1: Welcome to the Spanish-Speaking World

This unit emphasizes the alphabet, greetings, numbers 0-59, dates, months, seasons, punctuation, and time.

Unit Focus

Communication

- Express likes and dislikes when asked simple questions (e.g., about toys or other objects). (FL.A.1.1.1)
- Greet others and exchange essential personal information (e.g., home address, telephone number, place of origin, and general health). (FL.A.1.1.2)
- Use appropriate gestures and expressions (i.e., body language) to complete or enhance verbal messages. (FL.A.1.1.3)
- Express likes or dislikes regarding various objects, categories, people, and events present in the everyday environment. (FL.A.1.2.1)
- Use repetition, rephrasing, and gestures effectively to assist in communicating spoken messages. (FL.A.1.3.4)
- Follow and give simple instructions (e.g., instructions to participate in games or instructions provided by the teacher for classroom tasks). (FL.A.2.1.1)
- Restate and rephrase simple information from materials presented orally, visually, and graphically in class. (FL.A.2.1.2)
- Listen and read in the target language and respond through role playing, drawing, or singing. (FL.A.2.1.4)



- Organize information in spoken or written form about a variety of topics of academic and cultural interest (e.g., by making lists, categorizing objects, or organizing concepts). (FL.A.2.2.3)
- Comprehend and respond to oral messages (e.g., personal anecdotes or narratives) based on familiar themes and vocabulary. (FL.A.2.2.5)

Culture

- Participate in age-appropriate cultural activities (e.g., games, songs, birthday celebrations, storytelling, dramatizations, and role playing). (FL.B.1.1.1)
- Recognize various activities and celebrations in which children participate in the target culture (e.g., games, songs, birthday celebrations, storytelling, dramatizations, and role playing). (FL.B.1.2.1)

Connections

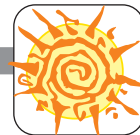
- Use simple vocabulary and phrases to identify familiar objects and concepts from other disciplines. (FL.C.1.1.1)
- Participate in activities in the language class designed to integrate content-area concepts (e.g., mathematical calculations or cause-and-effect relationships) into target-language instruction (e.g., about countries or cultures). (FL.C.1.2.1)
- Use target-language vocabulary or concepts to reinforce knowledge of a related topic studied in another class (e.g., geographical place names, parts of the body, or basic mathematical operations). (FL.C.1.2.2)
- Use the target language to gain access to information that is only available through the target language or within the target culture (listen to a story told in the target language). (FL.C.2.1.1)

Comparisons

- Use simple vocabulary and short phrases in the target language. (FL.D.1.1.2)
- Recognize the similarities and differences between his or her native language and the target language in terms of the pronunciation, alphabet, and forms of written expression. (FL.D.1.2.2)
- Distinguish the similarities and differences between the patterns of behavior of the target culture related to recreation, holidays, celebrations and the patterns of behavior of the local culture. (FL.D.2.2.1)
- Recognize forms of the target language evident in the local culture (e.g., signs, symbols, advertisements, packages, displays, murals, songs, and rhymes). (FL.D.2.2.2)

Experiences

- Know that many people in the United States use languages other than English on a daily basis. (FL.E.1.2.1)
- Demonstrate an awareness of employment possibilities (and other applications) for those who are able to master the target language. (FL.E.1.2.2)



Unit 1: Welcome to the Spanish-Speaking World

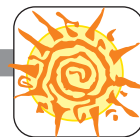
Overview

Spanish is spoken by over 340 million people in the world today. Spanish is the second world language of international communication. The first Spanish-speaking country was Spain. Spanish is also spoken in 19 Latin American countries, in parts of Africa, and the Philippines. In the United States, about one out of every 10 residents speaks Spanish.

In this unit you will learn the following:

- numbers 0-59 (los números)
- alphabet (el alfabeto, el abecedario)
- punctuation (la puntuación)
- greetings and goodbyes (los saludos y las despedidas)
- months of the year (los meses del año)
- days of the week (los días de la semana)
- dates (las fechas)
- seasons (las estaciones)
- time (la hora).





Vocabulario (Vocabulary)

Use the vocabulary list below as a reference for this unit.

Los números (Numbers)

cero	0	diez	10
uno	1	once	11
dos	2	doce	12
tres	3	trece	13
cuatro	4	catorce	14
cinco	5	quince	15
seis	6	dieciséis	16
siete	7	diecisiete	17
ocho	8	dieciocho	18
nueve	9	diecinueve	19



veinte 20

veintiuno 21

veintidós 22

veintitrés 23

veinticuatro 24

veinticinco 25

veintiséis 26

veintisiete 27

veintiocho 28

veintinueve 29

treinta 30

treinta y uno 31

treinta y dos 32

treinta y tres 33

treinta y cuatro 34

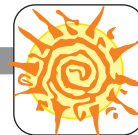
treinta y cinco 35

treinta y seis 36

treinta y siete 37

treinta y ocho 38

treinta y nueve 39



cuarenta 40

cuarenta y uno 41

cuarenta y dos 42

cuarenta y tres 43

cuarenta y cuatro 44

cuarenta y cinco 45

cuarenta y seis 46

cuarenta y siete 47

cuarenta y ocho 48

cuarenta y nueve 49

cincuenta 50

cincuenta y uno 51

cincuenta y dos 52

cincuenta y tres 53

cincuenta y cuatro ... 54

cincuenta y cinco 55

cincuenta y seis 56

cincuenta y siete 57

cincuenta y ocho 58

cincuenta y nueve ... 59



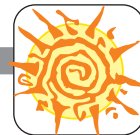
El alfabeto or el abecedario (Alphabet)

The letters of the Spanish alphabet below are shown with the Spanish pronunciation in parentheses () and the English pronunciation in brackets [].

A (a) [ah]	O (o) [oh]
B (be) [beh]	P (pe) [peh]
C (ce) [seh]	Q (cu) [coo]
D (de) [deh]	R (ere) [ere]
E (e) [eh]	RR (erre) [er-reh]
F (efe) [eh-feh]	S (ese) [es-seh]
G (ge) [heh]	T (te) [teh]
H (hache) [ah-cheh]	U (u) [oo]
I (i) [ee]	V (ve or uve) [veh]
J (jota) [ho-tah]	W (doble ve or doble uve) [doe-bleh veh]
K (ka) [kah]	X (equis) [eh-kis]
L (ele) [el-leh]	Y (i griega or ye) [ee grie-gah]
M (eme) [em-meh]	Z (zeta) [seh-tah]
N (ene) [en-neh]	
Ñ (eñe) [ehn-yeh]	

*The **CH** and **LL** have officially been dropped from the Spanish alphabet; however, dictionaries and glossaries published before 1994 will continue to show them as separate entries.*

CH (che) [cheh]	LL (elle) [ehyeh]



Los saludos (Greetings)

Buenos días. Good morning.

Buenas noches. Good evening (*or* night).

Buenas tardes. Good afternoon.

¿Cómo estás? How are you?

¡Hola! Hello! *or* Hi!

¿Qué pasa? What's the matter? *or* What's going on?

¿Qué tal? How's it going?



Responses to ¿Cómo estás? (How are you?)

Bien. Fine *or* Well.

Bien, gracias. ¿Y tú? Fine, thanks. And you?

Estoy bien. I'm fine *or* I'm well.

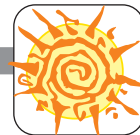
Excelente. Excellent *or* Great.

¡Horrible! Horrible!

Así, así. So-so *or* Fair.

(Muy) mal. (Very) bad.

Regular. Regular *or* Normal.



Las despedidas (Goodbyes)

Adiós. Goodbye.

Bueno, tengo clase. Well, I have class.

Chao. Bye.

Hasta luego. See you later.

Hasta mañana. See you tomorrow.

Tengo que irme. I have to go.



Los días de la semana (Days of the Week)

el lunes Monday

el martes Tuesday

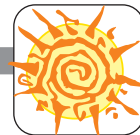
el miércoles Wednesday

el jueves Thursday

el viernes Friday

el sábado Saturday

el domingo Sunday



Los meses del año (Months of the Year)

enero January

febrero February

marzo March

abril April

mayo May

junio June

julio July

agosto August

septiembre September

octubre October

noviembre November

diciembre December



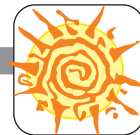
Las estaciones (Seasons)

el invierno winter

la primavera spring

el verano summer

el otoño fall



El tiempo (Weather)

Responses to ¿Qué tiempo hace? (What's the weather like?)

Hace buen tiempo. The weather is good.

Hace mal tiempo. The weather is bad.

Está lloviendo. It's raining.

Está nublado. It's cloudy.

Hace calor. It's hot.

Hace fresco. It's cool.

Hace frío. It's cold.

Hace viento. It's windy.

Hay granizo. It's hailing.

Hay niebla. It's foggy.

Hay relámpagos. It's lightning.



La hora (Time)

Responses to ¿Qué hora es? (What time is it?)

Es la una. It is 1:00.

Es la una y dos. It is 1:02.

Son las tres. It is 3:00.

Son las tres y diecinueve. It is 3:19.

Es la una menos diez. It is 12:50.

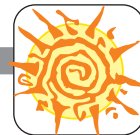
Es la una menos cinco. It is five minutes till one.

Es la una y media. It is 1:30.

Son las cuatro y media. It is 4:30.

Es la una y cuarto. It is 1:15.

Son las cuatro y cuarto. It is 4:15.



Useful Time Expressions

¿Qué hora es? What time is it?

Es medianoche. It is midnight.

Son las tres y cuarto en punto. It is 3:15 on the dot.

Salimos a las nueve. We leave at 9:00.



Useful Time-Related Expressions

de la mañana in the morning (de la = specific time)

por la mañana in the morning (por la = no specific time)

de la tarde in the afternoon (de la = specific time)

por la tarde in the afternoon (por la = no specific time)

a la medianoche at midnight

al mediodía at noon

de la noche in the evening *or* night (de la = specific time)

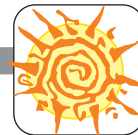
por la noche in the evening *or* night (por la = no specific time)

ayer yesterday

la mañana *or* mañana morning *or* tomorrow

mañana por la mañana tomorrow morning

pasado mañana the day after tomorrow



el año pasado last year

anoche last night

la semana pasada last week

el año que viene next year

el domingo que viene next Sunday

la semana que viene next week



Words

el acento accent

adiós goodbye

el alfabeto, el abecedario alphabet

el año year

anoche last night

los años years

así, así so-so *or* fair

ayer yesterday

bien fine *or* well

bienvenido(a) welcome

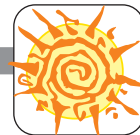
buen good

buena good *or* well (female)

bueno good *or* well (male)

el calendario calendar

el calor heat



cero	zero
chao	bye
las chicas	girls
los chicos	boys (all males or a mixed group)
la clase	class <i>or</i> classroom
los colores	colors
¿cómo?	how? <i>or</i> what?
con	with
el corrido	narrative song, ballad
¿cuál?	what? <i>or</i> which (one)?
¿cuándo?	when?
¿cuántos?	how many?
cuarto	quarter(1/r)
el cumpleaños	birthday
de	of
del (de + el)	of the (masculine singular)
las despedidas	goodbyes



el día day

los días days

el dinero money

el dólar dollar

en in *or* on

es is

escribe write *or* spell

escuchen listen

el español Spanish

la estación season

las estaciones seasons

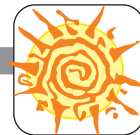
el examen exam *or* test

excelente excellent, great

fácil easy

favorito(a) favorite

la fecha date



el fresco	cool
el frío	cold
gracias	thanks <i>or</i> thank you
el granizo	hail
hay	there is <i>or</i> there are
hola	hello <i>or</i> hi
la hora	time <i>or</i> hour
horrible	horrible
hoy	today
lloviendo	raining
luego	later
mal	bad <i>or</i> badly
mañana	tomorrow
la mañana	morning
las matemáticas	mathematics
la mayúscula	upper case letter



media half

la medianoche midnight

el mediodía noon

menos minus, less

el mes month

los meses months

mi my

la minúscula lower case letter

el modelo model

mucho a lot

muy very

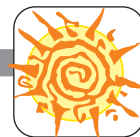
la niebla fog

no no

la noche evening *or* night

nublado cloudy *or* overcast

el número de teléfono telephone number



los números	numbers
los números de teléfono	telephone numbers
pasado	past
la práctica	practice
primero	first
el punto	dot
la puntuación	punctuation
¿qué?	what?
regular	regular <i>or</i> normal
las relámpagos	lightning
repitan	repeat
los saludos	greetings
la semana	week
el señor (Sr.)	mister (Mr.)
la señora (Sra.)	lady (Mrs.)
la señorita (Srta.)	young lady (Miss)



sí yes

la suerte luck

la tarde afternoon

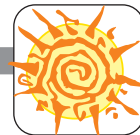
el tiempo time *or* weather

tu your (singular)

viento wind

el vocabulario vocabulary

y and



Sentences

¡Bienvenidos a la clase de español! Welcome to Spanish class!

¡Buena suerte! Good luck!

¿Cuál es tu número de teléfono? What is your telephone number?

Es el It is .

¿Cuántos años tienes? How old are you?

Tengo _____ años. I am _____ years old.

¿Cómo se escribe “Gerardo”? How do you spell “Gerardo”?

G mayúscula, e, r, a, r, d, o. Capital G, e, r, a, r, d, o.

¿Cómo te llamas? What is your name?

Me llamo My name is .



¿Qué día es hoy? What day is today?

Hoy es miércoles. Today is Wednesday.

¿Cuál es la fecha? What is the date?

Es el cinco de mayo. It is the fifth of May.

¿Cuál fecha es hoy? What is the date today?

Hoy es el primero de noviembre. Today is November first.

¿Cuándo es tu cumpleaños? When is your birthday?

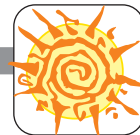
Mi cumpleaños es el ocho de abril. My birthday is April 8.

¿Cuál es tu mes favorito? Which is your favorite month?

Mi mes favorito es _____. My favorite month is _____.

¿Cuál es tu estación favorita? Which is your favorite season?

Mi estación favorita es _____. My favorite season is _____.



Los meses del año son _____ The months of the year are _____ .

Hace calor en los meses de _____ It is hot in the months of _____ .

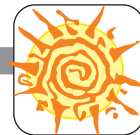
Hace frío en los meses de _____ It is cold in the months of _____ .

María tiene un examen el martes. Maria has a test on Tuesday.

Ella tiene que estudiar. She has to study.

No es fácil aprender matemáticas. It isn't easy to learn mathematics.

Hay que practicar mucho. It is necessary to practice a lot.



Introduction

¡Bienvenidos a la clase de español! Welcome to Spanish Class!

As you learn another language, you also learn about the people who speak the language and where they live. You learn about their traditions and contributions to the world. You also learn to reflect upon yourself and your family's way of life and traditions. During this course, you will learn a lot of new material. It is important that you begin some good habits right away. If you follow the suggestions below, you will learn more easily and remember longer. Learning another language depends on how well you remember. You learn in steps. One step depends on the previous step. If you skip a step, the next step is more difficult. Try the following strategies:

- **Make flashcards to learn new vocabulary.** Write the Spanish word on one side of the card and the English word on the other side. Practice the words both ways. Look at the Spanish word and say the English word. Then look at the English word and say the Spanish word.
- **Listen and repeat as the teacher models the Spanish words and phrases.** Imitate the accent as closely as you can.
- **Every day, spend at least 15 minutes reading over what you have done in class that day.** You will be surprised at how much you remember if you just do this. This also saves you study time before a test or quiz.
- **After you learn something new, practice it with someone else in the class.** This may be easier to do when you are not in the class but in the hallway, at lunch, or after school. This way you can both practice.



- **Do not skip any assignments.** If you do not understand the assignment, please ask your teacher for an explanation. Solve problems immediately. This way, the next material you learn will fall into place.
- **Pay attention to the things you learn about the Spanish culture.** This will often give you a mental picture. This picture can help give you an insight into language.

Let's begin! Remember the suggestions above and follow them. Practice every day and enjoy your time learning Spanish.

¡Buena suerte! Good luck!



Where Spanish Is the Official Language—Mexico, the Caribbean, Central America, and South America

México, el Caribe, Centroamérica, y Sudamérica

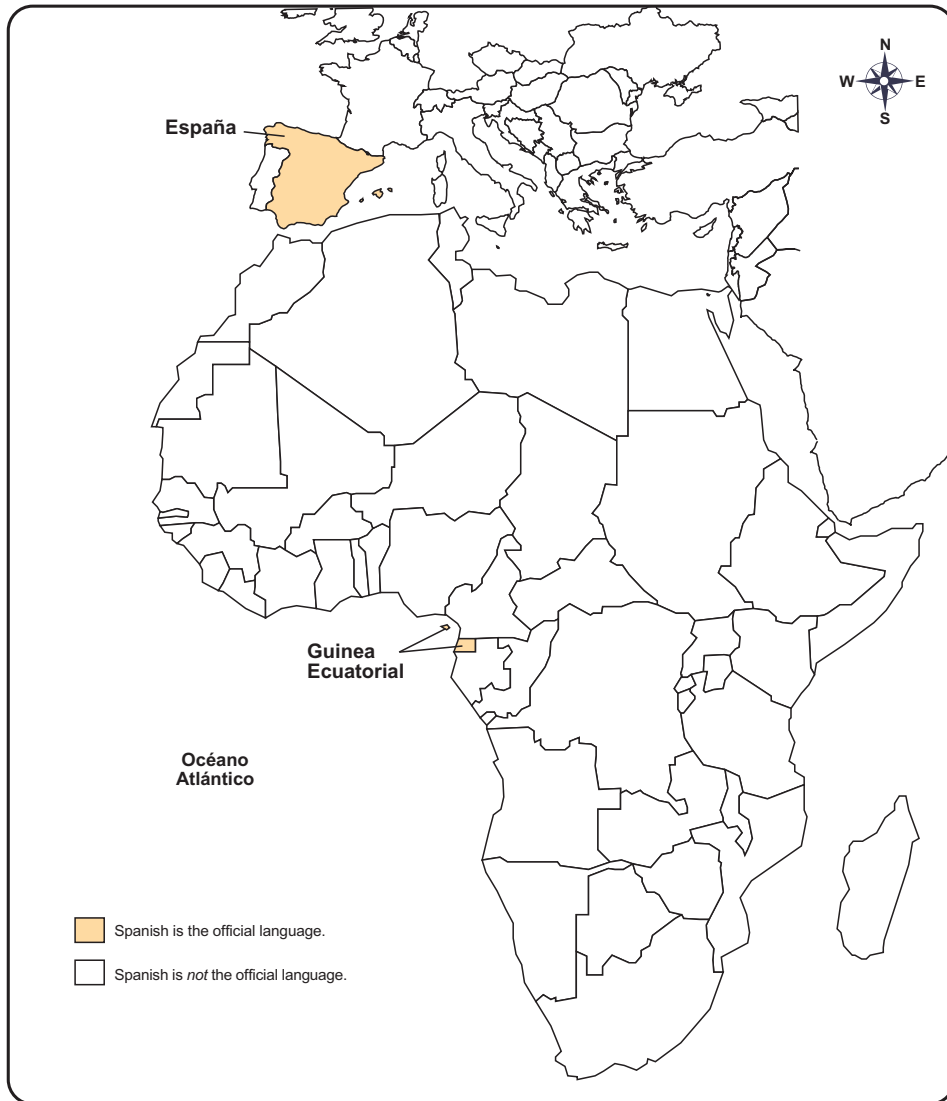


Please note that Brazil, Guyana, Suriname, French Guyana, and Belize are the only countries in Central America and South America where Spanish is not spoken. In Brazil, Portuguese is the official language. English is the official language of Guyana and Belize. Dutch is the official language of Suriname and French is the official language of French Guyana.

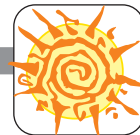


Where Spanish Is the Official Language—Europe and Africa

Europa y África



The first Spanish-speaking country in the world was Spain. Spanish is spoken in two dialects in Spain—Castilian and Andalusian. Spain conquered many countries around the world and those countries became Spanish-speaking countries. Also, the official language of Equatorial Guinea in Africa is Spanish.



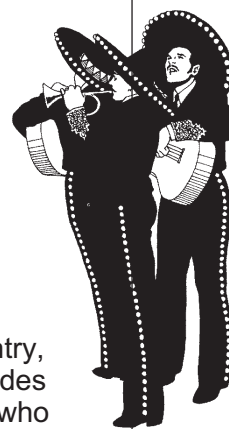
Los números (Numbers)

This section introduces the names of the numbers 0-59 in Spanish. You may already know many of these numbers in Spanish. For example, have you ever heard of the card game *Uno* (One) or of the celebration *Cinco de Mayo* (Fifth of May)?

Cinco de Mayo (Fifth of May)

Many people believe that May 5 is the anniversary of Mexican independence, but they are wrong. Mexico's Independence Day is September 16. Cinco de Mayo, the fifth of May, is the holiday that honors a small Mexican victory over the French at the Battle of Puebla in 1862. Although in the end the Mexican army was defeated, the victory of "La Batalla de Puebla" came to symbolize Mexican unity and patriotism.

Today, Cinco de Mayo is celebrated throughout the country, but especially in Puebla and in Mexico City. Military parades are held to pay respect to heroes, soldiers, and civilians who gave their lives for their countries. Schools also take part in the parades, which require months of preparation. Cinco de Mayo ends with the traditional shouts of *¡Viva México!* and people looking forward to the next national holiday: El 16 de Septiembre Día de la Independencia de México.



Think of other Spanish numbers you may have seen in movies or heard in songs. The following pages begin our journey to learning Spanish. Get ready to practice!



Los números 0-10 (Numbers 0-10)

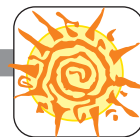
Below are the numbers from zero to 10 written in Spanish.

Los números 0-10 (Numbers 0-10)

0	cero
1	uno
2	dos
3	tres
4	cuatro
5	cinco
6	seis
7	siete
8	ocho
9	nueve
10	diez



The Mayans were the first civilization to understand the concept of 0 and use it as a number.



Práctica (Practice)

Los números (Numbers)

Below are the numbers from 0 to 10 in Spanish. Listen and repeat as the teacher models the following numbers in Spanish.

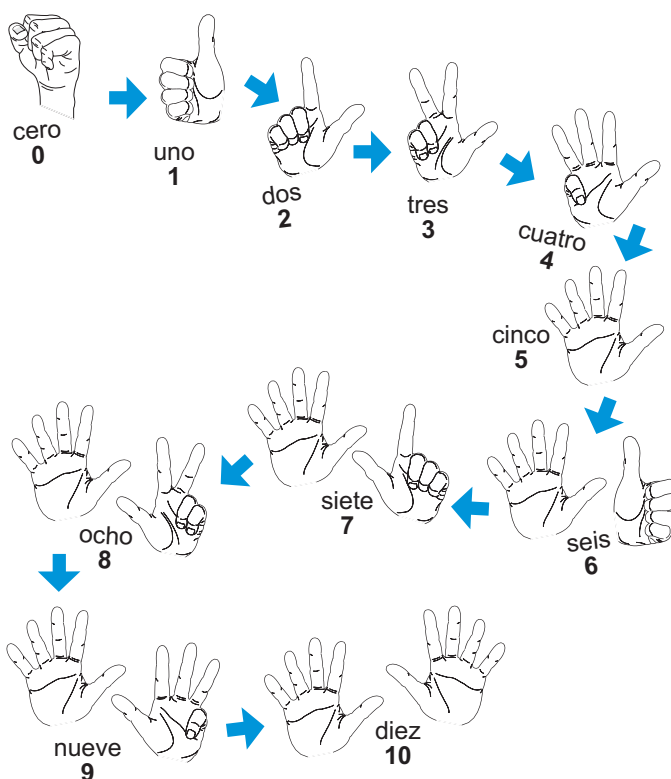


escuchen (listen)



repitan (repeat)

0	cero
1	uno
2	dos
3	tres
4	cuatro
5	cinco
6	seis
7	siete
8	ocho
9	nueve
10	diez



Now, listen and repeat the numbers again.



*This time, **listen and repeat** adding another number each time.*

cero

cero, uno

cero, uno, dos

cero, uno, dos, tres

cero, uno, dos, tres, cuatro

cero, uno, dos, tres, cuatro, cinco

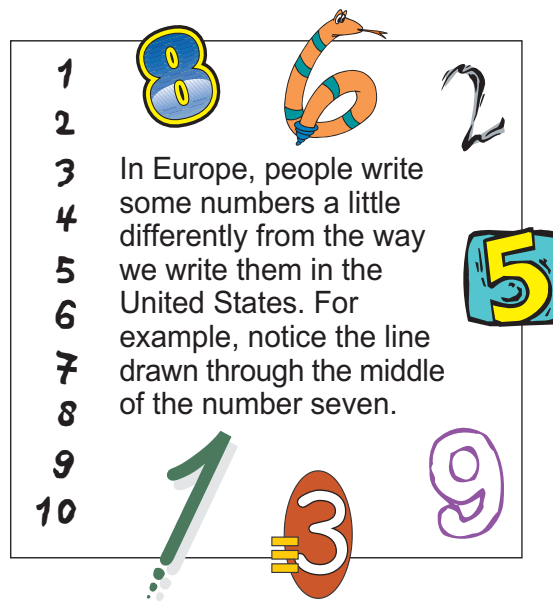
seis

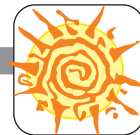
seis, siete

seis, siete, ocho

seis, siete, ocho, nueve

seis, siete, ocho, nueve, diez





Práctica (Practice)

Match each **numeral** with the correct **number written in Spanish**. Write the letter on the line provided.

_____ 1. 5

A. cero

_____ 2. 2

B. cinco

_____ 3. 0

C. cuatro

_____ 4. 1

D. dos

_____ 5. 4

E. tres

_____ 6. 3

F. uno

_____ 7. 6

A. diez

_____ 8. 8

B. nueve

_____ 9. 9

C. ocho

_____ 10. 7

D. seis

_____ 11. 10

E. siete

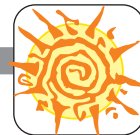


Práctica (Practice)

Use the list below to **write the next number of each sequence in Spanish.**

cuatro	seis
dos	siete
nueve	

1. cero, dos, _____, seis, ocho, diez
2. cero, tres, seis, _____
3. uno, tres, cinco, _____, nueve
4. dos, cuatro, tres, cinco, cuatro, _____, cinco, siete
5. diez, seis, ocho, cuatro, seis, _____



Práctica (Practice)

Write the following numbers in Spanish using **numerals**.

Modelo (Model): cero 0

1. tres

2. seis

3. diez

4. ocho

5. dos

6. cuatro

7. uno

8. cinco

9. siete

10. nueve



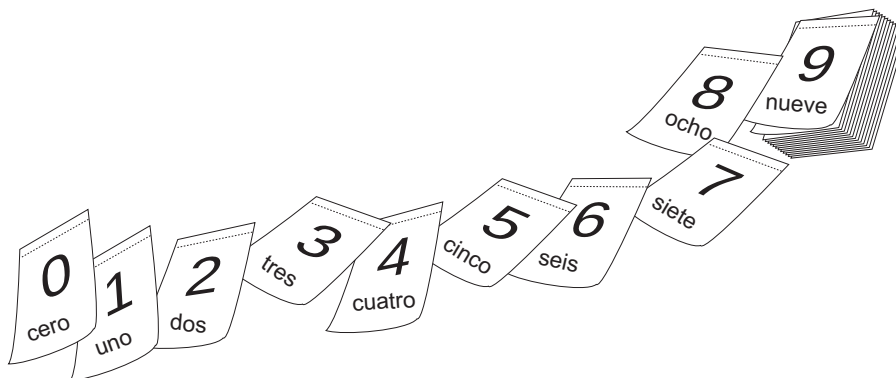
Práctica (Practice)

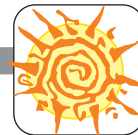
Solve the following. Use the list below to **write the answer in Spanish**.

cero	diez	ocho
cinco	nueve	tres
cuatro		

Las matemáticas (Mathematics)

1. diez – dos = _____ .
2. ocho + uno = _____ .
3. cero + cuatro = _____ .
4. seis x cero = _____ .
5. tres + dos = _____ .
6. cinco + cinco = _____ .
7. diez – siete = _____ .





Práctica (Practice)

Los números de teléfono (telephone numbers)

Below is a **dialogue between two friends** named *Carmen* and *Santiago*.
Carmen will ask for *Santiago*'s telephone number and then thank him.

Listen and **repeat** as the teacher models the following **dialogue** in Spanish.
Then **read** the **English translation** to yourself.



escuchen (listen)



repitan (repeat)

Carmen: ¿Cuál es tu número de teléfono?

(Carmen: *What is your telephone number?*)

Santiago: Es el cinco, cinco, cinco, siete, siete, uno, cero.

(Santiago: *It is five, five, five, seven, seven, one, zero.*)

Carmen: ¿Cuántos siete hay?

(Carmen: *How many sevens are there?*)

Santiago: Hay dos siete.

(Santiago: *There are two sevens.*)

Carmen: ¿Un cero?

(Carmen: *One zero?*)

Santiago: Sí, uno.

(Santiago: *Yes, one.*)

Carmen: Gracias, Santiago.

(Carmen: *Thank you, Santiago.*)



Now, **listen** and **repeat** the **dialogue** again.



Práctica (Practice)

Say the following telephone numbers in Spanish to your partner.

Modelo (Model):

910-8526

nueve-uno-cero-ocho-cinco-dos-seis

1. 924-0176

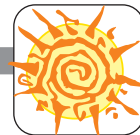
2. 204-3587

3. 396-8437

4. 807-5802

5. 113-9695





Práctica (Practice)

Use the list below to write the following **information in Spanish**.

0 cero	2 dos	4 cuatro	6 seis	8 ocho	10 diez
1 uno	3 tres	5 cinco	7 siete	9 nueve	

1. your zip code



2. number of students in your row

3. your student identification number

4. your telephone number and area code



5. your house or apartment number

6. score of a sporting event at your school or on television

7. number of pets in your home



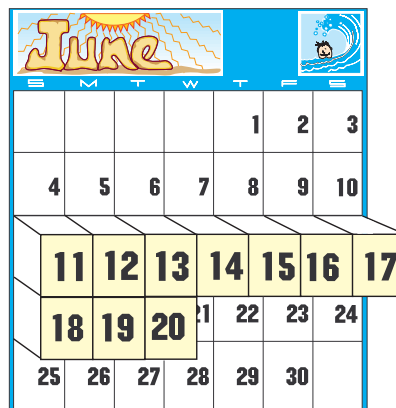


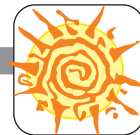
Los números 11-20 (Numbers 11-20)

Below are the numbers from 11 to 20 in Spanish. The numbers 16-19 are usually written as *one* word, but they can also be written as *three* words. Both written forms are accepted. Although there are two forms of writing these numbers, they are pronounced the *same*.

Los números 11-20 (Numbers 11-20)

- 11 **once**
- 12 **doce**
- 13 **trece**
- 14 **catorce**
- 15 **quince**
- 16 **dieciséis or diez y seis**
- 17 **diecisiete or diez y siete**
- 18 **dieciocho or diez y ocho**
- 19 **diecinueve or diez y nueve**
- 20 **veinte**





Práctica (Practice)

Más números (More Numbers)

Below are the numbers from 11 to 20 in Spanish. Listen and repeat as the teacher models the following numbers in Spanish.



escuchen (listen)



repitan (repeat)

- 11 **once**
- 12 **doce**
- 13 **trece**
- 14 **catorce**
- 15 **quince**
- 16 **dieciséis**
- 17 **diecisiete**
- 18 **dieciocho**
- 19 **diecinueve**
- 20 **veinte**

Now, listen and repeat the numbers again.

Answer the following in Spanish and in English.

¿Cuántos años tienes?
How old are you?

Tengo _____ años.

I am _____ years old.

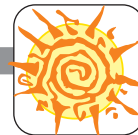


Práctica (Practice)

Match each **number written in Spanish** with the correct **numeral**. Write the letter on the line provided.

_____ 1. quince	A. 11
_____ 2. once	B. 12
_____ 3. catorce	C. 13
_____ 4. doce	D. 14
_____ 5. trece	E. 15
-

_____ 6. dieciocho	A. 16
_____ 7. diecisiete	B. 17
_____ 8. veinte	C. 18
_____ 9. diecinueve	D. 19
_____ 10. dieciséis	E. 20



Los números 20-40 (Numbers 20-40)

Below are the numbers from 20 to 40 in Spanish. The numbers 21-29 are usually written as *one* word, just like the numbers 16-19, but they can also be written as *three* words. Both written forms are accepted. Although there are two forms of writing these numbers, they are pronounced the *same*.

Los números 20-40 (Numbers 20-40)

20	veinte	30	treinta
21	veintiuno <i>or veinte y uno</i>	31	treinta y uno
22	veintidós <i>or veinte y dos</i>	32	treinta y dos
23	veintitrés <i>or veinte y tres</i>	33	treinta y tres
24	veinticuatro <i>or veinte y cuatro</i>	34	treinta y cuatro
25	veinticinco <i>or veinte y cinco</i>	35	treinta y cinco
26	veintiséis <i>or veinte y seis</i>	36	treinta y seis
27	veintisiete <i>or veinte y siete</i>	37	treinta y siete
28	veintiocho <i>or veinte y ocho</i>	38	treinta y ocho
29	veintinueve <i>or veinte y nueve</i>	39	treinta y nueve
		40	cuarenta



Práctica (Practice)

Below are the numbers from 20 to 40 in Spanish. Listen and repeat as the teacher models the following numbers in Spanish.



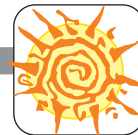
escuchen (listen)



repitan (repeat)

20	veinte	30	treinta
21	veintiuno	31	treinta y uno
22	veintidós	32	treinta y dos
23	veintitrés	33	treinta y tres
24	veinticuatro	34	treinta y cuatro
25	veinticinco	35	treinta y cinco
26	veintiséis	36	treinta y seis
27	veintisiete	37	treinta y siete
28	veintiocho	38	treinta y ocho
29	veintinueve	39	treinta y nueve
		40	cuarenta

Now, listen and repeat the numbers again.



Los números 40-59 (Numbers 40-59)

Below are the numbers from 40 to 59 written in Spanish.

Los números 40-59 (Numbers 40-59)

40	cuarenta
41	cuarenta y uno
42	cuarenta y dos
43	cuarenta y tres
44	cuarenta y cuatro
45	cuarenta y cinco
46	cuarenta y seis
47	cuarenta y siete
48	cuarenta y ocho
49	cuarenta y nueve
50	cincuenta
51	cincuenta y uno
52	cincuenta y dos
53	cincuenta y tres
54	cincuenta y cuatro
55	cincuenta y cinco
56	cincuenta y seis
57	cincuenta y siete
58	cincuenta y ocho
59	cincuenta y nueve



Práctica (Practice)

Below are the numbers from 40 to 59 in Spanish. Listen and repeat as the teacher models the following numbers in Spanish.



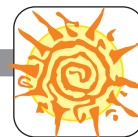
escuchen (listen)



repitan (repeat)

40	cuarenta	50	cincuenta
41	cuarenta y uno	51	cincuenta y uno
42	cuarenta y dos	52	cincuenta y dos
43	cuarenta y tres	53	cincuenta y tres
44	cuarenta y cuatro	54	cincuenta y cuatro
45	cuarenta y cinco	55	cincuenta y cinco
46	cuarenta y seis	56	cincuenta y seis
47	cuarenta y siete	57	cincuenta y siete
48	cuarenta y ocho	58	cincuenta y ocho
49	cuarenta y nueve	59	cincuenta y nueve

Now, listen and repeat the numbers again.



Los números 0-59 Review Sheet

0 cero	10 diez	20 veinte	30 treinta	40 cuarenta	50 cincuenta
1 uno	11 once	21 veintiuno	31 treinta y uno	41 cuarenta y uno	51 cincuenta y uno
2 dos	12 doce	22 veintidós	32 treinta y dos	42 cuarenta y dos	52 cincuenta y dos
3 tres	13 trece	23 veintitrés	33 treinta y tres	43 cuarenta y tres	53 cincuenta y tres
4 cuatro	14 catorce	24 veinticuatro	34 treinta y cuatro	44 cuarenta y cuatro	54 cincuenta y cuatro
5 cinco	15 quince	25 veinticinco	35 treinta y cinco	45 cuarenta y cinco	55 cincuenta y cinco
6 seis	16 dieciséis	26 veintiséis	36 treinta y seis	46 cuarenta y seis	56 cincuenta y seis
7 siete	17 diecisiete	27 veintisiete	37 treinta y siete	47 cuarenta y siete	57 cincuenta y siete
8 ocho	18 dieciocho	28 veintiocho	38 treinta y ocho	48 cuarenta y ocho	58 cincuenta y ocho
9 nueve	19 diecinueve	29 veintinueve	39 treinta y nueve	49 cuarenta y nueve	59 cincuenta y nueve



Práctica (Practice)

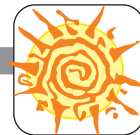
Say the **first set** of numbers in Spanish to your partner. Then **switch roles** and do the **second set**. Use the **review sheet** on the previous page to **check each others' answers**.

Set 1

1. 36	6. 11
2. 27	7. 2
3. 41	8. 33
4. 39	9. 40
5. 8	10. 59
-

Set 2

1. 15	6. 56
2. 54	7. 10
3. 19	8. 13
4. 22	9. 5
5. 45	10. 16



Práctica (Practice)

Solve the following. Use the list below to **write the answer in Spanish**. One or more terms will be used more than once.

cuarenta	treinta y cuatro	uno
cuarenta y cinco	treinta y tres	veinticinco
cuarenta y tres		

Las matemáticas (Mathematics)

1. diez + quince = _____
2. cincuenta y cinco – doce = _____
3. veinte x dos = _____
4. cuarenta y cuatro – once = _____
5. quince + treinta = _____
6. once x tres = _____
7. cincuenta y ocho – cincuenta y siete = _____
8. dieciséis + dieciocho = _____



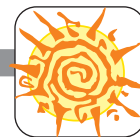
El dinero (Money)

When we purchase things in the United States, we use dollars (dólares). However, when you travel, you must check to see what currency, or money, each country uses. There are many countries where Spanish is spoken, but they use different currencies. And even though countries may have currencies with the same name, the value is different.

Here is a list of some countries and the currency, or money, they use.



Country	Currency
Puerto Rico	el dólar
Spain	el Eurodólar
Perú	el sol
Guatemala	el quetzal
Ecuador	el dólar
El Salvador, Costa Rica	el colón
Venezuela	el bolívar
Panamá	el balboa / el dólar
Honduras	el lempira
Nicaragua	el córdoba
Paraguay	el guaraní
Argentina	el peso
Colombia	el peso
México	el peso
Chile	el peso
Cuba	el peso
Dominican Republic	el peso
Uruguay	el peso



Shopping in a Spanish-speaking country has its differences also. You may see prices such as 25,50 or 10,15. Notice that in many Spanish-speaking countries, the use of the comma and the decimal point is reversed. The number 2,000 in Spanish is written 2.000.



Shopping in a Spanish-speaking country has its differences.

Jobs Needing Spanish-Speaking People

Look at the jobs listed. There are many jobs that need Spanish-speaking people. Before you make a career choice, it is wise to talk with as many people as you can about the jobs they do. Find out if they like their jobs and what is required to do their jobs. Look at the want ads. In many parts of the country, there are many jobs that need Spanish-speaking people.

Spanish

Consumer Service

High School Diploma. The ability to work in a team environment. Punctuality and dependability are a must. Spanish/English a plus. Upbeat positive personality. \$9.00 to \$10.00/Hour

Banking - 40k-60k

Candidate must possess strong business skills. Three years experience in banking industry required. While the ability to speak Spanish is not required, it is considered a benefit to most of our clients.

BILINGUAL 20K CAR AUDIO SALES REP
Sales or marketing experience. Three years installation experience required, excellent communication skills, and computer skills. Bilingual in Spanish/English a must.

BILINGUAL ENTRY LEVEL

Full-time employee, high school education required. Healthcare Services. Fluency in Spanish is highly desirable. Must be able to work evenings.

BILINGUAL SECRETARY

Firm seeks legal secretary with a minimum of two years experience in litigation. Must type a minimum of 70 wpm and have strong MS Word skills. Ability to speak Spanish a PLUS!

BILINGUAL Physical Therapist

Degree and training in BLS/CPR certification program. Bilingual Spanish/English a big PLUS! Must have basic computer knowledge and knowledge of physical therapy machine operation and application. \$40,000 - \$50,000/Year



Práctica (Practice)

El alfabeto (Alphabet)

In Spanish, *el alfabeto* is also called *el abecedario*. When you pronounce the first four letters of the alphabet, you will see why. None of their letters are different from English. However, there are some double letters that are considered to be separate letters of the alphabet.

Note: In Spanish dictionaries or directories, entries beginning with the letter ñ are listed separately. Before 1994, entries for *CH* and *LL* were also listed as separate “letters.” The Association of Spanish Language Academies voted to eliminate the separate listings. These letters are now listed under *C* and *L*. Other sources say that the *RR* is a sound and *not* a separate letter of the alphabet.

Also note that only three consonants can be doubled in a Spanish word—**C**, **L**, and **R**.

Listen as the teacher models the **alphabet** in Spanish. **Look** at the letters below as each one is pronounced.



escuchen (listen)

A B C CH D E F G H I J K L LL M
N Ñ O P Q R RR S T U V W X Y Z

This time, **listen** and **repeat** the letters.

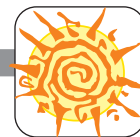


escuchen (listen)



repitan (repeat)

The letters of the alphabet are always pronounced the same way. Only one letter is silent, and that is the letter *H*. Once you know the sounds the letters make, it is easy to figure out how to pronounce a word.



Spelling Words in Spanish

Here is how the number *dos* would be spelled in Spanish: d, o, s. What about words with accent marks? When spelling words in Spanish, accent marks are considered to be part of the word. Therefore, note the following:

- If a letter has an accent mark over it, you add the words *con acento* after the letter if you are spelling it out loud. For example, the word *dólar* would be spelled *d, o con acento, l, a, r*. The accent mark is used over vowels to show that the syllable is stressed. Accent marks are considered to be part of spelling, and should *not* be omitted.
- The *tilde* (~) mark over the *n* (as in *señor*) indicates the *ny* sound (like the English word, *canyon*).

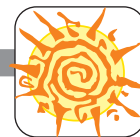
a (a) [ah]	o (o) [oh]
b (be) [beh]	p (pe) [peh]
c (ce) [seh]	q (cu) [coo]
d (de) [deh]	r (ere) [ere]
e (e) [eh]	rr (erre) [er-reh]
f (efe) [eh-feh]	s (ese) [es-seh]
g (ge) [heh]	t (te) [teh]
h (hache) ... [ah-cheh]	u (u) [oo]
i (i) [ee]	v (ve or uve) [veh]
j (jota) [ho-tah]	w (doble ve or doble uve) [doe-bleh veh]
k (ka) [kah]	x (equis) [eh-kis]
l (ele) [el-leh]	y (i griega or ye) [ee grie-gah]
m (eme) ... [em-meh]	z (zeta) [seh-tah]
n (ene) [en-neh]	
ñ (eñe) ... [ehn-yeh]	



Práctica (Practice)

*Use the Spanish alphabet on the previous page to **spell** the following words to your partner.*

1. cinco
2. números
3. siete
4. dieciséis
5. uno
6. ocho



Práctica (Practice)

Here are some **common names from Spanish-speaking countries**. Choose a name for yourself.

¿Cómo te llamas? What is your name?	¿Cómo te llamas? What is your name?
Chicos (boys)	Chicas (girls)
Me llamo _____ .	Me llamo _____ .
My name is _____ .	My name is _____ .
Alberto (Beto) Alejandro Bernardo Carlos Diego Eduardo (Edi, Lalo) Enrique (Quico) Francisco (Cisco, Paco, Pancho) Gonzalo Horacio Ignacio (Nacho) Jorge Lorenzo Luis Miguel Nicolás Octavio Pablo Pedro Rafael (Rafa) Ricardo (Riqui) Roberto (Beto) Salvador Santiago (Santi) Tomás Víctor	Alicia (Licha) Ángela Beatriz (Bea) Cristina (Tina) Daniela Elena (Nena) Emilia (Emi) Florencia Guadalupe (Lupe) Inés Isabel (Isa) Josefina (Pepita) Juana (Juanita) Marcela (Chela) María Natalia (Nati) Norma Paloma Pilar Raquel Rosario (Charo) Soledad (Sole) Susana Teresa (Tere) Verónica (Vero) Yolanda (Yoli)



In Spanish, all nouns have either a masculine or feminine gender. Masculine nouns usually end in **-o** and feminine nouns usually end in **-a**.



Práctica (Practice)

A capital letter in Spanish is called **mayúscula**. Listen as the teacher models how the people's names are spelled.



escuchen (listen)

Marta

José

Antonio

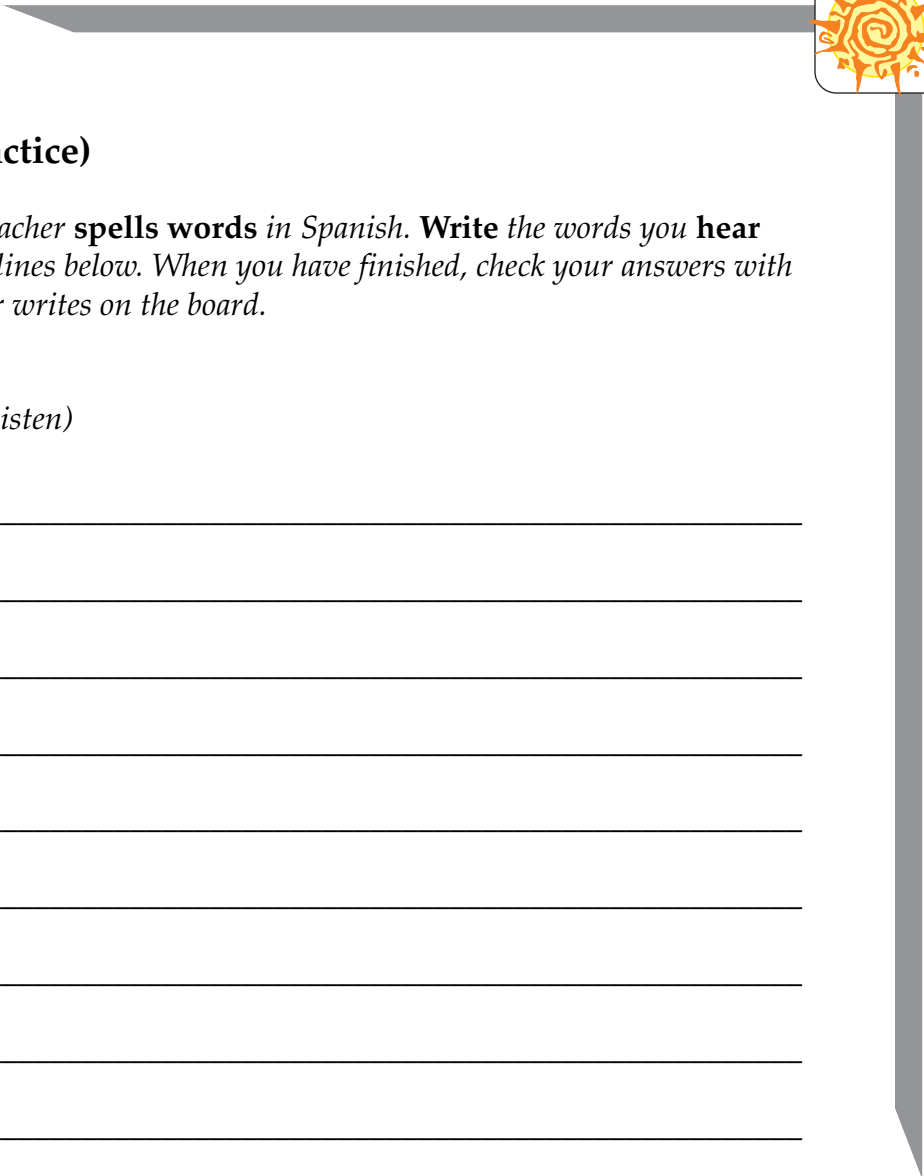
Pilar

Héctor



minúscula	j (lower case letter)
mayúscula	J (capital letter)





Práctica (Practice)

Listen as the teacher **spells words** in Spanish. **Write** the words you hear **spelled** on the lines below. When you have finished, check your answers with what the teacher writes on the board.



escuchen (listen)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

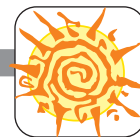


Práctica (Practice)

With a partner, **practice spelling your name and your partner's name in Spanish**. Don't forget to **mention the capital letter, mayúscula**, and if there is an accent mark, **con acento**. First **write** your names, then **spell them aloud**.

1. your name _____
2. partner's name _____





Práctica (Practice)

Los saludos y las despedidas (Greetings and Goodbyes)

Below is a **dialogue** between two friends named Paco and Ana. They will **greet** one another and then say **goodbye**.

Listen and **repeat** as the teacher models the following **dialogue** in Spanish. Then **read** the **English translation** to yourself.



escuchen (listen)

repitan (repeat)



Paco: ¡Hola, Ana!

Ana: ¡Hola, Paco!

Paco: ¿Qué tal?

Ana: Bien, gracias. ¿Y tú?

Paco: Bien, gracias.

Ana: Adiós, Paco.

Paco: Adiós, Ana. Hasta luego.

Paco: Hi, Ana!

Ana: Hi, Paco!

Paco: How's it going?

Ana: Fine, thanks. And you?

Paco: Fine, thanks.

Ana: Goodbye, Paco.

Paco: Goodbye, Ana. See you later.

Now, **listen** and **repeat** the **dialogue** again.

Do the following. While speaking in Spanish, use appropriate **gestures** and **expressions**.

1. In Spanish, greet the people sitting around you.
2. Now ask how they are.
3. Then say goodbye to them.

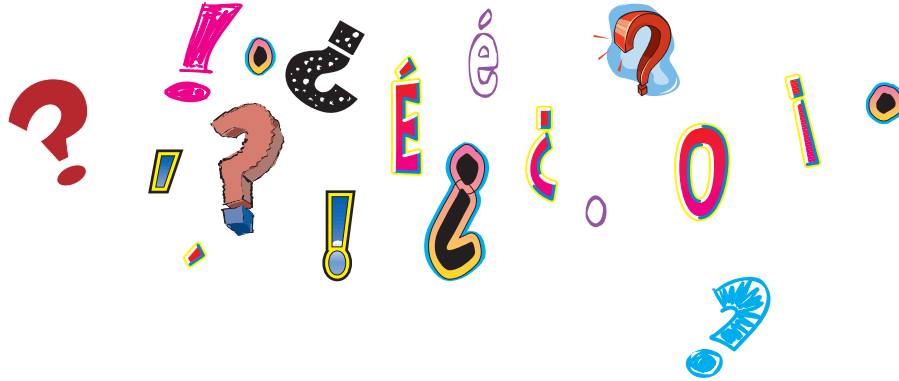


La puntuación (Punctuation)

You will notice that punctuation in Spanish sometimes appears different from English. In Spanish, a question mark and an exclamation are put at the beginning of the sentence as well as at the end. They are written upside down at the beginning of a question or an exclamation. This gives you a clue as to how to read the sentence. You know ahead of time if you should raise your voice at the end of the sentence or if you should speak in an excited tone of voice.



Remember: Accent marks are part of spelling and should *not* be omitted.





Práctica (Practice)

Put **punctuation marks, accent marks, and capital letters** in the following sentences. Refer to pages 67-68 as needed.

1. hola marta _____
2. que tal hector _____
3. adios jose _____

Use the **vocabulary lists** on pages 7-31 to **write and punctuate additional sentences in Spanish and translate them into English.**

4. Spanish: _____
English: _____
5. Spanish: _____
English: _____
6. Spanish: _____
English: _____
7. Spanish: _____
English: _____
8. Spanish: _____
English: _____

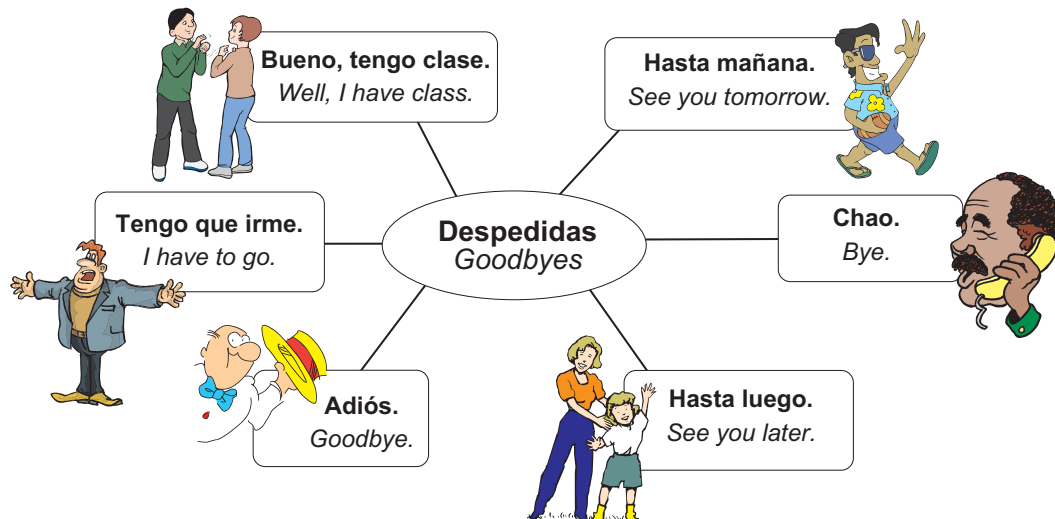


Saludos y despedidas (Greetings and Goodbyes)

Saludos (Greetings)



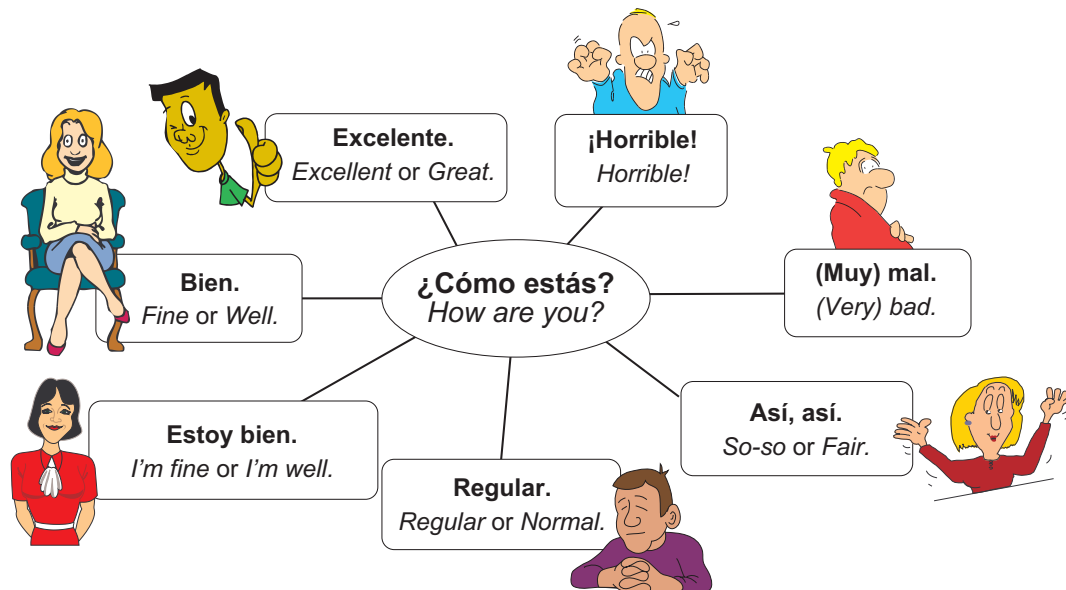
Despedidas (Goodbyes)





Responses to ¿Cómo estás? (How are you?)

¿Cómo estás? (How are you?)





Práctica (Practice)

Match each **Spanish greeting or goodbye** with the **English translation**.

_____ 1. Adiós.	A. And you?
_____ 2. Bien, gracias.	B. Fine, thanks.
_____ 3. ¿Qué tal?	C. Goodbye.
_____ 4. ¡Hola!	D. Hello! or Hi!
_____ 5. Hasta luego.	E. How's it going?
_____ 6. ¿Y tú?	F. See you later.





Práctica (Practice)

With a partner, practice **saying** the following **greetings** to the people described. Refer to pages 70-71.

1. You see another friend and you say

Hi!

¡ _____ !

2. You see one of your teachers, Mrs. Martinez, and you say

Good morning, Mrs. Martinez.

_____ días (morning), señora Martinez.

3. You see your best friend and you ask

How is it going?

¿ _____ ?

4. You see the principal of the school, Miss Keele, and you say

Good afternoon, Miss Keele.

_____ tardes (afternoon), señorita Keele.

5. You see your math teacher, Mr. McAllister, and you ask

How's it going, Mr. McAllister?

¿ _____ , señor McAllister?

6. You see your neighbor, Mrs. Carlson, and you say

Good night, Mrs. Carlson.

_____ noches (night), señora Carlson.



Los días de la semana (Days of the Week)

There are a couple of things about the days of the week that are different from English. First, you will notice that the days are *not* capitalized unless they are the first word of a sentence. This is because the days are not considered proper nouns.

Los días de la semana—Days of the Week

lunes	<i>Monday</i>
martes	<i>Tuesday</i>
miércoles	<i>Wednesday</i>
jueves	<i>Thursday</i>
viernes	<i>Friday</i>
sábado	<i>Saturday</i>
domingo	<i>Sunday</i>

María tiene un examen el martes.
Ella tiene que estudiar.
(Maria has a test on Tuesday.
She has to study.)



No es fácil aprender matemáticas.
Hay que practicar mucho.
(It isn't easy to learn mathematics.
It is necessary to practice a lot.)





Second, if you compare an English calendar to a Spanish calendar (*calendario*), you will notice that the first day of the week on a Spanish calendar is Monday (*lunes*), not Sunday (*domingo*). Sunday is the last day of the week.

mayo						
lunes	martes	miércoles	jueves	viernes	sábado	domingo
					1	2
3	4	5	6	7	8	9

When someone wants to know what day it is, they ask the following:

¿Qué día es hoy? (*What day is today?*)

Your answer could be as follows:

Hoy es miércoles. (*Today is Wednesday.*)



Práctica (Practice)

Los días de la semana (Days of the Week)

Listen and repeat as the teacher models the **days of the week in Spanish**.



escuchen (listen)



repitan (repeat)

lunes *Monday*

martes *Tuesday*

miércoles *Wednesday*

jueves *Thursday*

viernes *Friday*

sábado *Saturday*

domingo *Sunday*

Now, **listen and repeat** the **days of the week** again.

Answer the following.

1. ¿Qué día es hoy?

Hoy es _____ .



Práctica (Practice)

Use the list below to write the **days of the week in order** from **lunes** (Monday) to **domingo** (Sunday) in Spanish.

jueves	sábado
martes	viernes
miércoles	

1. lunes
2. _____
3. _____
4. _____
5. _____
6. _____
7. domingo

Match each **day of the week** with the correct **day written in Spanish**. Write the letter on the line provided.

_____ 8. Monday	A. domingo
_____ 9. Tuesday	B. jueves
_____ 10. Wednesday	C. lunes
_____ 11. Thursday	D. martes
_____ 12. Friday	E. miércoles
_____ 13. Saturday	F. sábado
_____ 14. Sunday	G. viernes



Práctica (Practice)

Use the list below to write the **day of the week in Spanish** that **follows** the one given.

domingo	lunes	miércoles	viernes
jueves	martes	sábado	

1. domingo _____
2. lunes _____
3. martes _____
4. miércoles _____
5. viernes _____

Use the list above to write the **day of the week in Spanish** that **comes before** the one given.

6. domingo _____
7. jueves _____
8. lunes _____
9. miércoles _____
10. sábado _____



Fill in the missing letters to name each **day of the week in Spanish**.

11. m _ _ _ rc _ _ l _ _ s

12. l _ _ n _ _ s

13. d _ _ _ _ n _ _ o

14. v _ _ _ r _ _ _ s

15. _ _ art _ _ _

16. ju _ _ _ e _ _

17. _ _ áb _ _ d _ _

Correct the following sentences by putting in the **correct accent marks and punctuation**. Then **write the sentence in English**.

18. Que dia es hoy _____

English: _____

19. Hoy es miercoles _____

English: _____

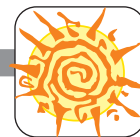


Los meses del año (Months of the Year)

In Spanish, the months of the year are not considered proper nouns. They are not capitalized unless they are the first word of a sentence, just as the days of the week are not capitalized when written in Spanish.

Los meses del año—Months of the Year

enero	<i>January</i>
febrero	<i>February</i>
marzo	<i>March</i>
abril	<i>April</i>
mayo	<i>May</i>
junio	<i>June</i>
julio	<i>July</i>
agosto	<i>August</i>
septiembre	<i>September</i>
octubre	<i>October</i>
noviembre	<i>November</i>
diciembre	<i>December</i>



La fecha (The Date)

If you wanted to know the date, you would ask the following:

¿Cuál es la fecha? (*What is the date?*) or
 ¿Cuál fecha es hoy? (*What is the date today?*)

Your answer could be as follows:

Hoy es el quince de septiembre. (*Today is the 15th of September.*)

When you want to give the date, you say the following:

Es el (cardinal number—such as 5) de (month):

Es **el cinco** de mayo.
It is the fifth of May.

The only date that has a different rule is the first of the month. You use the ordinal number—*first*.

Es **el primero** de noviembre.
It is November first.

The date is written with the number of the day first, followed by the number of the month in Spanish speaking countries.

el dos de mayo = 2/5

el mes (the month) el día (the day) la semana (the week) abril 						
lunes	martes	miércoles	jueves	viernes	sábado	domingo
				1 uno	2 dos	3 tres
4 cuatro	5 cinco	6 seis	7 siete	8 ocho	9 nueve	10 diez
11 once	12 doce	13 trece	14 catorce	15 quince	16 dieciséis	17 diecisiete
18 dieciocho	19 diecinueve	20 veinte	21 veintiuno	22 veintidós	23 veintitrés	24 veinticuatro
25 veinticinco	26 veintiséis	27 veintisiete	28 veintiocho	29 veintinueve	30 treinta	31 treinta y uno





Práctica (Practice)

Los meses del año (Months of the Year)



escuchen (listen)



repitan (repeat)

Listen and **repeat** as the teacher models the **months** in Spanish.

Los meses del año son ... (The months of the year are ...)

enero	<i>January</i>
febrero	<i>February</i>
marzo	<i>March</i>
abril	<i>April</i>
mayo	<i>May</i>
junio	<i>June</i>
julio	<i>July</i>
agosto	<i>August</i>
septiembre	<i>September</i>
octubre	<i>October</i>
noviembre	<i>November</i>
diciembre	<i>December</i>

Now, **listen** and **repeat** the **months of the year** again.



Práctica (Practice)

Answer the following in **Spanish** and then in **English**.

1. ¿Cuál es la fecha? *What is the date?*

Hoy es _____ y
mañana es _____ .
*Today is _____ and
tomorrow is _____ .*

2. ¿Cuándo es tu cumpleaños? *When is your birthday?*

Mi cumpleaños es _____ .
My birthday is _____ .

3. ¿Cuántos años tienes? *How old are you?*

Tengo _____ años.
I am _____ years old.



Práctica (Practice)

Use the list below to write the **month in Spanish** that comes **after** the one given. This list will also be used for numbers 9-16 below.

abril	diciembre	febrero	julio	mayo	octubre
agosto	enero	junio	marzo	noviembre	septiembre

1. junio _____
2. febrero _____
3. diciembre _____
4. mayo _____
5. agosto _____
6. octubre _____
7. enero _____
8. abril _____

Use the **same list as above** to write the **month in Spanish** that comes **before** the one given. **One or more terms will be used more than once.**

9. mayo _____
10. marzo _____
11. enero _____
12. agosto _____
13. julio _____
14. septiembre _____
15. abril _____
16. diciembre _____



Las estaciones (Seasons)

In South America, south of the equator, the seasons of the year are the opposite of those in North America. For example, December is considered a summer month in South America and June, July, and August are winter months! Most schools are out during summer vacation but that vacation is during November, December, and January.



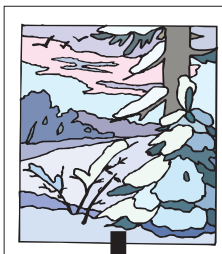
Las estaciones (Seasons)

el invierno	<i>winter</i>
la primavera	<i>spring</i>
el verano	<i>summer</i>
el otoño	<i>fall</i>

Seasons and Months North of the Equator*

el invierno

diciembre
enero
febrero



el verano

junio
julio
agosto

la primavera

marzo
abril
mayo



el otoño

septiembre
octubre
noviembre

* In South America, south of the equator, the seasons of the year are the opposite of those in North America.



In the 16th century, *el corrido*, or the song, “De colores” (Of Colors) came to the Americas from central Spain. It is a song about the beautiful colors of the fields in spring. “De colores” is now sung all over the Spanish-speaking world on special occasions and celebrations. The song is also the anthem of the United Farm Workers Union of America, a union founded by César Chávez (1927-1993). People hold hands and sway while singing this beautiful song.

El corrido in Mexico is known as a narrative song, or ballad. In *el corrido*, the characters, events, and themes represent the local communities’ cultural history. *El corrido* is a form of folk art and is part oral history.

On the following pages are the words to the song “De colores” for you to see and practice after your teacher reads it to you. You may want to search for “De colores” on the Internet so you can listen to the song.



Práctica (Practice)

Listen as the teacher models the following version of the **words to the song** “De colores” in Spanish.



escuchen (listen)



repitan (repeat)

De colores Of Colors

De colores, de colores se visten los campos en la primavera.

Of colors, colors the fields in the spring get dressed.

De colores, de colores son los pajaritos que vienen de afuera.

Of colors, colors they are the little birds that come from outside.

De colores, de colores es el arco iris que vemos lucir.

Of colors, colors it is the rainbow that we see shine.

Y por eso los grandes amores de muchos colores, me gustan a mí.

And for that reason the great loves of many colors, they please me.

Y por eso los grandes amores de muchos colores, me gustan a mí.

And for that reason the great loves of many colors, they please me.

Canta el gallo, canta el gallo con el quiri, quiri, quiri, quiri, quiri.

The rooster sings, sings the rooster with kiri, kiri, kiri, kiri, kiri.

La gallina, la gallina con el cara, cara, cara, cara, cara.

The hen, the hen with kara, kara, kara, kara, kara.

Los pollitos, los pollitos con el pío, pío, pío, pío, pí.

The chicks, the chicks with pío, pío, pío, pío, pí.

Y por eso los grandes amores de muchos colores, me gustan a mí.

And for that reason the great loves of many colors, they please me.

Y por eso los grandes amores de muchos colores, me gustan a mí.

And for that reason the great loves of many colors, they please me.



De colores, de colores brillantes y finos se viste la aurora.

Of colors, colors in colors brilliant and fine is clothed the dawn.

De colores, de colores son los mil reflejos que el sol atesora.

Of colors, colors they are the thousand reflections that the sun possesses.

De colores, de colores es el diamante que vemos lucir.

Of colors, colors the diamond gets dressed that we see shine.

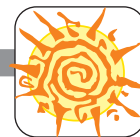
Y por eso los grandes amores de muchos colores, me gustan a mí.

And for that reason the great loves of many colors, they please me.

Y por eso los grandes amores de muchos colores, me gustan a mí.

And for that reason the great loves of many colors, they please me.

Now, **listen and repeat the song again.**



Práctica (Practice)

Use the list below to write the name of the **months** and the **season** associated in Spanish with that situation that may be celebrated in the United States below each picture. Some terms will be used more than once. Also, there may be more than one correct answer for some of the items.

months

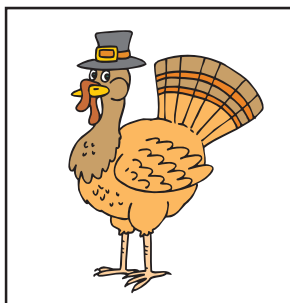
enero	mayo	septiembre
febrero	junio	octubre
marzo	julio	noviembre
abril	agosto	diciembre

seasons

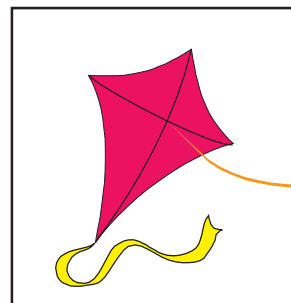
el invierno
la primavera
el verano
el otoño



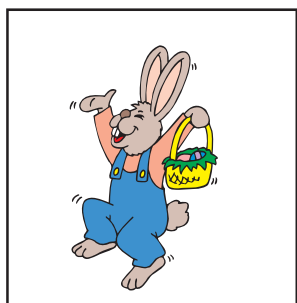
1. month: _____
season: _____



2. month: _____
season: _____



3. month: _____
season: _____



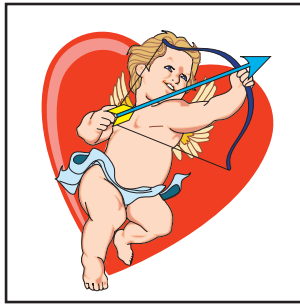
4. month: _____ or
month: _____
season: _____



5. month: _____
season: _____



6. month: _____ or
month: _____
season: _____



7. month: _____ *or*
month: _____ *or*
month: _____
season: _____

8. month: _____
season: _____

9. month: _____
season: _____



Answer the following in **Spanish** and then in **English**.

10. ¿Cuál es tu mes favorito? *Which is your favorite month?*

Mi mes favorito es _____ .

My favorite month is _____ .

11. ¿Cuál es tu estación favorita? *Which is your favorite season?*

Mi estación favorita es _____ .

My favorite season is _____ .

Complete the following sentences in **Spanish** and then in **English**.

12. Hace calor en los meses de _____

_____ .

It is hot in the months of _____

_____ .

13. Hace frío en los meses de _____

_____ .

It is cold during the months of _____

_____ .

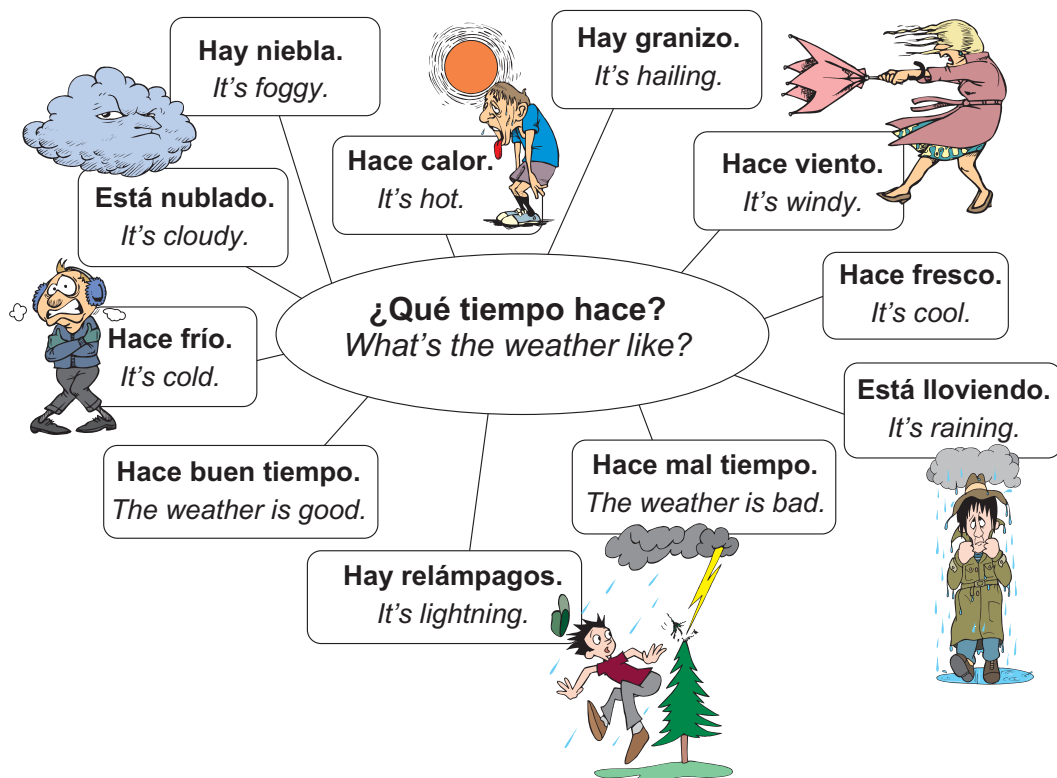


El tiempo (Weather)

Florida and northeastern Argentina are miles apart and on different continents, but they both have a similar climate. The average monthly temperature and rainfall in Florida and Argentina's Corrientes province follow a similar pattern. However, the seasonal rainfall is higher in the spring in Argentina and higher in the summer in Florida.

Look below at the cluster web below to see how to describe different weather conditions in Spanish.

¿Qué tiempo hace? (What's the weather like?)





¿Qué hora es? (What Time Is It?)

Telling Time

If you know the numbers one through 59, you are ready to tell time in Spanish.

In Spanish, there is no way to say “o’clock.”

- *Es la una* is used only for one o’clock and the minutes after one because one is singular.
- *Son las* is used for every other time on the clock because two or more is plural.



Es la una.



Son las dos.



Son las tres.



Son las cuatro.



Son las cinco.



Son las seis.



Minutes can be added simply by separating them from the hour using *y*, the word for *and*.

Using *y* to Separate Hour from Minutes

Es la una.	<i>It is 1:00.</i>
Es la una y dos.	<i>It is 1:02.</i>
Son las tres.	<i>It is 3:00.</i>
Son las tres y diecinueve.	<i>It is 3:19.</i>



Minutes can be subtracted from the hour as well, using *menos* (minus or less). It is customary to use *menos* to tell time during the second half of the hour by stating the number of minutes until the following hour.

Using *menos* (Minus or Less) Minutes

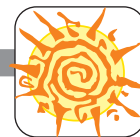
Es la una menos diez.	<i>It is 12:50.</i>
Es la una menos cinco.	<i>It is five minutes till one.</i>

To indicate the half hour, use *media*. Use *cuarto* to indicate the quarter hours.

Using *media* (Half) and *cuarto* (Quarter) Hours

Es la una y media.	<i>It is 1:30.</i>
Son las cuatro y media.	<i>It is 4:30.</i>
Es la una y cuarto.	<i>It is 1:15.</i>
Son las cuatro y cuarto.	<i>It is 4:15.</i>





Useful Time Expressions

Son las tres y cuarto en punto.	<i>It is 3:15 on the dot.</i>
Salimos a las nueve.	<i>We leave at 9:00.</i>
¿Qué hora es?	<i>What time is it?</i>
Es medianoche.	<i>It is midnight.</i>

Useful Time-Related Expressions

por la mañana	<i>in the morning (por la = no specific time)</i>
de la mañana	<i>in the morning (de la = specific time)</i>
por la tarde	<i>in the afternoon (por la = no specific time)</i>
de la tarde	<i>in the afternoon (de la = specific time)</i>
por la noche	<i>in the evening or night (por la = no specific time)</i>
de la noche	<i>in the evening or night (de la = specific time)</i>
al mediodía	<i>at noon</i>
a la medianoche	<i>at midnight</i>
la mañana or mañana	<i>morning or tomorrow</i>
mañana por la mañana	<i>tomorrow morning</i>
pasado mañana	<i>the day after tomorrow</i>
ayer	<i>yesterday</i>
anoche	<i>last night</i>
la semana pasada	<i>last week</i>
el año pasado	<i>last year</i>
el domingo que viene	<i>next Sunday</i>
la semana que viene	<i>next week</i>
el año que viene	<i>next year</i>



Práctica (Practice)

Use the list below to tell what **time** it is on the following clocks. The first one has been done for you.

es la una
son las cinco

son las cuatro
son las diez

son las dos
son las nueve

son las seis
son las tres

1.

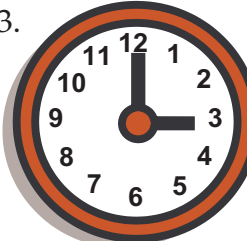


Son las siete.

2.



3.



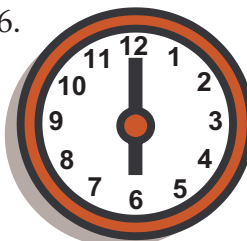
4.



5.



6.



7.



8.



9.



Answer the following in **Spanish** and in **English**.

10. ¿Qué hora es? What time is it?

Son las (Es la) _____ .

It is _____ .



Práctica (Practice)

Match each **Spanish phrase or word** with the correct **English phrase, number, or word**. Write the letter on the line provided.

_____ 1. cinco	A. 18
_____ 2. ¿Qué tal?	B. fall
_____ 3. miércoles	C. 5
_____ 4. Buenos días, señor.	D. Good morning, sir.
_____ 5. noviembre	E. Hello! <i>or</i> Hi!
_____ 6. el otoño	F. How's it going?
_____ 7. Es la una y media.	G. It is 1:30.
_____ 8. ¿Qué hora es?	H. January
_____ 9. mañana	I. morning <i>or</i> tomorrow
_____ 10. dieciocho	J. November
_____ 11. ¡Hola!	K. Sunday
_____ 12. domingo	L. 37
_____ 13. enero	M. Wednesday
_____ 14. treinta y siete	N. What time is it?

Unit 2: Using Spanish in Your Community

This unit emphasizes nouns, plurals, definite article (*the*) and indefinite articles (*a* and *an*), and the verb *to be*.

Unit Focus

Communication

- Greet others and exchange essential personal information (e.g., home address, telephone number, place of origin, and general health). (FL.A.1.1.2)
- Restate and rephrase simple information from materials presented orally, visually, and graphically in class. (FL.A.2.1.2)
- Provide simple information in spoken form (e.g., descriptions of family members, friends, objects present in his or her everyday environment, or common school and home activities). (FL.A.3.1.1)

Culture

- Recognize patterns of social behavior or social interaction in various settings (e.g., school, family, or immediate community). (FL.B.1.1.2)
- Recognize various familiar objects and norms of the target culture (e.g., toys, dresses, and typical foods). (FL.B.1.1.3)

Connections

- Use simple vocabulary and phrases to identify familiar objects and concepts from other disciplines. (FL.C.1.1.1)



Comparisons

- Know examples of word borrowing from one language to another. (FL.D.1.1.1)
- Use simple vocabulary and short phrases in the target language. (FL.D.1.1.2)
- Identify examples and understand the significance of true and false cognates (i.e., words derived from a common original form). (FL.D.1.2.1)
- Recognize the similarities and differences between his or her native language and the target language in terms of the pronunciation, alphabet, and forms of written expression. (FL.D.1.2.2)

Experiences

- Know that many people in the United States use languages other than English on a daily basis. (FL.E.1.2.1)



Unit 2: Using Spanish in Your Community

Overview

You are living in one of the major Spanish-speaking countries right now, where millions of people speak Spanish—the United States! You can hear Spanish in many places in your community—in school, at the mall, on television, as you travel, and at work. Once you learn how to use the Spanish language in class, you will see the thread that links the cultures together and forms our diverse culture in the United States.

In this unit you will learn the following:

- names of objects
- how to make a word plural
- the words for *the* (el, la, los, las)
- the words for *a, an, and some* (un, una, unos, unas)
- pronouns
- *is, am, and are* (estar).





Vocabulario (Vocabulary)

Use the vocabulary list below as a reference for this unit.

En la clase (In the Classroom)

la bandera flag

las banderas flags

el bolígrafo pen

la calculadora calculator

las calculadoras calculators

la computadora computer

las computadoras computers

el cuaderno notebook

los cuadernos notebooks

el diccionario dictionary

los diccionarios dictionaries

el escritorio desk (teacher)

los escritorios desks (teacher)



la escuela, el colegio school

las escuelas schools

el estante bookcase

los estantes bookcases

la estudiante, la alumna student (female)

las estudiantes, las alumnas students (females)

el estudiante, el alumno student (male)

los estudiantes, los alumnos students (all males or a mixed group)

el lápiz pencil

los lápices pencils

el libro book

los libros books

el mapa map

los mapas maps

la mochila book bag

las mochilas book bags



la página	page
las páginas	pages
el papel	paper
los papeles	papers
la pizarra	chalkboard
las pizarras	chalkboards
el profesor, el maestro	teacher (male)
los profesores, los maestros	teachers (all males or a mixed group)
la profesora, la maestra	teacher (female)
las profesoras, las maestras	teachers (females)
la puerta	door
las puertas	doors
el pupitre	desk (student)
los pupitres	desks (student)
la regla	ruler
las reglas	rulers



el sacapuntas pencil sharpener

los sacapuntas pencil sharpeners

la silla chair

las sillas..... chairs

la ventana window

las ventanas windows



True Cognates

la ambulancia ambulance

la banana banana

la bicicleta bicycle

los chocolates chocolates

el color color

contento content or happy

delicioso delicious

el dentista dentist (male)

la dentista dentist (female)

excelente excellent

la foto photo

horrible horrible

el hospital hospital

imposible impossible

inteligente intelligent

la mamá mama *or* mom



las medicinas medicines

la nación nation

optimista optimistic

el poema poem

positivo positive

presentar to present

el presidente president

el radio radio

los radios radios

rápido rapid

el restaurante restaurant

el sandwich sandwich



False Cognates

bizarro brave

el éxito success

el pan bread

pretender to try

la tuna prickly pear



Definite Articles

el the (masculine singular)

la the (feminine singular)

los the (masculine plural)

las the (feminine plural)

Indefinite Articles

un a *or* an (masculine singular)

una a *or* an (feminine singular)

unos some (masculine plural)

unas some (feminine plural)



Subject Pronouns

yo I

tú you (informal)

usted you (formal)

él he

ella she

nosotros we (all males or a mixed group)

nosotras we (all females)

ustedes you (plural)

ellos they (all males or a mixed group)

ellas they (all females)



The Verb *estar* (To Be)

yo estoy I am

tú estás you are (informal)

usted está you are (formal)

él está he is

ella está she is

nosotros estamos we are (all males or a mixed group)

nosotras estamos we are (all females)

ustedes están you are (plural)

ellos están they are (all males or a mixed group)

ellas están they are (all females)



Words

adiós goodbye

el amigo friend (male)

bien fine *or* well

la ciudad city

la clase class *or* classroom

¿cómo? how? *or* what?

¿cuántos(as)? how many?

cuatro 4

diez 10

dos 2

en in *or* on

escuchen listen

el español Spanish

gracias thanks *or* thank you



hay there is *or* there are

hola hello *or* hi

la luz light

la mesa table

el modelo model

la moto motorcycle

la práctica practice

¿qué? what?

repitan repeat

seis 6

el tiburón shark

tres 3

el vocabulario vocabulary

y and



Sentences

¿Cómo se dice *chair* en español? How does one say *chair* in Spanish?

Se dice silla. One says chair.

¿Cuántos lápices hay? How many pencils are there?

Hay siete. There are seven.

¿Cuántos libros hay? How many books are there?

Hay un libro en la mesa. There is one book on the table.

Hay dos libros en la mesa. There are two books on the table.

Tengo un lápiz. I have a pencil.

Tengo una calculadora. I have a calculator.

Hola. ¿Qué tal? ¿Cómo estás? Hi. How's it going? How are you?

Bien, gracias. Adiós. Fine, thanks. Goodbye.



Ella está en la clase. She is in the classroom.

Ella está bien. She is fine.

Yo estoy bien. I am fine.

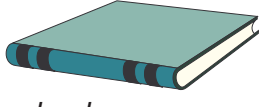
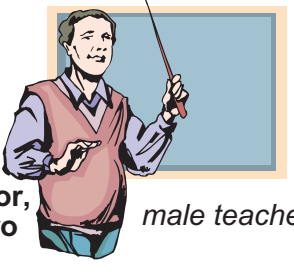
Nosotros estamos contentos. We are happy.



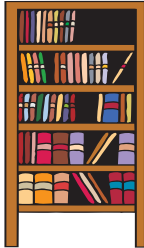
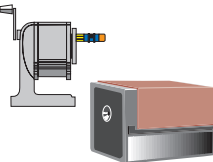
En la clase (In the Classroom)

This section focuses on language related to the classroom. You will learn the Spanish words for different objects found in a classroom.

Below are some items and people found in a typical classroom. Can you find all of these items and people in your classroom? Look around and see.

 el lápiz <i>pencil</i>	 el bolígrafo <i>pen</i>	 el libro <i>book</i>	 la computadora <i>computer</i>
 la profesora, la maestra <i>female teacher</i>	 el profesor, el maestro <i>male teacher</i>	 la calculadora <i>calculator</i>	 la bandera <i>flag</i>
 la estudiante, la alumna <i>female student</i>	 el estudiante, el alumno <i>male student</i>	 el papel <i>paper</i>	 el cuaderno <i>notebook</i>



el escritorio  <i>desk (teacher)</i>	el pupitre  <i>desk (student)</i>	la puerta  <i>door</i>	
la ventana  <i>window</i>	la página  <i>page</i>	el estante  <i>bookcase</i>	
la silla  <i>chair</i>	la pizarra  <i>chalkboard</i>	la escuela, el colegio  <i>school</i>	
el mapa  <i>map</i>	la mochila  <i>book bag</i>	el diccionario  <i>dictionary</i>	el sacapuntas  <i>pencil sharpener</i>



Práctica (Practice)

En la clase (In the Classroom)

Below are **classroom items and people in Spanish**. **Listen and repeat** as the teacher models the following **classroom items and people in Spanish**.



escuchen (listen)



repitan (repeat)

el lápiz pencil

el bolígrafo pen

el libro book

la computadora ... computer

la profesora,
la maestra teacher (female)

el profesor,
el maestro teacher (male)

la calculadora calculator

la bandera flag

el estudiante,
el alumno student (male)

la estudiante,
la alumna student (female)

el papel paper

el cuaderno notebook

el escritorio desk (teacher)

el pupitre desk (student)

la puerta door

la ventana window

la página page

el estante bookcase

la silla chair

la pizarra chalkboard

la escuela,
el colegio school

el mapa map

la regla ruler

la mochila book bag

el diccionario dictionary

el sacapuntas pencil sharpener

Now, **listen and repeat** the classroom items again.



Práctica (Practice)

Answer the following **in Spanish**. Refer to previous practice as needed.

Modelo (Model):

¿Cómo se dice *chair* en español?

How does one say chair in Spanish?

Se dice silla.

One says chair.

1. ¿Cómo se dice *window* en español?

Se dice _____ .

2. ¿Cómo se dice *book* en español?

Se dice _____ .

3. ¿Cómo se dice *paper* en español?

Se dice _____ .

4. ¿Cómo se dice *door* en español?

Se dice _____ .



Práctica (Practice)

Circle the letter of the correct answer. Refer to pages 117-118 as needed.

1. What could be in **la mochila**?
 - a. el cuaderno
 - b. la puerta
 - c. la ventana

2. What could **not** be in **la clase de español**?
 - a. la pizarra
 - b. la computadora
 - c. la escuela

3. What could **not** be on **el estante**?
 - a. la silla
 - b. el diccionario
 - c. el libro

4. What could **not** be on **el escritorio**?
 - a. la regla
 - b. el pupitre
 - c. el papel

5. What could **not** be on **el pupitre**?
 - a. el papel
 - b. el lápiz
 - c. la pizarra

6. What could you sharpen with **el sacapuntas**?
 - a. el lápiz
 - b. la página
 - c. el bolígrafo



Práctica (Practice)

Match each **Spanish word** with the correct **picture**. Write the letter on the line provided.

_____ 1. la silla



_____ 2. el lápiz



_____ 3. la pizarra



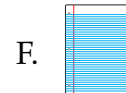
_____ 4. la puerta



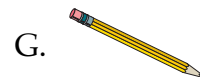
_____ 5. la computadora



_____ 6. el libro



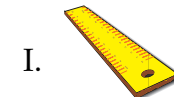
_____ 7. la regla



_____ 8. el papel

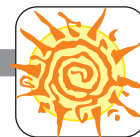


_____ 9. la ventana



_____ 10. el sacapuntas





Look-Alike and Sound-Alike Words: Cognates—True or False

Spanish and English have many words that are similar. One reason for this is because Spanish is a Romance language. A Romance language is one that comes from Latin, the language of the ancient Romans. The English language shows Latin influences because Britain was part of the Roman Empire, as was Spain. Another reason is because much of the United States was first settled by Spaniards, and their descendants are now American. Therefore, the Spanish and English languages have thousands of *cognates*—words that look and sound alike in more than one language.

Many cognates often have the same meaning.

Examples of cognates:

Spanish	English	Spanish	English
color	color	inteligente	intelligent
hospital	hospital	positivo	positive
dentista	dentist	delicioso	delicious
optimista	optimistic	horrible	horrible
imposible	impossible	excelente	excellent
rápido	rapid	presentar	present

However, please be aware that some cognates may fool you. Such cognates are called *false cognates*. False cognates are words that look the same (or almost the same) but have different meanings.

Examples of false cognates:

English	meaning	Spanish	meaning
pan	cooking dish	pan	bread
bizarre	strange	bizarro	brave
exit	the way out	éxito	success
pretender	faker	pretender	to try
tuna	fish	tuna	prickly pear

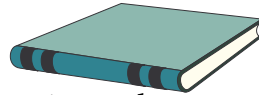


Making Nouns Plural

It's easy to make nouns plural in Spanish. Here are the basic rules:

- A noun ending in a vowel (a, e, i, o, u) is made plural by adding an *-s*.

Example: libro → libros



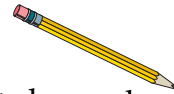
- A noun ending in a consonant (any letter that is not a vowel) is made plural by adding an *-es*.

Example: papel → papeles



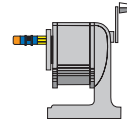
- A noun ending in *-z* is made plural by changing the *-z* to *-c*, then adding *-es*.

Example: lápiz → lápices



- A noun that ends in *-s* when it is singular is not changed for the plural form.

Example: sacapuntas → sacapuntas



In the practice on the following page, we will use some Spanish and English nouns that are *cognates*—words that look and sound alike. This will help to increase your Spanish vocabulary as you use the rules above to make the nouns plural.



Práctica (Practice)

Make the following Spanish nouns **plural**. One or more of the words below are cognates.



Remember: Cognates are words that you can understand because the words look or sound like English words.

Review the basic rules for making Spanish nouns plural.

- A noun ending in a vowel (a, e, i, o, u) is made plural by adding an -s.
- A noun ending in a consonant (any letter that is not a vowel) is made plural by adding an -es.
- A noun ending in -z is made plural by changing the -z to -c, then adding -es.
- A noun that ends in -s when it is singular is not changed for the plural form.

1. sandwich _____

2. profesora _____

3. banana _____

4. radio _____

5. lápiz _____

6. bicicleta _____



7. restaurante _____
8. papel _____
9. cuaderno _____
10. silla _____
11. regla _____
12. diccionario _____
13. ambulancia _____
14. mapa _____
15. profesor _____



Práctica (Practice)

Answer the following in **English** and **Spanish**. Use the list below to write the correct **number in Spanish**.

cuatro	dos	tres
diez	seis	

Modelo (Model):

¿Cuántos lápices hay?

How many _____ pencils _____ are there?

Hay _____ siete _____ .

There are _____ 7 _____ .



1. ¿Cuántas sillas hay?

How many _____ are there?

Hay _____ .

There are _____ .



2. ¿Cuántos libros hay?

How many _____ are there?

Hay _____ .

There are _____ .



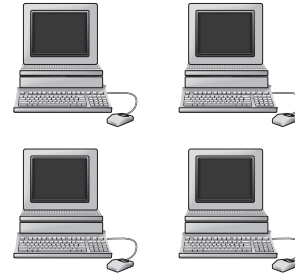


3. ¿Cuántas computadoras hay?

How many _____ *are there?*

Hay _____ .

There are _____ .

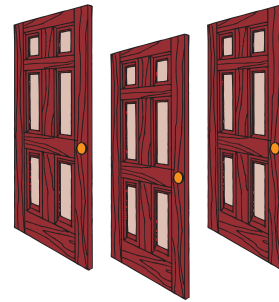


4. ¿Cuántas puertas hay?

How many _____ *are there?*

Hay _____ .

There are _____ .

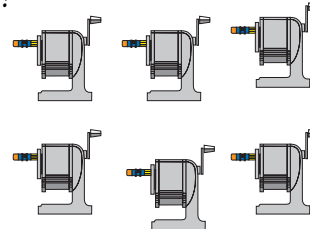


5. ¿Cuántos sacapuntas hay?

How many _____ *are there?*

Hay _____ .

There are _____ .





Práctica (Practice)

Make the following Spanish nouns **singular**.

1. ventanas _____

2. reglas _____

3. chocolates _____

4. estudiantes _____

5. libros _____

6. medicinas _____

7. estantes _____

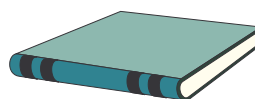
8. páginas _____

9. mapas _____

10. banderas _____

11. sillas _____

12. escuelas _____





Práctica (Practice)

Change the following Spanish nouns from **singular to plural** or from **plural to singular**.

1. pupitre _____

2. mochilas _____

3. calculadoras _____

4. foto _____

5. papel _____

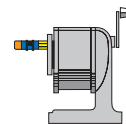
6. pizarras _____

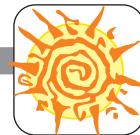
7. cuadernos _____

8. puertas _____

9. escritorio _____

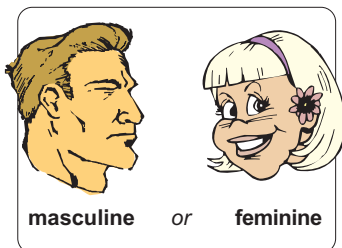
10. sacapuntas _____





Gender of Nouns

In Spanish all nouns have *gender*. Gender means sex, male or female. All nouns in Spanish are referred to as being *masculine* or *feminine*, even words that do not refer to people. That does not mean that a pencil is a man or a chair is a woman. What determines gender is spelling, although there are a few exceptions. When you studied the words on the previous pages, you



you may have noticed that most nouns end in *-a* , *-o* , *-l* , *-n* , or a few combinations of letters such as *-ión*. Gender is determined by how a noun **ends** in Spanish. It is important to know the gender of nouns because other words in the sentence will depend on that gender for their spelling, as you will see later.

While there are some exceptions, there is a way to know gender with accuracy. For the most part, nouns that end in these letters are usually *masculine*:

masculine

L O N E R S MA

Examples of masculine:

papel, cuaderno, tiburón (*shark*), pupitre, profesor, sacapuntas, and poema (*poem*)

Nouns that end in the following letters are usually *feminine*:

feminine

D IÓN Z A

Examples of feminine:

ciudad (*city*), nación (*nation*), luz (*light*), and puerta

There are some exceptions to this rule. There are only a few, so it is easy to learn them. Remember, they take the opposite gender of what you may think.

mapa is masculine
lápiz is masculine

foto is feminine
moto is feminine



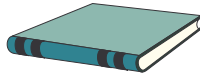
El, la, los, y las (The)—Definite Articles

There are four words for the word *the* in Spanish. These words are called **definite articles**. For example, if I said, “I read *the* book,” *the* is a definite article because *the* refers to a particular book. The definite article you use in Spanish depends on two things:

1. whether the noun is masculine or feminine
2. whether the noun is singular or plural.

Here are some *masculine nouns* that are *singular*:

el cuaderno
el libro
el alumno
el lápiz
el sacapuntas
el profesor
el estante



As you can see, the Spanish word *el* means *the* and is used only in front of a noun that is masculine and singular. When these *masculine words* become *plural*, you must make the word *the* plural as well. The way to do that is to change the word *el* to the word *los*.

Here are the same nouns in the *plural*:

los cuadernos
los libros
los alumnos
los lápices
los sacapuntas
los profesores
los estantes





Now let's take a look at the *feminine nouns*. The Spanish word *la* is used in front of a feminine noun that is *singular* to mean *the*. Look at these feminine nouns:

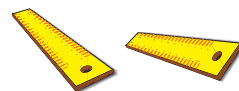
la profesora
la silla
la puerta
la página
la regla
la ventana
la estudiante



When these nouns are plural, the word *la* is changed to *las* and becomes plural also.

Compare these *feminine nouns* that are *plural* with the ones above that are singular:

las profesoras
las sillas
las puertas
las páginas
las reglas
las ventanas
las estudiantes





Práctica (Practice)

Below are some ways the **definite article** *the*—**el, los, la, and las**—is used with **masculine and feminine singular and plural nouns**.



escuchen (listen)



repitan (repeat)

el with *masculine nouns* that are *singular*:

el cuaderno
el libro
el alumno
el lápiz
el sacapuntas
el profesor
el estante

los with *masculine nouns* that are *plural*:

los cuadernos
los libros
los alumnos
los lápices
los sacapuntas
los profesores
los estantes

la with *feminine nouns* that are *singular*:

la profesora
la silla
la puerta
la página
la regla
la ventana
la estudiante



las with *feminine nouns* that are *plural*:

las profesoras

las sillas

las puertas

las páginas

las reglas

las ventanas

las estudiantes

Now, **listen and repeat again.**

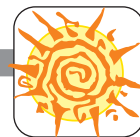


Práctica (Practice)

Determine if each Spanish noun is **masculine** or **feminine** and **singular** or **plural**. Use the list below to write the correct **definite article** in front of each noun. **Terms will be used more than once.**

el	los
la	las

1. _____ colegio	9. _____ banderas
2. _____ mochilas	10. _____ página
3. _____ pupitres	11. _____ escritorios
4. _____ mapa	12. _____ radios
5. _____ puertas	13. _____ ventanas
6. _____ alumnos	14. _____ diccionario
7. _____ calculadoras	15. _____ profesora
8. _____ lápices	



Práctica (Practice)

Listen as the teacher reads **the words below**. For each word read, place a **check mark** on the chart below **under the correct Spanish word for *the***—**el, la, los, or las**—that you should use with the word.

1. bolígrafos	5. mapa
2. profesora	6. escritorios
3. diccionario	7. página
4. banderas	8. sacapuntas

*Example: Listening to the teacher say, “puerta,” you would place a check mark under the column labeled **la** by the number of the word read, or, in this case, by the word **example**. See the check mark below.*



escuchen (listen):

	 el	la 	los	las 
Example:		✓		
1.				
2.				
3.				
 4.				
5.				
6.				
7.				
 8.				

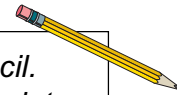


Un, una, unos, y unas (A, An, and Some)—Indefinite Articles

As you know from the last section, *el*, *la*, *los*, and *las* mean *the*. We are now going to look at the words that mean *a*, *an*, or *some*. These words are called *indefinite articles*. For example, if I said, “I read *a* book,” *a* is an indefinite article because *a* does not refer to a particular book. Once again, the indefinite article you use in Spanish depends upon gender—whether the noun is masculine or feminine and whether the noun is singular or plural.

Look at these examples:

un lápiz	Tengo un lápiz.	<i>I have a pencil.</i>
una calculadora	Tengo una calculadora.	<i>I have a calculator.</i>



As you can see, *un* is used for *a* or *an* in front of a masculine noun that is singular.

un cuaderno	<i>a notebook</i>
un libro	<i>a book</i>
un profesor	<i>a teacher (male)</i>



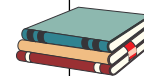
Una is used in front of a feminine noun that is singular. Review your rules concerning gender if you do not understand the following examples:

una silla	<i>a chair</i>
una ventana	<i>a window</i>
una profesora	<i>a teacher (female)</i>



In front of a plural noun, the words *unos* and *unas* are used to mean *some*.

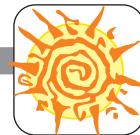
unos cuadernos	<i>some notebooks</i>
unos libros	<i>some books</i>
unos profesores	<i>some teachers (males)</i>



Unos is used before masculine plural nouns, and *unas* is used before a noun that is feminine plural. Look at the following examples:

unas sillas	<i>some chairs</i>
unas ventanas	<i>some windows</i>
unas profesoras	<i>some teachers (females)</i>





Práctica (Practice)

Below are some ways the **indefinite articles** *a, an*, and *some*—**un, unos, una, and unas**—are used with **masculine and feminine singular and plural nouns**.



escuchen (listen)



repitan (repeat)

un with *masculine nouns* that are *singular*:

un cuaderno *a notebook*
un libro *a book*
un profesor *a teacher (male)*

unos with *masculine nouns* that are *plural*:

unos cuadernos *some notebooks*
unos libros *some books*
unos profesores *some teachers (males)*

una with *feminine nouns* that are *singular*:

una silla *a chair*
una ventana *a window*
una profesora *a teacher (female)*

unas with *feminine nouns* that are *plural*:

unas sillas *some chairs*
unas ventanas *some windows*
unas profesoras *some teachers (females)*

Now **listen** and **repeat** again.



Hay (There Is *or* There Are)

The word *hay* in Spanish means *there is* or *there are*. In a question, the word *hay* means *is there* or *are there*?

¿Cuántos libros **hay**?

*How many books **are there**?*

Hay un libro en la mesa.

There is one book on the table.

Hay dos libros en la mesa.

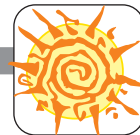
There are two books on the table.

¿Cuántas profesoras **hay**?

*How many teachers (female) **are there**?*

Hay tres profesoras en la clase.

There are three teachers (females) in the class.



Práctica (Practice)

Determine if each Spanish noun is **masculine** or **feminine** and **singular** or **plural**. Use the list below to write the correct **indefinite article** in front of each noun. **Terms will be used more than once.**

un	unos
una	unas

1. _____ mochila
2. _____ profesor
3. _____ papeles
4. _____ libros
5. _____ lápiz
6. _____ mapa
7. _____ diccionario
8. _____ profesora
9. _____ páginas
10. _____ puerta
11. _____ bandera
12. _____ calculadoras
13. _____ computadora
14. _____ cuaderno
15. _____ diccionarios



Práctica (Practice)

Use the lists below to **say the following classroom items in Spanish** to your partner. **Articles will be used more than once.**

articles

el	un	unos
la	una	unas

classroom items

diccionario	páginas
estante	papel
estudiante	pupitres
lápiz	reglas
mochila	ventana

1. a dictionary



2. the paper

3. some student desks



4. the female student



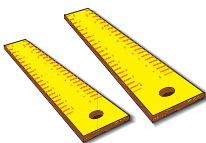
5. some pages

6. a book bag

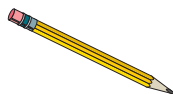
7. the bookcase



8. some rulers

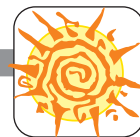


9. a pencil



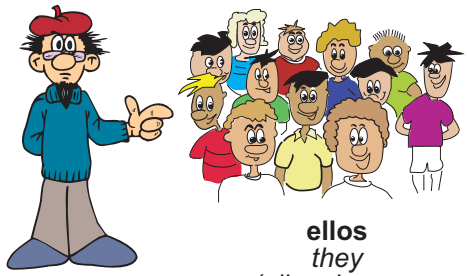
10. the window





Subject Pronouns

Subject pronouns are the words we use to talk about or address people when we do not use their names. You do not refer to yourself by your first name when you talk about the things you do. Instead, you call yourself *I*. These are subject pronouns. In Spanish, the pronouns used are the following:

 yo <i>I</i>	 tú <i>you</i> (informal)	 él <i>he</i>
 usted <i>you</i> (formal) <i>someone you would not call by his or her first name or is not a family member</i>	 ella <i>she</i>	
 nosotros <i>we</i> (all males or a mixed group)	 nosotras <i>we</i> (all females)	 ustedes <i>you</i> (plural)
 ellos <i>they</i> (all males or a mixed group)	 ellas <i>they</i> (all females)	



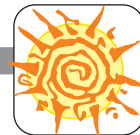
Did you notice that *tú*, *usted*, and *ustedes* all mean *you*?

- *Tú* is used to mean *you* when you are speaking to a relative, a friend, or a child. These are people with whom you are familiar and would call by their first names.
- *Usted* is used when you are speaking to an adult or a stranger. This is someone with whom you may not be familiar or someone you would not call by his or her first name.
- *Ustedes* is used when you are speaking to two or more people, whether they or you are familiar with each other or not.



Why is Mr. Ramos unhappy with the way Miguel is greeting him?

*Miguel should have used the more formal **usted** form of **you** to address a teacher.*



Práctica (Practice)

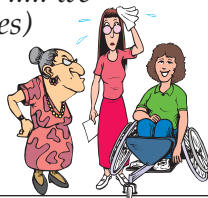
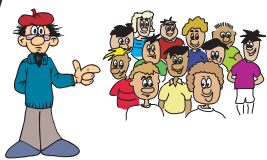
Below are **subject pronouns**. **Listen and repeat** as the teacher models the following **subject pronouns** in Spanish.



escuchen (listen)



repitan (repeat)

yo I 	nosotros we (all males or a mixed group) 	nosotras we (all females) 
tú you (informal) 	ustedes you (plural) 	
usted you (formal) 		
él he 	ellos they (all males or a mixed group) 	
ella she 	ellas they (all females) 	

Now, **listen and repeat** the **subject pronouns** again.

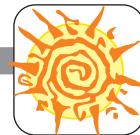


Práctica (Practice)

Use the list below to write the **correct subject pronoun** you should use when speaking to each of the following people. **Terms will be used more than once.**

tú	usted	ustedes

1. la profesora _____
2. mamá _____
3. los estudiantes _____
4. el presidente _____
5. un amigo (friend) _____
6. los maestros _____



Práctica (Practice)

Use the list below of **subject pronouns** to answer the following on the line provided. **Terms will be used more than once.**

él	ellos
ella	ellas

- _____ 1. Which pronoun would you use if you were talking about Juan without using his name?
- _____ 2. Which pronoun would replace María's name?
- _____ 3. Which pronoun would replace Carlos and Juan?
- _____ 4. Which pronoun would replace María and Juan?
- _____ 5. *Él* and *ella* can also mean *it*. Remembering gender, which pronoun would replace *el libro*—*él* or *ella*?
- _____ 6. Which pronoun would replace *la regla*—*él*, or *ella*?
- _____ 7. *Ellos* and *ellas* mean *they*. Which pronoun would replace *los libros*—*ellos* or *ellas*?
- _____ 8. Which pronoun would replace *las banderas*—*ellos* or *ellas*?



The Verb *estar* (To Be)

Use the letters of the word **HELP** to remember when to use the verb *estar*. *Estar*, meaning *to be*, is used for the following:

H—Health—to tell how you or someone is feeling healthwise at this time

E—Emotions and feelings—to tell about your emotions and feelings at this time

L—Location—to tell where something is at this time

P—Present and temporary conditions—to describe something that can change.
Example: The water is cold.

When you change the spelling to mean *is*, *am*, or *are*, you are *conjugating* the verb. Conjugating the verb means you are giving it a tense and matching it to the subject. The forms of *estar* are as follows:

Forms of *estar*—To Be

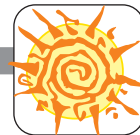
yo	estoy	<i>I am</i>
tú	estás	<i>you are (informal)</i>
usted	está	<i>you are (formal)</i>
él	está	<i>he is</i>
ella	está	<i>she is</i>
nosotros	estamos	<i>we are (all males or a mixed group)</i>
nosotras	estamos	<i>we are (all females)</i>
ustedes	están	<i>you are (plural)</i>
ellos	están	<i>they are (all males or a mixed group)</i>
ellas	están	<i>they are (all females)</i>

Modelos (Models):

Ella **está** en la clase. *She is in the classroom.*

Yo **estoy** bien. *I am fine.*

Nosotros **estamos** contentos. *We are happy.*



Práctica (Practice)

Below are the **conjugated forms of the verb *estar*—to be**. **Listen and repeat** as the teacher models the following **verb forms in Spanish**.



escuchen (listen)



repitan (repeat)

yo **estoy** *I am*

tú **estás** *you are (informal)*

usted **está** *you are (formal)*

él **está** *he is*

ella **está** *she is*

nosotros **estamos** *we are (all males or a mixed group)*

nosotras **estamos** *we are (all females)*

ustedes **están** *you are (plural)*

ellos **están** *they are (all males or a mixed group)*

ellas **están** *they are (all females)*

Now, **listen and repeat the verb forms again**.



Práctica (Practice)

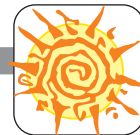
Use the list below to complete the following sentences with the correct form of the verb **estar** to tell that **everyone is feeling fine**. Some terms will be used more than once.

estoy	está
estás	están
estamos	

Modelo (Model):

Ellas están bien. *They are fine. (all females)*

1. Ella _____ bien.
2. Ustedes _____ bien.
3. Yo _____ bien.
4. Ellos _____ bien.
5. Tú _____ bien.
6. Él _____ bien.
7. Usted _____ bien.
8. María _____ bien.
9. Pablo y Alberto _____ bien.
10. Nosotros _____ bien.



Práctica (Practice)

Match each **subject** with the correct form of **estar**. Write the letter on the line provided. **Some terms are used more than once.**

_____ 1. ella	A. estamos
_____ 2. usted	
_____ 3. yo	B. estoy
_____ 4. nosotros	
_____ 5. ustedes	C. está
_____ 6. tú	
_____ 7. él	D. están
_____ 8. ellos	
_____ 9. nosotras	E. estás



Práctica (Practice)

Use the lists below to write the following in **Spanish**. Some terms will be used more than once.

subject pronouns

él
ella
ellos
nosotros
yo

forms of *estar*

estoy
está
estamos
están

bien
contentos
en la clase
en la escuela
en el pupitre

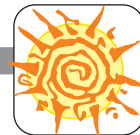
1. She is fine.

2. We are in the classroom.

3. They (males or a mixed group) are happy.

4. He is at the (student) desk.

5. I am in the school.



Práctica (Practice)

Match each **Spanish word** with the correct **English word**.

_____ 1. la mochila	A. book bag
_____ 2. el estante	B. bookcase
_____ 3. la bandera	C. chair
_____ 4. la silla	D. flag
_____ 5. el mapa	E. map
_____ 6. el profesor, el maestro	F. page
_____ 7. el estudiante, el alumno	G. pen
_____ 8. la página	H. school
_____ 9. la profesora, la maestra	I. student (male)
_____ 10. la escuela, el colegio	J. student (female)
_____ 11. el bolígrafo	K. teacher (male)
_____ 12. la estudiante, la alumna	L. teacher (female)

Write **un, una, unos, or unas** in front of the following nouns. **Some terms will be used more than once.**

13. _____ mochila
14. _____ papeles
15. _____ mapa
16. _____ cuaderno
17. _____ calculadoras

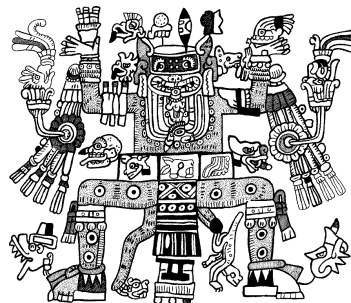
Unit 3: Expressing Yourself—Numbers, Verbs, Weights, and Measurements

This unit emphasizes the numbers 60-100, the verbs *estar* and *ser*, and cultural differences in expressing weights and measurements.

Unit Focus

Communication

- Express likes and dislikes when asked simple questions (e.g., about toys or other objects). (FL.A.1.1.1)
- Greet others and exchange essential personal information (e.g., home address, telephone number, place of origin, and general health). (FL.A.1.1.2)
- Use appropriate gestures and expressions (i.e., body language) to complete or enhance verbal messages. (FL.A.1.1.3)
- Express likes or dislikes regarding various objects, categories, people, and events present in the everyday environment. (FL.A.1.2.1)
- Use repetition, rephrasing, and gestures effectively to assist in communicating spoken messages. (FL.A.1.3.4)
- Follow and give simple instructions (e.g., instructions to participate in games or instructions provided by the teacher for classroom tasks). (FL.A.2.1.1)
- Restate and rephrase simple information from materials presented orally, visually, and graphically in class. (FL.A.2.1.2)



- Understand oral messages that are based on familiar themes and vocabulary (e.g., short conversations between familiar persons on familiar topics such as everyday school and home activities). (FL.A.2.1.3)
- Listen and read in the target language and respond through role playing, drawing, or singing. (FL.A.2.1.4)
- Give and understand written and verbal instructions using known verbal patterns in the target language. (FL.A.2.2.1)
- Organize information in spoken or written form about a variety of topics of academic and cultural interest (e.g., by making lists, categorizing objects, or organizing concepts). (FL.A.2.2.3)
- Comprehend and respond to oral messages (e.g., personal anecdotes or narratives) based on familiar themes and vocabulary. (FL.A.2.2.5)
- Provide simple information in spoken form (e.g., descriptions of family members, friends, objects present in his or her everyday environment, or common school and home activities). (FL.A.3.1.1)

Culture

- Recognize patterns of social behavior or social interaction in various settings (e.g., school, family, or immediate community). (FL.B.1.1.2)
- Recognize various familiar objects and norms of the target culture (e.g., toys, dresses, and typical foods). (FL.B.1.1.3)

Connections

- Use simple vocabulary and phrases to identify familiar objects and concepts from other disciplines. (FL.C.1.1.1)

- Participate in an activity in the target-language class that is based on a concept taught in a content class (e.g., shapes or relationships). (FL.C.1.1.2)
- Participate in activities in the language class designed to integrate content-area concepts (e.g., mathematical calculations or cause-and-effect relationships) into target-language instruction (e.g., about countries or cultures). (FL.C.1.2.1)
- Use target-language vocabulary or concepts to reinforce knowledge of a related topic studied in another class (e.g., geographical place names, parts of the body, or basic mathematical operations). (FL.C.1.2.2)

Comparisons

- Use simple vocabulary and short phrases in the target language. (FL.D.1.1.2)
- Recognize forms of the target language evident in the local culture (e.g., signs, symbols, advertisements, packages, displays, murals, songs, and rhymes). (FL.D.2.2.2)



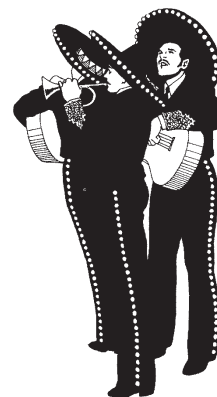
Unit 3: Expressing Yourself—Numbers, Verbs, Weights, and Measurements

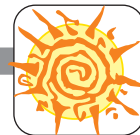
Overview

It is important to be able to express yourself. You need to be able to convey information. How would you give someone your telephone number or write a check? How would you ask for directions? How would you tell someone how you feel or tell them you were sick? How would you buy clothes without knowing how to convert your clothing size to the metric system?

In this unit you will learn:

- numbers 60-100 (los números)
- cultural differences in expressing weights and measures
- the verbs *estar* and *ser*.





Vocabulario (Vocabulary)

Use the vocabulary list below as a reference for this unit.

Los números (Numbers)

cero	0	diez	10
uno	1	once	11
dos	2	doce	12
tres	3	trece	13
cuatro	4	catorce	14
cinco	5	quince	15
seis	6	dieciséis	16
siete	7	diecisiete	17
ocho	8	dieciocho	18
nueve	9	diecinueve	19



veinte 20

veintiuno 21

veintidós 22

veintitrés 23

veinticuatro 24

veinticinco 25

veintiséis 26

veintisiete 27

veintiocho 28

veintinueve 29

treinta 30

treinta y uno 31

treinta y dos 32

treinta y tres 33

treinta y cuatro 34

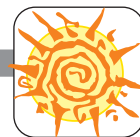
treinta y cinco 35

treinta y seis 36

treinta y siete 37

treinta y ocho 38

treinta y nueve 39



cuarenta	40	cincuenta	50
cuarenta y uno	41	cincuenta y uno	51
cuarenta y dos	42	cincuenta y dos	52
cuarenta y tres	43	cincuenta y tres	53
cuarenta y cuatro	44	cincuenta y cuatro ...	54
cuarenta y cinco	45	cincuenta y cinco	55
cuarenta y seis	46	cincuenta y seis	56
cuarenta y siete	47	cincuenta y siete	57
cuarenta y ocho	48	cincuenta y ocho	58
cuarenta y nueve	49	cincuenta y nueve ...	59



sesenta 60

sesenta y uno 61

sesenta y dos 62

sesenta y tres 63

sesenta y cuatro 64

sesenta y cinco 65

sesenta y seis 66

sesenta y siete 67

sesenta y ocho 68

sesenta y nueve 69

setenta 70

setenta y uno 71

setenta y dos 72

setenta y tres 73

setenta y cuatro 74

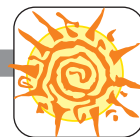
setenta y cinco 75

setenta y seis 76

setenta y siete 77

setenta y ocho 78

setenta y nueve 79



ochenta	80	noventa	90
ochenta y uno	81	noventa y uno	91
ochenta y dos	82	noventa y dos	92
ochenta y tres	83	noventa y tres	93
ochenta y cuatro	84	noventa y cuatro	94
ochenta y cinco	85	noventa y cinco	95
ochenta y seis	86	noventa y seis	96
ochenta y siete	87	noventa y siete	97
ochenta y ocho	88	noventa y ocho	98
ochenta y nueve	89	noventa y nueve	99
		cien; ciento*	100
		ciento veinte	120

*The number 100, *cien*, becomes *ciento* when followed by another number (101-199).



The Verb *estar* (To Be)

yo estoy I am

tú estás you are (informal)

usted está you are (formal)

él está he is

ella está she is

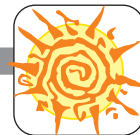
nosotros estamos we are (all males or a mixed group)

nosotras estamos we are (all females)

ustedes están you are (plural)

ellos están they are (all males or a mixed group)

ellas están they are (all females)



The Verb *ser* (To Be)

yo soy I am

tú eres you are (informal)

usted es you are (formal)

él es he is

ella es she is

nosotros somos we are (all males or a mixed group)

nosotras somos we are (all females)

ustedes son you are (plural)

ellos son they are (all males or a mixed group)

ellas son they are (all females)



Definite Articles

el the (masculine singular)

la the (feminine singular)

los the (masculine plural)

las the (feminine plural)

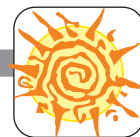
Indefinite Articles

un a *or* an (masculine singular)

una a *or* an (feminine singular)

unos some (masculine plural)

unas some (feminine plural)



El cuerpo humano (Human Body)

la boca mouth

el brazo arm

la cabeza head

el cuello neck

el dedo finger

el dedo del pie toe

la espalda back

el estómago stomach

la garganta throat

la mano hand

la nariz nose

el oído ear (inner)

el ojo eye

el pelo hair

el pie foot

la pierna leg



Words

alto tall (male)

altos tall (all males or a mixed group)

la amiga friend (female)

así, así so-so *or* fair

la avenida avenue

la bandera flag

bien fine *or* well

el bolígrafo pen

buen good

buen(a) good *or* well (female)

la calculadora calculator

centígrado Celsius *or* centigrade

los centímetros centimeters

la chica girl

los chicos boys (all males or a mixed group)



la clase	class <i>or</i> classroom
el colombiano	Colombian (male)
¿cómo?	how?
de	of
del (de + el)	of the (masculine singular)
los diccionarios	dictionaries
la dirección	address
en	in <i>or</i> on
las enfermeras	nurses (females)
escuchen	listen
la escuela	school
España	Spain
los Estados Unidos	United States
el estante	bookcase
la estudiante	student (female)
los estudiantes	students (all males or a mixed group)
la fiesta	party



guapo good-looking (male)

hay there is *or* there are

la hermana sister

el hermano brother

inteligente intelligent

los lápices pencils

el lápiz pencil

el libro book

los libros books

la madre mother

mal badly

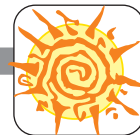
las matemáticas mathematics

los médicos doctors (all males or a mixed group)

la mesa table

el metro meter

las mexicanas Mexicans (females)



mi	.....	my
la mochila	.....	book bag
el modelo	.....	model
morena	.....	dark-haired, brunette (female)
muy	.....	very
los números de teléfono	.....	telephone numbers
la página	.....	page
el papel	.....	paper
los papeles	.....	papers
el perro	.....	dog (male)
la práctica	.....	practice
la prima	.....	cousin (female)
el primo	.....	cousin (male)
el profesor	.....	teacher (male)
la profesora	.....	teacher (female)
el pupitre	.....	desk (student)



¿qué? what?

regular regular *or* normal

repitan repeat

el restaurante restaurant

rubio fair-haired, blond (male)

rubios fair-haired, blond (all males or a mixed group)

el sandwich sandwich

el señor (Sr.) mister (Mr.)

la señora (Sra.) lady (Mrs.)

sí yes

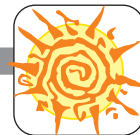
la silla chair

simpático nice (male)

verano summer

el vocabulario vocabulary

y and



Sentences

Yo estoy bien. I feel well.

Tú estás bien. You feel well. (informal)

Usted está bien. You feel well. (formal)

Ella está bien. She feels well.

Nosotros estamos bien. We feel well.

Yo estoy mal. I feel bad *or* ill.

Él está mal. He feels bad *or* ill.

Ella está mal. She feels bad *or* ill.

Ustedes están mal. You feel bad *or* ill. (plural)

Ellos están mal. They feel bad *or* ill. (all males or a mixed group)

Yo estoy regular. I feel regular *or* normal.

Tú estás regular. You feel regular *or* normal. (informal)

Usted está regular. You feel regular *or* normal. (formal)

Ella está regular. She feels regular *or* normal.



Nosotros estamos así, así. We feel so-so.

Ellas están así, así. They feel so-so. (all females)

Ustedes están así, así. You feel so-so. (plural)

¿Qué pasa? What's the matter?

Me siento mal. I feel bad.

¿Qué te duele? What hurts?

¡Ay! ¡Me duele la cabeza! Oh! My head hurts!

¿Te duele la cabeza? Your head hurts?

Sí, me siento mal; me duele la cabeza.
..... Yes, I feel bad; my head hurts.

¡Qué lástima! What a shame!

¿Cómo te sientes? How do you feel?

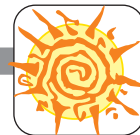
Me siento bien. I feel well.

Yo estoy en la clase. I am in the classroom.

Tú estás en la clase. You are in the classroom.

Ella está en el restaurante. She is in the restaurant.

Los libros están en la mochila. The books are in the book bag.



Examples of the Limited Usage of *ser* (to be)

Paco es alto. Paco is tall.

Paco es simpático. Paco is nice.

Paco es mi primo. Paco is my cousin.

Paco es profesor. Paco is a teacher.

El libro es de España. The book is from Spain.

Es el libro de Ana. It is Ana's book.

Es la fiesta de Pilar. It is Pilar's party.

Son los papeles de los chicos. They are the boys' papers.
(or a mixed group of boys and girls)

Paco es americano. Paco is American.

Son las tres. It is three o'clock.

Es la una. It is one o'clock.



Los números 60-100 (Numbers 60-100)

This section introduces the Spanish numbers 60-100. Spanish numbers can be memorized, but using them can be confusing to people just learning Spanish. Numbers made up of more than one part are often formed differently than they are in English.

Some numbers change according to the gender of the nouns to which they apply.

Note: *Uno* and numbers ending in *uno* are shortened to *un* when they precede a noun that is masculine. See example below.

There are 61 pencils.

Hay sesenta y un lápices.



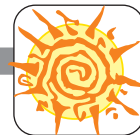


Los números 60-100 (Numbers 60-100)

Below are the numbers from 60 to 100 written in Spanish.

60	sesenta	80	ochenta
61	sesenta y uno	81	ochenta y uno
62	sesenta y dos	82	ochenta y dos
63	sesenta y tres	83	ochenta y tres
64	sesenta y cuatro	84	ochenta y cuatro
65	sesenta y cinco	85	ochenta y cinco
66	sesenta y seis	86	ochenta y seis
67	sesenta y siete	87	ochenta y siete
68	sesenta y ocho	88	ochenta y ocho
69	sesenta y nueve	89	ochenta y nueve
70	setenta	90	noventa
71	setenta y uno	91	noventa y uno
72	setenta y dos	92	noventa y dos
73	setenta y tres	93	noventa y tres
74	setenta y cuatro	94	noventa y cuatro
75	setenta y cinco	95	noventa y cinco
76	setenta y seis	96	noventa y seis
77	setenta y siete	97	noventa y siete
78	setenta y ocho	98	noventa y ocho
79	setenta y nueve	99	noventa y nueve
		100	cien; ciento*

*The number 100, *cien*, becomes *ciento* when followed by another number (101-199).



Práctica (Practice)

Los números (Numbers)

Below are the numbers from 60 to 100 in Spanish. Listen and repeat as the teacher models the following numbers in Spanish.



escuchen (listen)



repitan (repeat)

60	sesenta	80	ochenta
61	sesenta y uno	81	ochenta y uno
62	sesenta y dos	82	ochenta y dos
63	sesenta y tres	83	ochenta y tres
64	sesenta y cuatro	84	ochenta y cuatro
65	sesenta y cinco	85	ochenta y cinco
66	sesenta y seis	86	ochenta y seis
67	sesenta y siete	87	ochenta y siete
68	sesenta y ocho	88	ochenta y ocho
69	sesenta y nueve	89	ochenta y nueve
70	setenta	90	noventa
71	setenta y uno	91	noventa y uno
72	setenta y dos	92	noventa y dos
73	setenta y tres	93	noventa y tres
74	setenta y cuatro	94	noventa y cuatro
75	setenta y cinco	95	noventa y cinco
76	setenta y seis	96	noventa y seis
77	setenta y siete	97	noventa y siete
78	setenta y ocho	98	noventa y ocho
79	setenta y nueve	99	noventa y nueve
		100	cien; ciento

Now, listen and repeat the numbers again.



The Number 100

The number 100 is **cien** when it stands alone, but it becomes **ciento** when it comes before another number.

Example: 100 = cien 120 = ciento veinte

Addresses and Telephone Numbers

In Spanish, when an address (*una dirección*) is given, the name of the street is usually *followed by* the number. Also, when the numbers of addresses go over a hundred, they are usually *grouped in sets of two*. In 3225 Summer Avenue, the number in **La Avenida del Verano, número 3225** would be said as **treinta y dos, veinticinco** or thirty-two, twenty-five.

In Spanish, telephone numbers (*los números de teléfono*) are also *grouped in sets of two*. The phone number 555-2464 would be read as **cinco, cincuenta y cinco, veinticuatro, sesenta y cuatro** or five, fifty-five, twenty-four, sixty-four.





Los números 0-59 (Numbers 0-59) Review

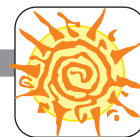
0 cero	10 diez	20 veinte	30 treinta	40 cuarenta	50 cincuenta
1 uno	11 once	21 veintiuno	31 treinta y uno	41 cuarenta y uno	51 cincuenta y uno
2 dos	12 doce	22 veintidós	32 treinta y dos	42 cuarenta y dos	52 cincuenta y dos
3 tres	13 trece	23 veintitrés	33 treinta y tres	43 cuarenta y tres	53 cincuenta y tres
4 cuatro	14 catorce	24 veinticuatro	34 treinta y cuatro	44 cuarenta y cuatro	54 cincuenta y cuatro
5 cinco	15 quince	25 veinticinco	35 treinta y cinco	45 cuarenta y cinco	55 cincuenta y cinco
6 seis	16 dieciséis	26 veintiséis	36 treinta y seis	46 cuarenta y seis	56 cincuenta y seis
7 siete	17 diecisiete	27 veintisiete	37 treinta y siete	47 cuarenta y siete	57 cincuenta y siete
8 ocho	18 dieciocho	28 veintiocho	38 treinta y ocho	48 cuarenta y ocho	58 cincuenta y ocho
9 nueve	19 diecinueve	29 veintinueve	39 treinta y nueve	49 cuarenta y nueve	59 cincuenta y nueve



Práctica (Practice)

Match each **numeral** with the correct **number written in Spanish**. Write the letter on the line provided.

_____ 1. 88	A. cien
_____ 2. 71	B. cincuenta y seis
_____ 3. 100	C. diez
_____ 4. 94	D. noventa y cuatro
_____ 5. 39	E. ochenta y ocho
_____ 6. 66	F. quince
_____ 7. 10	G. sesenta y seis
_____ 8. 27	H. setenta y uno
_____ 9. 56	I. treinta y nueve
_____ 10. 15	J. veintisiete



Práctica (Practice)

Write the **next number that follows** each numeral. Then use the list below to write the number in **Spanish**.

cien	ochenta	trece
cincuenta y nueve	ochenta y dos	treinta
cuarenta y siete	sesenta y tres	treinta y cinco
noventa y cuatro		

Modelo (Model): 25, 26 veintiséis

1. 34, _____
2. 46, _____
3. 58, _____
4. 62, _____
5. 29, _____
6. 93, _____
7. 81, _____
8. 79, _____
9. 99, _____
10. 12, _____



Práctica (Practice)

Say the following **numbers in Spanish** to your partner. Have your partner use **page 181** and the **review sheet on page 183** to check your answers.

Partner 1

1. 92	6. 13
2. 68	7. 5
3. 53	8. 11
4. 77	9. 36
5. 20	10. 84

Now **switch roles** and determine the **next number that follows** each numeral. Then say that answer in **Spanish**. Have your partner use **page 181** and the **review sheet on page 183** to check your answers.

Partner 2

1. 92, _____	6. 13, _____
2. 68, _____	7. 5, _____
3. 53, _____	8. 11, _____
4. 77, _____	9. 36, _____
5. 20, _____	10. 84, _____



Práctica (Practice)

Match each **number written in Spanish** with the correct **numeral**. Write the letter on the line provided.

_____ 1. ochenta y nueve	A. 11
_____ 2. cincuenta	B. 65
_____ 3. cuarenta y tres	C. 100
_____ 4. nueve	D. 86
_____ 5. ochenta y seis	E. 89
_____ 6. noventa y ocho	F. 50
_____ 7. once	G. 43
_____ 8. sesenta y cinco	H. 31
_____ 9. treinta y uno	I. 98
_____ 10. cien	J. 9



Práctica (Practice)

Arrange the numbers below into **numerical order** from **smallest to largest**.
Write the answers in **Spanish** on the lines provided.

cien	ochenta y tres
cincuenta y ocho	sesenta
cuarenta y cinco	setenta y cuatro
noventa y nueve	treinta y cuatro
ochenta y cuatro	treinta y ocho

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Práctica (Practice)

Solve the following. Write the answer in Spanish. The first one in each group has been done for you.

Las matemáticas (Mathematics)

Add:

$$\begin{array}{r} 1. \quad \text{diez y ocho} \\ + \text{veintiocho} \\ \hline \text{cuarenta y seis} \end{array}$$

$$\begin{array}{r} 3. \quad \text{setenta y dos} \\ + \text{cuatro} \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad \text{cuarenta} \\ + \text{diez} \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad \text{doce} \\ + \text{treinta y uno} \\ \hline \end{array}$$

Subtract:

$$\begin{array}{r} 5. \quad \text{quince} \\ - \text{siete} \\ \hline \text{ocho} \end{array}$$

$$\begin{array}{r} 7. \quad \text{ochenta y cinco} \\ - \text{uno} \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad \text{treinta y nueve} \\ - \text{once} \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad \text{cincuenta y tres} \\ - \text{veinte} \\ \hline \end{array}$$



Multiply:

$$\begin{array}{r} 9. \quad \text{cinco} \\ \times \quad \text{tres} \\ \hline \text{quince} \end{array}$$

$$\begin{array}{r} 11. \quad \text{quince} \\ \times \quad \text{cuatro} \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad \text{treinta y tres} \\ \times \quad \text{tres} \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad \text{veinticinco} \\ \times \quad \text{dos} \\ \hline \end{array}$$

Divide:

$$13. \quad \frac{\text{ochenta}}{\text{cuatro}} = \text{veinte}$$

$$15. \quad \frac{\text{cien}}{\text{dos}} =$$

$$14. \quad \frac{\text{veinticinco}}{\text{cinco}} =$$

$$16. \quad \frac{\text{sesenta y seis}}{\text{tres}} =$$



Práctica (Practice)

Use the lists and the **numerals and pictures** below to **write in Spanish** and then **say them to your partner in Spanish**. Be sure to make the **nouns plural**.

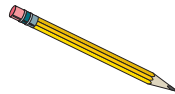
numbers

cincuenta y siete	ocho
cuarenta y dos	sesenta y cinco
doce	setenta y cuatro
noventa y nueve	treinta
noventa y tres	veintiuno

singular nouns

bandera	página
calculadora	papel
libro	profesor
mesa	pupitre
mochila	silla

Modelo (Model): 5

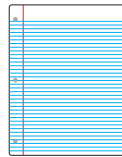


cinco lápices

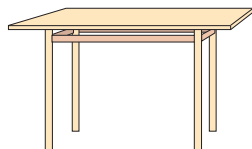
1. 30



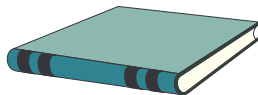
2. 42



3. 21

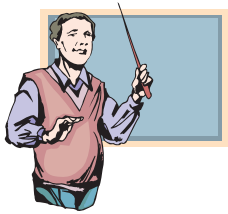


4. 93





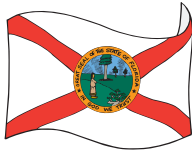
5. 65



6. 12



7. 74



8. 57

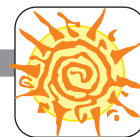


9. 8



10. 99





Cultural Differences

Many things are different from one culture to the other. One such difference between the United States and Spanish-speaking cultures are the systems used for weights and measures. The United States uses the U.S. customary system of measurement. The Spanish-speaking world (and most other countries) use the metric system. Unlike the U.S. customary system, the metric system uses units of measure that are all divisible by 10. Therefore, in those countries you may get a surprise when you get on a scale to be weighed, take your temperature, or try on clothing or shoes.

Conversion Table of Weights and Measures		
Metric System		U.S. Equivalent
10 grams	= 1 decagram	= 0.353 ounce
250 grams		= 8.825 ounces
28 grams		= 1 ounce
454 grams		= 1 pound
100 grams		= 3 1/w ounces
80 milliliters		= 1/e cup
240 milliliters		= 1 cup
1 kilo		= 2.21 pounds

Using the U.S. system, imagine that you weigh 150. Using the metric system you would only weigh about 68. That is because you are being weighed in kilograms, not pounds. A kilogram is equal to approximately 2.21 pounds in the U.S. customary system.



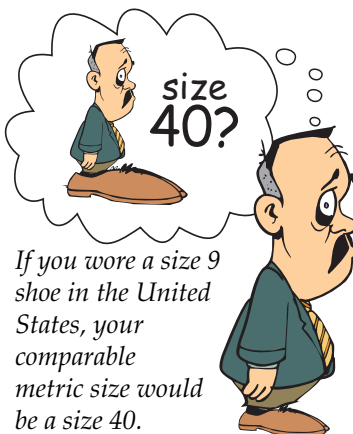
On a scale using the metric system, you would only weigh about 68.



At the doctor's office, the nurse may take your temperature. Since you are not running a fever, your temperature is normal—so the thermometer reads 37 degrees (°)! Your temperature is being measured in Celsius (C) (centígrado), also known as centigrade. A temperature of 37 Celsius is equal to the normal temperature of 98.6 degrees Fahrenheit (F). Fahrenheit is the scale used in the United States to measure degree of heat.

Centigrade and Fahrenheit Thermometer Scales							
C°	F°	C°	F°	C°	F°	C°	F°
0	32						
1	33.8	26	78.8	51	123.8	76	168.8
2	35.6	27	80.6	52	125.6	77	170.6
3	37.4	28	82.4	53	127.4	78	172.4
4	39.2	29	84.2	54	129.2	79	174.2
5	41	30	86	55	131	80	176
6	42.8	31	87.8	56	132.8	81	177.8
7	44.6	32	89.6	57	134.6	82	179.6
8	46.4	33	91.4	58	136.4	83	181.4
9	48.2	34	93.2	59	138.2	84	183.2
10	50	35	95	60	140	85	185
11	51.8	36	96.8	61	141.8	86	186.8
12	53.6	37	98.6	62	143.6	87	188.6
13	55.4	38	100.4	63	145.4	88	190.4
14	57.2	39	102.2	64	147.2	89	192.2
15	59	40	104	65	149	90	194
16	60.8	41	105.8	66	150.8	91	195.8
17	62.6	42	107.6	67	152.6	92	197.6
18	64.4	43	109.4	68	154.4	93	199.4
19	66.2	44	111.2	69	156.2	94	201.2
20	68	45	113	70	158	95	203
21	69.8	46	114.8	71	159.8	96	204.8
22	71.6	47	116.6	72	161.6	97	206.6
23	73.4	48	118.4	73	163.4	98	208.4
24	75.2	49	120.2	74	165.2	99	210.2
25	77	50	122	75	167	100	212

You may also get a real surprise when you try on clothing or shoes. Your size on the metric scale would be considerably higher than the American sizes.



Let's imagine you wear a size 9 shoe in the United States. Your comparable metric size would be a size 40. A man with a size 39-inch waist would require a size 86 pants in any Spanish-speaking country. That is because your waist is being measure in centimeters (centímetros), not inches. A centimeter is roughly 4/qp of an inch. One hundred centimeters equals one meter (metro). To get an idea of the approximate length of a meter, remember that it is about the same length as the width of the average kitchen stove (or close to 39 inches).



Práctica (Practice)

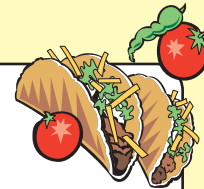
Use the **recipe** below and the **Conversion Table of Weights and Measures** chart on page 193 to **convert the U.S. customary system measurements to metric measurements**, the system Spanish-speaking countries use.

Ingredients for Tacos

1 pound ground beef
1 cup water
2 ounces taco seasoning mix
taco shells - warmed

Toppings:

2 cups shredded lettuce
4 ounces chopped tomatoes
1/e cup shredded cheese
3 ounces taco sauce



1. 1 pound = _____
2. 1 cup = _____
3. 2 ounces = _____
4. 2 cups = _____
5. 4 ounces = _____
6. 1/ecup= _____
7. 3 ounces = _____

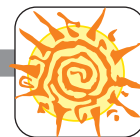


Práctica (Practice)

Use the map below and the chart **Centigrade and Fahrenheit Thermometer Scales** on page 193. Convert the temperatures of the countries listed below from Fahrenheit (F°) to centigrade (Celsius—C°).



1. Estados Unidos _____
2. México _____
3. Venezuela _____
4. Colombia _____
5. Perú _____
6. Argentina _____
7. Uruguay _____



The Verb *estar* (To Be)

The verb **estar** is one of the ways to say *to be*. When used this way, it is called an *infinitive*. An infinitive always means *to* plus *some action*, in this case, *be*. In this section, you will learn how to use this word in the *present tense*, or, in other words, how to say what is *happening now*, at the *current time*.

Use the letters of the word **HELP** to remember when to use the verb *estar*. *Estar* is used to mean *is*, *am*, or *are* when you are talking about the following:

- H—Health**—to tell how you or someone is feeling healthwise at this time
- E—Emotions and feelings**—to tell about your emotions and feelings at this time
- L—Location**—to tell where something is at this time
- P—Present and temporary conditions**—to describe something that can change.
Example: The water is cold.

Estar—temporary conditions
H—Health
E—Emotions
L—Location
P—Present and temporary conditions



Let's first explore health. We will use *estar* to describe if we are well or ill. *Estar* can also be used to state that we are all right or feeling okay. First we must look at the forms of *estar*:

Forms of *estar*—To Be

yo	estoy	<i>I am</i>
tú	estás	<i>you are (informal)</i>
usted	está	<i>you are (formal)</i>
él	está	<i>he is</i>
ella	está	<i>she is</i>
nosotros	estamos	<i>we are (all males or a mixed group)</i>
nosotras	estamos	<i>we are (all females)</i>
ustedes	están	<i>you are (plural)</i>
ellos	están	<i>they are (all males or a mixed group)</i>
ellas	están	<i>they are (all females)</i>

Note: *Ud.* is the abbreviation for *usted* (you—formal) and *Uds.* is the abbreviation for *ustedes* (you—plural).



Práctica (Practice)

The following statements describe **feeling well (bien)**. Listen and repeat as the teacher models the following statements.



escuchen (listen)



repitan (repeat)

Yo **estoy** bien.

Ella **está** bien.

Nosotros **estamos** bien.

Usted **está** bien.

Tú **estás** bien.



Now, **listen and repeat** the statements again.

The following statements describe **not feeling well**. They describe **feeling bad (mal)** or **ill**. Listen and repeat as the teacher models the following statements.



escuchen (listen)



repitan (repeat)

Ustedes **están** mal.

Él **está** mal.

Yo **estoy** mal.

Ella **está** mal.

Ellos **están** mal.



Now, **listen and repeat** the statements again.



The following statements describe **feeling okay**. There are two common expressions in Spanish for this: **regular** or feeling **regular** or normal, and **así**, **así** or feeling **so-so** or fair. **Listen and repeat** as the teacher models the following statements.



escuchen (listen)



repitan (repeat)

Yo **estoy** regular.

Usted **está** regular.

Ella **está** regular.

Tú **estás** regular.

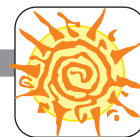
Nosotros **estamos** así, así.

Ellas **están** así, así.

Ustedes **están** así, así.



Now, **listen and repeat** the statements again.



Práctica (Practice)

Use the lists below to tell how the following **people are feeling**. Write the answers in **Spanish**. One *feeling term* will be used more than once.

forms of *estar*

estoy	estamos
estás	están
está	

feelings

así, así	mal
bien	regular

Modelo (Model):



He feels well.

Él Él está bien.

1.  She feels bad.

Ella

2. You feel well.

Tú

3. We feel so-so *or* fair.

Nosotros

4.   They feel bad.

Ellos

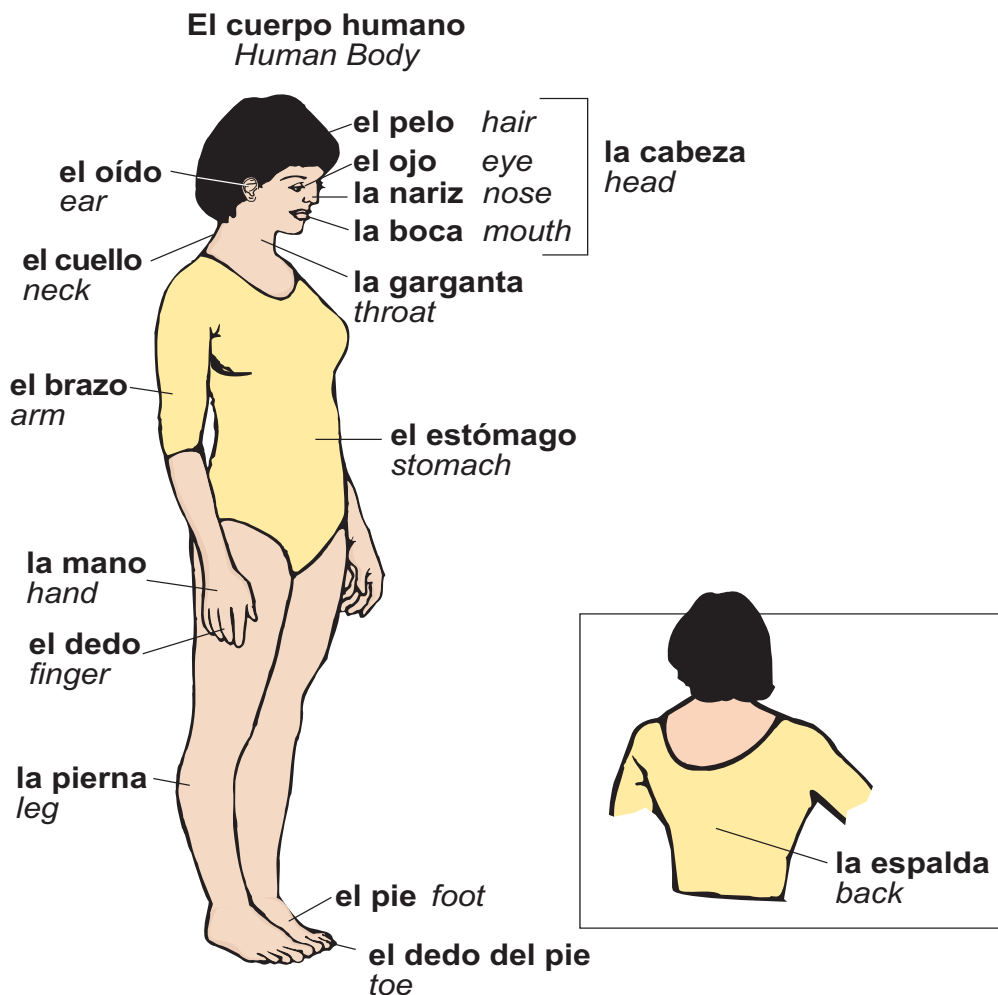
5. I feel regular *or* normal.

Yo



El cuerpo humano (Human Body)

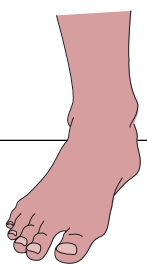
Now that you know how to say “I feel bad,” you may need to also tell someone what hurts on your body. Look at the picture below for some body parts in Spanish.





El cuerpo humano (Human Body)

Below is a list of some body parts.

	la boca	<i>mouth</i>	
	el brazo	<i>arm</i>	
	la cabeza	<i>head</i>	
	el cuello	<i>neck</i>	
	el dedo	<i>finger or toe</i>	
	el dedo del pie	<i>toe</i>	
	la espalda	<i>back</i>	
	el estómago	<i>stomach</i>	
	la garganta	<i>throat</i>	
	la mano	<i>hand</i>	
	la nariz	<i>nose</i>	
	el oído	<i>ear (inner)</i>	
	el ojo	<i>eye</i>	
	el pelo	<i>hair</i>	
	el pie	<i>foot</i>	
	la pierna	<i>leg</i>	



Práctica (Practice)

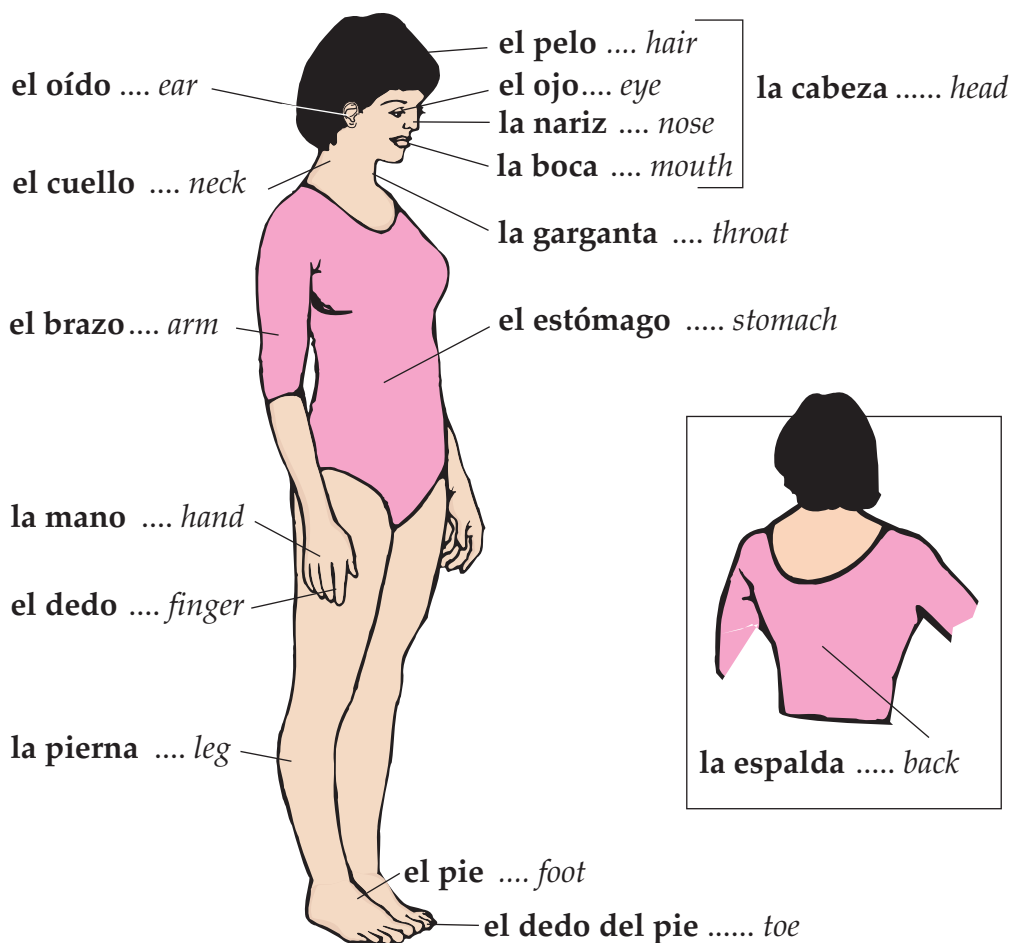
Below is a picture of **el cuerpo humano** (the human body). **Listen and repeat** as the teacher models the following **body parts** in Spanish.



escuchen (listen)



repitan (repeat)



Now, **listen and repeat** the **body parts** again.



Práctica (Practice)

¡Ay! ¡Me duele la cabeza! (Oh! My head hurts!)

Below is a **dialogue** between two friends named Emilia and Luis. They will ask how each other is **feeling**. **Listen** and **repeat** as the teacher models the **dialogue** in Spanish. Then **read** the **English** translation to yourself.



escuchen (listen)



repitan (repeat)



Emilia: ¿Qué pasa? What's the matter?

Luis: Me siento mal. I feel bad.

Emilia: ¿Qué te duele? What hurts?



Luis: ¡Ay! ¡Me duele la cabeza! Oh! My head hurts!

Emilia: ¿Te duele la cabeza? Your head hurts?

Luis: Sí, me siento mal; me duele la cabeza.
..... Yes, I feel bad; my head hurts.



Emilia: **¡Qué lástima!**..... *What a shame!*

Luis: **¿Cómo te sientes?***How do you feel?*

Emilia: **Me siento bien.** *I feel well.*

Now, **listen** and **repeat** the **dialogue** again.



Práctica (Practice)

*Use **pages 204-206** and practice a similar **dialogue** with your partner, **changing roles and parts of the body that hurt**. Use gestures and expressions to enhance the dialogue.*



Location

Now let's explore location. Once again, we will use the verb *estar* to mean *is, am, or are* to show location.

Modelos (Models):

Yo estoy en la clase.



I am in the classroom.

Ella está en el restaurante.



She is in the restaurant.

Los libros están en la mochila.



The books are in the book bag.



Práctica (Practice)

Use the following **picture clues** and the list below to **say the location of the person or object in Spanish** to your partner. Then write the answers in Spanish.

en la escuela	en el pupitre
en el estante	en el restaurante
en el libro	

Modelo (Model): tú



Tú estás en la clase.

1. Yo



2. El profesor



3. El libro



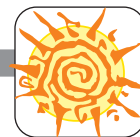


4. La página



5. Los diccionarios





The Verb *ser* (To Be)

Use the letters of the word **DON'T** to remember when to use the verb *ser*. The verb **ser** also means *to be*, but it has limited usage. *Ser* can only be used to tell the following:

D—Description

1. to describe someone's physical traits
2. to describe someone's personality
3. to describe relationships between people

O—Occupation, **O**rigin, and **O**wnership

4. to describe someone's profession (including being a student)
5. to tell where something or someone is from
6. to tell something belongs to someone

N—Nationality

7. to tell someone's nationality or where he or she is from

T—Time

8. to tell the time

On the following page are examples of how *ser* can be used based on 1-8 above.

Ser—more permanent, longer-lasting conditions
D —Description O —Occupation, O rigin, and O wnership N —Nationality T —Time



Examples of the Limited Usage of *ser*

1. Paco es alto.	<i>Paco is tall.</i>
2. Paco es simpático.	<i>Paco is nice.</i>
3. Paco es mi primo.	<i>Paco is my cousin.</i>
4. Paco es profesor.	<i>Paco is a teacher.</i>
5. El libro es de España	<i>The book is from Spain.</i>
6. Es el libro de Ana.	<i>It is Ana's book.</i>
7. Paco es colombiano.	<i>Paco is Colombian.</i>
8. Son las tres.	<i>It is three o'clock.</i>

To use the verb *ser* in the *present tense* and tell what is happening right now, you must say the following:

Forms of *ser*—To Be

yo	soy	<i>I am</i>
tú	eres	<i>you are (informal)</i>
usted	es	<i>you are (formal)</i>
él	es	<i>he is</i>
ella	es	<i>she is</i>
nosotros	somos	<i>we are (all males or a mixed group)</i>
nosotras	somos	<i>we are (all females)</i>
ustedes	son	<i>you are (plural)</i>
ellos	son	<i>they are (all males or a mixed group)</i>
ellas	son	<i>they are (all females)</i>

Note: You can leave out the *yo*, *tú*, or *nosotros* from a sentence because you can tell *who* you are talking about by the words *soy*, *eres*, or *somos*.



Práctica (Practice)

Below are the **conjugated forms of the verb ser—to be**. **Listen and repeat** as the teacher models the following **verb forms in Spanish**.



escuchen (listen)



repitan (repeat)

yo **soy** *I am*

tú **eres** *you are (informal)*

usted **es** *you are (formal)*

él **es** *he is*

ella **es** *she is*

nosotros **somos** *we are (all males or a mixed group)*

nosotras **somos** *we are (all females)*

ustedes **son** *you are (plural)*

ellos **son** *they are (all males or a mixed group)*

ellas **son** *they are (all females)*

Now, **listen and repeat the verb forms again**.



Práctica (Practice)

Match the **form of the verb ser—to be** with the correct **subject**. Write the letter on the line provided. **Some terms will be used more than once.**

_____ 1. ella	A. eres
_____ 2. usted	
_____ 3. yo	B. somos
_____ 4. nosotros	
_____ 5. ellas	C. es
_____ 6. tú	
_____ 7. él	
_____ 8. ellos	D. son
_____ 9. ustedes	
_____ 10. nosotras	E. soy



Práctica (Practice)

Below are the **conjugated forms of the verb ser—to be**. **Listen and repeat** as the teacher models the following **verb forms in Spanish**.



escuchen (listen)



repitan (repeat)

yo **soy** *I am*

tú **eres** *you are (informal)*

usted **es** *you are (formal)*

él **es** *he is*

ella **es** *she is*

nosotros **somos** *we are (all males or a mixed group)*

nosotras **somos** *we are (all females)*

ustedes **son** *you are (plural)*

ellos **son** *they are (all males or a mixed group)*

ellas **son** *they are (all females)*

Now, **listen and repeat the verb forms again**.



Práctica (Practice)

Use the list below to complete the following sentences with the correct **form of the verb ser—to be**.

soy	somos
eres	son
es	

- Yo _____ alto. *I am tall.*
- Ella _____ mi amiga. *She is my friend. (female)*
- Nosotros _____ estudiantes. *We are students.*
- _____ las diez. *It is ten o'clock.*
- Tú _____ muy guapo. *You are very good-looking.*
- Ellos _____ médicos. *They are doctors. (all males or a mixed group)*
- Usted _____ la prima de Isabel. *You are Isabel's cousin. (female)*
- Él _____ un buen profesor. *He is a good teacher. (male)*
- Ustedes _____ enfermeras. *They are nurses. (females)*
- Paula _____ mi hermana. *Paula is my sister.*
- _____ la una. *It is one o'clock.*
- Carlos y Miguel _____ altos y rubios. *Carlos and Miguel are tall and fair-haired.*
- Mi madre _____ morena. *My mother is dark-haired.*
- La chica _____ una estudiante buena. *The girl is a good student.*
- Yo _____ inteligente. *I am intelligent.*
- Ellas _____ mexicanas. *They are Mexicans. (females)*



Práctica (Practice)

Write a sentence in **Spanish** to tell that the **item** belongs to the person.

Modelos (Models):

la fiesta / Pilar

party/Pilar

Es la fiesta de Pilar.

It is Pilar's party.

los papeles / los chicos

papers/boys

Son los papeles de los chicos.

*They are the boys' papers.
(or a mixed group of boys and girls)*

1. el bolígrafo / mi hermano _____

2. el sandwich / Pedro _____

3. los libros / la profesora _____

4. la mesa / mi hermana _____

5. el perro / la Sra. García _____



When to Use *estar* and When to Use *ser*

The Verbs *To Be*

Subject Pronoun	<i>estar</i>	<i>ser</i>
yo	estoy	soy
tú	estás	eres
usted	está	es
él	está	es
ella	está	es
nosotros	estamos	somos
nosotras	estamos	somos
ustedes	están	son
ellos	están	son
ellas	están	son

When to Use *estar*— *HELP*

To tell or describe:

- **Health**
- **Emotions and feelings**
- **Location**
- **Present and temporary condition**

When to Use *ser*— *DON'T*

To tell or describe:

- **Description of physical traits, personality, and relationships**
- **Occupation, Origin, and Ownership**
- **Nationality**
- **Time**



Práctica (Practice)

Use the list below to complete the following statements with the correct **form of the verb *estar* or *ser***—to be. Some terms will be used more than once.

forms of *estar*

estoy	estamos
está	están

forms of *ser*

soy	somos
eres	son
es	

1. Yo _____ bien. (feeling)
2. Usted _____ mi profesor. (profession)
3. Susan _____ mi prima. (relationship)
4. Ellos _____ en la clase. (location)
5. Él _____ así, así. (feeling)
6. Tú _____ muy guapo. (physical trait)
7. Nosotras _____ en el restaurante. (location)
8. Yo _____ alto. (physical trait)
9. _____ las tres. (time)
10. Nosotros _____ médicos. (profession)

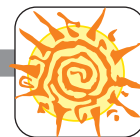


Práctica (Practice)

Use the list below to write the **names** of the following **numbers in Spanish**.
Then **say the numbers in Spanish** to your partner.

dos	ochenta	setenta
cinco	ocho	siete
cuatro	seis	tres
noventa	sesenta	uno
nueve		

1. 60 _____
2. 77 _____
3. 99 _____
4. 80 _____
5. 90 _____
6. 70 _____
7. 65 _____
8. 84 _____
9. 92 _____
10. 63 _____



Write the **next number that follows** each numeral. Then write the number in **Spanish**.

Modelo (Model): 72, 73 setenta y tres

11. 69, _____

12. 90, _____

13. 61, _____

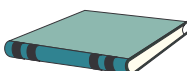
14. 79, _____

15. 89, _____

Using the list below to **write** the following items pictured in **Spanish**.

la calculadora
el lápiz
el libro

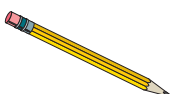
la mochila
la silla

16.  _____

17.  _____

18.  _____

19.  _____

20.  _____

Unit 4: Describing Present Actions

This unit emphasizes the *-ar* verbs, how to determine the omitted subject of a sentence, and how to tell what you are not doing by making a sentence negative.

Unit Focus

Communication

- Express likes and dislikes when asked simple questions (e.g., about toys or other objects). (FL.A.1.1.1)
- Express likes or dislikes regarding various objects, categories, people, and events present in the everyday environment. (FL.A.1.2.1)
- Restate and rephrase simple information from materials presented orally, visually, and graphically in class. (FL.A.2.1.2)
- Understand oral messages that are based on familiar themes and vocabulary (e.g., short conversations between familiar persons on familiar topics such as everyday school and home activities). (FL.A.2.1.3)
- Give and understand written and verbal instructions using known verbal patterns in the target language. (FL.A.2.2.1)
- Provide simple information in spoken form (e.g., descriptions of family members, friends, objects present in his or her everyday environment, or common school and home activities). (FL.A.3.1.1)



Culture

- Recognize patterns of social behavior or social interaction in various settings (e.g., school, family, or immediate community). (FL.B.1.1.2)

Connections

- Use simple vocabulary and phrases to identify familiar objects and concepts from other disciplines. (FL.C.1.1.1)

Comparisons

- Use simple vocabulary and short phrases in the target language. (FL.D.1.1.2)



Unit 4: Describing Present Actions

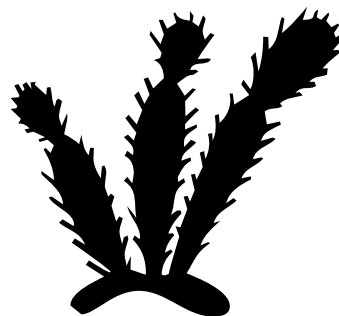
Overview

A sentence is a group of words that expresses a complete thought and contains a subject and a verb. Try to write a sentence to tell what you are doing (or not doing) right now without using a verb. You cannot do it, can you?

A sentence with a subject but without a verb is not a complete sentence. Just like a sentence without a subject, or an understood subject, is not a complete sentence.

In this unit you will learn the following:

- *-ar* verbs (los verbos)
- omission of the subject
- negative sentences.





Vocabulario (Vocabulary)

Use the list below as a reference for this unit.

-ar Verbs

bailar to dance

buscar to look for

caminar to walk

cantar to sing

cocinar to cook

comprar to buy

contestar to answer

desear to want

enseñar to teach

entrar to enter

escuchar to listen to

estudiar to study

ganar to win *or* to earn



hablar to speak *or* to talk

mirar to look at *or* to watch

nadar to swim

practicar to practice

sacar to take (pictures)

tomar to take

trabajar to work

viajar to travel

visitar to visit



Present Tense Form of *nadar*—To Swim

yo nado I swim, I am swimming, I do swim

tú nadas you swim, you are swimming, you do swim (informal)

usted nada you swim, you are swimming, you do swim (formal)

él nada he swims, he is swimming, he does swim

ella nada she swims, she is swimming, she does swim

nosotros nadamos we swim, we are swimming, we do swim
(all males or a mixed group)

nosotras nadamos we swim, we are swimming, we do swim
(all females)

ustedes nadan you swim, you are swimming, you do swim (plural)

ellos nadan they swim, they are swimming, they do swim
(all males or a mixed group)

ellas nadan they swim, they are swimming, they do swim
(all females)



Subject Pronouns

yo I

tú you (informal)

usted you (formal)

él he

ella she

nosotros we (all males or a mixed group)

nosotras we (all females)

ustedes you (plural)

ellos they (all males or a mixed group)

ellas they (all females)



Definite Articles

el the (masculine singular)

la the (feminine singular)

los the (masculine plural)

las the (feminine plural)

Indefinite Articles

un a *or* an (masculine singular)

una a *or* an (feminine singular)

unos some (masculine plural)

unas some (feminine plural)



Words

a to

la biblioteca library

la bicicleta bicycle

bien fine, well, *or* good

el carro car

la clase class *or* classroom

el colegio school

con with

de of

en in *or* on

escuchen listen

el español Spanish

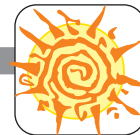
las fotos photos *or* pictures

el inglés English

el juego game



el libro	book
la lotería	lottery
mucho	much, a lot
la música	music
no	no
el océano	ocean
la práctica	practice
las preguntas	questions
el profesor	teacher (male)
repitan	repeat
la salsa	salsa (type of dance)
los verbos	verbs
el vocabulario	vocabulary
y	and



Los verbos (Verbs)

In this section, you will learn about verbs in Spanish that end in **-ar**. You will learn how to tell what is happening now, in present tense.

Verbs are words that express physical action, mental action, or state of being. Verbs tell what the subject of the sentence is, has, does, or feels. This section focuses on *action verbs*, verbs that show physical or mental action.

In Spanish, all verbs have what is called an *infinitive form*. An infinitive form of a verb is the same as *to + the action* in English.

Example: to dance, to walk, or to eat.

In Spanish, infinitive verbs end in one of the three ways—either **-ar**, **-er**, or **-ir**. Each verb is then *conjugated* based on its *infinitive's* ending.

Here are the ways you can recognize an *infinitive*:

- It always ends in the letters **-ar**, **-er**, or **-ir**.
- Its meaning is always *to + an action*; for example, *nadar* means *to swim*.
- It has no tense—it does not tell you if something happened in the *past*, is happening *now*, or will happen in the *future*.



nadar

To *conjugate* a verb means to give the various *forms* of a verb in their proper order. To conjugate a verb implies *showing* the action as it is performed by various people or *breaking* the verb down to show who is doing the action. In Spanish, the verb changes to express the tense (for example—present, past, and future) and the ending of the verb changes to agree with the subject.

There is a pattern for conjugating regular verbs. Spanish also has irregular verbs, just like English. However, right now we will work with regular verbs. All of the verbs on the next page will follow this same pattern. Therefore, once you learn how to write a verb in its present tense form, you can follow the same pattern for all of the verbs with the same infinitive ending.



The -ar Verbs

The *-ar* ending is what makes these words infinitives. Infinitives have no tense. An infinitive is a verb form that is usually preceded by the word *to* and is used as a noun, an adjective, or an adverb in English. Below is a list of common *-ar* verbs and their meanings.

Common -ar Verbs

bailar
to dance



cocinar
to cook



buscar
to look for



comprar
to buy



caminar
to walk



contestar
to answer



cantar
to sing

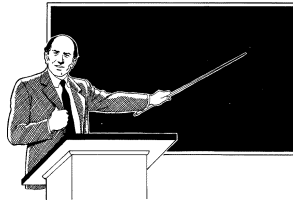


desear
to want





enseñar
to teach



ganar
*to win or
to earn*



entrar
to enter



hablar
*to speak or
to talk*



escuchar
to listen to



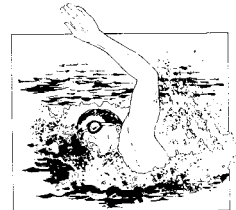
mirar
*to look at or
to watch*



estudiar
to study



nadar
to swim





practicar
to practice



trabajar
to work



sacar
to take (pictures)



viajar
to travel

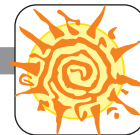


tomar
to take



visitar
to visit





Práctica (Practice)

Below are common **-ar verbs** that **show what is happening now**. **Listen and repeat** as the teacher models the following **-ar verbs** in Spanish.



escuchen (listen)



repitan (repeat)

bailar *to dance*

estudiar *to study*

buscar *to look for*

ganar *to win or to earn*

caminar *to walk*

hablar *to speak or to talk*

cantar *to sing*

mirar *to look at or to watch*

cocinar *to cook*

nadar *to swim*

comprar *to buy*

practicar *to practice*

contestar *to answer*

sacar *to take (pictures)*

desear *to want*

tomar *to take*

enseñar *to teach*

trabajar *to work*

entrar *to enter*

viajar *to travel*

escuchar *to listen to*

visitar *to visit*

Now, **listen and repeat** the verbs again.



Changing an *-ar* Verb to Present Tense

To change an *-ar* verb to present tense, remove the part of the word that makes it an infinitive. Let's use **nadar** (to swim) as our example. *Nadar* is a regular verb and follows a pattern as it is conjugated. The first thing we must do is remove the letters *-ar*.

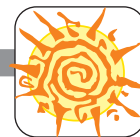
nadar (*to swim*)

remove the **-ar**: **nad**

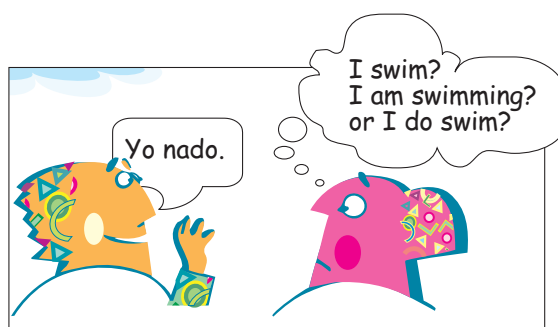
To the part of the word that remains, add letters depending on who is doing the swimming. Follow the conjugation of *nadar* on the chart below.

Forms of *nadar* (To Swim)

With subject pronoun and nadar	you remove the -ar and add	to get	which means
yo	o	nado	<i>I swim I am swimming I do swim</i>
tú	as	nadas	<i>you swim you are swimming you do swim (informal)</i>
usted	a	nada	<i>you swim you are swimming you do swim (formal)</i>
él	a	nada	<i>he swims he is swimming he does swim</i>
ella	a	nada	<i>she swims she is swimming she does swim</i>
nosotros	amos	nadamos	<i>we swim we are swimming we do swim (all males or a mixed group)</i>
nosotras	amos	nadamos	<i>we swim we are swimming we do swim (all females)</i>
ustedes	an	nadan	<i>you swim you are swimming you do swim (plural)</i>
ellos	an	nadan	<i>they swim they are swimming they do swim (all males or a mixed group)</i>
ellas	an	nadan	<i>they swim they are swimming they do swim (all females)</i>



In English, we have three different ways to express present tense. In Spanish, there is one. So, the word *nado* can be the equivalent in English of *I swim*, *I am swimming*, or *I do swim*. Notice that you use more words in English than you do in Spanish.



Subject Pronouns and Present Tense of Regular -ar Verbs

Singular		Plural	
yo	<i>I</i>	nosotros	<i>we (masculine)</i>
tú	<i>you (informal)</i>	nosotras	<i>we (feminine)</i>
usted	<i>you (formal)</i>	ustedes	<i>you</i>

Tú is informal and is used to address a person such as a friend, member of your family, a child, or anyone with whom you are on a first-name basis.

Usted is formal and is used to address people whom you do not know very well, or older people, teachers, or anyone with whom you have a respectful or formal relationship. *Ud.* is an abbreviation of the word *usted*.

Uds. is an abbreviation of the word *ustedes*. *Ustedes* is used to address a group of people. *Ustedes* is used as the plural of *usted* and *tú*.



Nosotros refers to a group of males and females, or to a group of all males.

Nosotras refers to a group of all females.





Subject Pronouns

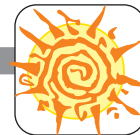
Singular	Plural
él <i>he</i>	ellos <i>they (masculine)</i>
ella <i>she</i>	ellas <i>they (feminine)</i>

Ellos refers to groups of males or groups of males and females.

Ellas refers to groups of females.

Present Tense of Regular -ar Verbs

Subject Pronoun	Verb Ending
yo	o
tú	as
usted	a
él	a
ella	a
nosotros	amos
nosotras	amos
ustedes	an
ellos	an
ellas	an



Práctica (Practice)

Below are the **conjugated forms of the verb nadar—to swim**. **Listen and repeat** as the teacher models the following **verb forms** in Spanish.



escuchen (listen)



repitan (repeat)

yo **nado** *I swim*

tú **nadas** *you swim (informal)*

usted **nada** *you swim (formal)*

él **nada** *he swims*

ella **nada** *she swims*

nosotros **nadamos** *we swim (all males or a mixed group)*

nosotras **nadamos** *we swim (all females)*

ustedes **nadan** *you swim (plural)*

ellos **nadan** *they swim (all males or a mixed group)*

ellas **nadan** *they swim (all females)*

Now, **listen and repeat** the **verb forms** again.



Práctica (Practice)

Match each **verb** with the correct **subject pronoun**. Write the letter on the line provided.

_____ 1. compran	A. yo
_____ 2. buscamos	
_____ 3. escuchan	B. tú
_____ 4. sacas	
_____ 5. viajan	C. él, ella, usted
_____ 6. estudio	
_____ 7. camina	D. nosotros, nosotras
_____ 8. visitamos	
_____ 9. trabajan	
_____ 10. canto	E. ellos, ellas, ustedes



Práctica (Practice)

Write the correct **form of the verb** to complete the following sentences. Then **read** the sentences to your partner.

(contestar) 1. Nosotros _____ preguntas en la clase.

(estudiar) 2. Juan _____ mucho.

(practicar) 3. Tú _____ español.

(hablar) 4. Ellos _____ inglés (*English*).

(sacar) 5. Ustedes _____ fotos (*photos*).

(comprar) 6. Yo _____ una bicicleta (*bicycle*).

(bailar) 7. Ella _____ salsa (*type of dance*).

(buscar) 8. Ellas _____ un libro.

(viajar) 9. Él _____ a México.

(entrar) 10. Yo _____ en el colegio.



Práctica (Practice)

Use the list below to choose the correct **verb**. Then write the correct **form of the verb** to complete the following sentences.

comprar	escuchar	hablar
entrar	estudiar	sacar

1. El profesor _____ en la clase.

The professor enters the class.



2. Yo _____ inglés y español.

I speak English and Spanish.

3. Papá _____ un carro (car).

Dad buys a car.



4. Tú _____ la música.

You listen to music.



5. Nosotros _____ mucho en la biblioteca (library).

We study a lot in the library.

6. Ellos _____ fotos.

They take photos.





Use the **vocabulary on pages 227-233** to write **additional sentences in Spanish** and then **translate them into English**.

7. Spanish: _____

English: _____

8. Spanish: _____

English: _____

9. Spanish: _____

English: _____

10. Spanish: _____

English: _____

11. Spanish: _____

English: _____

12. Spanish: _____

English: _____



Práctica (Practice)

Use the list below to choose the correct **verb in Spanish** for the following sentences. Then **rewrite** the sentences in **Spanish**, using the correct **form of the verb**.

bailar	desear
contestar	hablar

1. She wants a book.

2. I speak Spanish.

3. We dance.

4. They answer.

Use the **vocabulary on pages 227-233** to write **additional sentences in Spanish** and then **translate them into English**.

5. Spanish: _____

English: _____

6. Spanish: _____

English: _____



7. Spanish: _____

English: _____

8. Spanish: _____

English: _____

9. Spanish: _____

English: _____

10. Spanish: _____

English: _____



Omission of the Subject

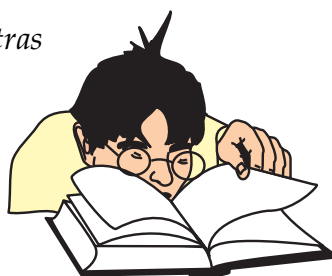
As you have learned, verbs have specific endings, depending on *who* is doing the action. For instance, note the following:

- all the previous verbs used with **yo** (*I*) end in **-o**
- all the previous verbs used with **nosotros** or **nosotras** (*we*) end in **-amos**
- all the previous verbs used with **tú** (*you*) end in **-as**.

Because of this, the words *yo*, *tú*, *nosotros*, and *nosotras* are often *left out* of the sentence. However, notice that you can still tell *who* is doing the action by the ending of the verb.

Here is an example.

Estudio mucho.



Estudio mucho.

You know the person speaking means that “I study a lot” because the verb for study—**estudio**—ends in the letter **-o**. Only verbs that are used with *yo* end in that letter. It is very common that these words are left out of the sentence. The more you practice your verbs, the easier it will become.

This is *not* true as often with *él*, *ella*, *usted*, *ellos*, *ellas*, or *ustedes*. They share the same verb endings with other subjects, so sometimes it may not be clear who the subject of the sentence is if you omit these words.



Práctica (Practice)

Use the list below to choose the correct **verb** in **Spanish** for the following sentences. Then **rewrite** the sentences in **Spanish**, using the correct **form of the verb** and **omitting the subject** from the sentence.

cantar comprar escuchar

1. We are listening.

verb: _____

sentence: _____

2. You sing.

verb: _____

sentence: _____

3. I am buying.

verb: _____

sentence: _____



Use the **vocabulary on pages 227-233** to write **additional sentences in Spanish** and then **translate them into English**.

4. Spanish: _____

English: _____

5. Spanish: _____

English: _____

6. Spanish: _____

English: _____

7. Spanish: _____

English: _____

8. Spanish: _____

English: _____

9. Spanish: _____

English: _____

10. Spanish: _____

English: _____



Making Sentences Negative

You have learned how to tell what people do. What if you need to tell what people are *not* doing? To tell what people are *not* doing, you need to make the sentence negative. This is very simple to do in Spanish.

You make a sentence negative in Spanish by using the word “no” in front of the verb.



Compro el libro.
I buy the book.

No compro el libro.
I don't buy the book.

Estudiamos.
We study.

No estudiamos.
We don't study.

Ellos entran en la clase.
They enter the class.

Ellos *no* entran en la clase.
They don't enter the class.

Usted saca fotos.
You take photos.

Usted *no* saca fotos.
You don't take photos.





Práctica (Practice)

Write in **Spanish** that the following people **do not** do the things mentioned.
Then **read** the sentences to your partner.

1. Pablo visita con María. _____

2. Viajo mucho. _____

3. Nadamos en el océano. _____

4. Buscas el libro. _____

5. Ellos ganan la lotería. _____

6. Ustedes trabajan en el colegio. _____

7. Ella entra en la clase. _____



8. Bailamos mucho. _____

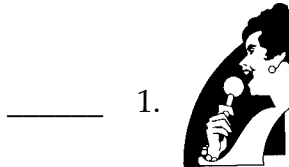
9. Él canta bien. _____

10. Escuchas la música. _____

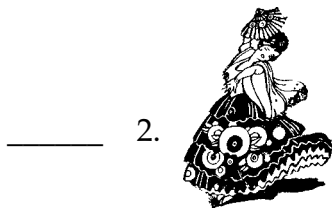


Práctica (Practice)

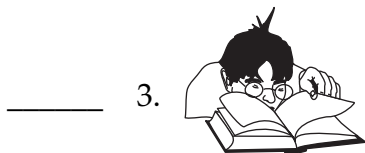
Match each **picture** with the correct **Spanish word**. Write the letter on the line provided.



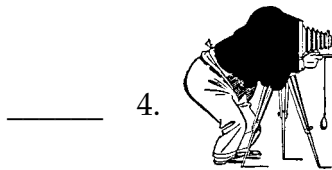
A. bailar



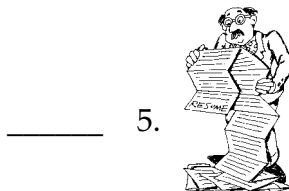
B. cantar



C. cocinar



D. estudiar



E. mirar



F. sacar



Práctica (Practice)

Match each **English word** with the correct **Spanish word**. Write the letter on the line provided.

_____ 1. I	A. él
_____ 2. you (informal)	B. ella
_____ 3. you (formal)	C. ellas
_____ 4. we (masculine)	D. ellos
_____ 5. we (feminine)	E. nosotras
_____ 6. he	F. nosotros
_____ 7. she	G. tú
_____ 8. they (masculine)	H. usted
_____ 9. they (feminine)	I. yo



Use the list below to complete the following chart. Some verb endings will be used more than once.

a	an	o
amos	as	

Present Tense of Regular -ar Verbs

	Subject Pronoun	Verb Ending
10.	yo	_____
11.	tú	_____
12.	usted	_____
13.	él	_____
14.	ella	_____
15.	nosotros	_____
16.	nosotras	_____
17.	ustedes	_____
18.	ellos	_____
19.	ellas	_____

Unit 5: Where to Go and What to Do

This unit emphasizes names of places, how to say someone is going somewhere, and how to say what someone is going to do.

Unit Focus

Communication

- Express likes and dislikes when asked simple questions (e.g., about toys or other objects). (FL.A.1.1.1)
- Greet others and exchange essential personal information (e.g., home address, telephone number, place of origin, and general health). (FL.A.1.1.2)
- Use appropriate gestures and expressions (i.e., body language) to complete or enhance verbal messages. (FL.A.1.1.3)
- Express likes or dislikes regarding various objects, categories, people, and events present in the everyday environment. (FL.A.1.2.1)
- Use repetition, rephrasing, and gestures effectively to assist in communicating spoken messages. (FL.A.1.3.4)
- Follow and give simple instructions (e.g., instructions to participate in games or instructions provided by the teacher for classroom tasks). (FL.A.2.1.1)
- Restate and rephrase simple information from materials presented orally, visually, and graphically in class. (FL.A.2.1.2)
- Understand oral messages that are based on familiar themes and vocabulary (e.g., short conversations between familiar persons on familiar topics such as everyday school and home activities. (FL.A.2.1.3)



- Listen and read in the target language and respond through role playing, drawing, or singing. (FL.A.2.1.4)
- Give and understand written and verbal instructions using known verbal patterns in the target language. (FL.A.2.2.1)
- Organize information in spoken or written form about a variety of topics of academic and cultural interest (e.g., by making lists, categorizing objects, or organizing concepts). (FL.A.2.2.3)
- Comprehend and respond to oral messages (e.g., personal anecdotes or narratives) based on familiar themes and vocabulary. (FL.A.2.2.5)
- Provide simple information in spoken form (e.g., descriptions of family members, friends, objects present in his or her everyday environment, or common school and home activities). (FL.A.3.1.1)
- Give responses in spoken or written form (e.g., answering simple questions, formulating questions, and making simple statements) to age-appropriate stories, poems or other literature, songs, films, or visual works. (FL.A.3.2.3)

Culture

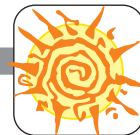
- Participate in age-appropriate cultural activities (e.g., games, songs, birthday celebrations, storytelling, dramatizations, and role playing). (FL.B.1.1.1)
- Recognize patterns of social behavior or social interaction in various settings (e.g., school, family, or immediate community). (FL.B.1.1.2)
- Recognize various activities and celebrations in which children participate in the target culture (e.g., games, songs, birthday celebrations, storytelling, dramatizations, and role playing). (FL.B.1.2.1)

Connections

- Participate in activities in the language class designed to integrate content-area concepts (e.g., mathematical calculations or cause-and-effect relationships) into target-language instruction (e.g., about countries or cultures). (FL.C.1.2.1)
- Use target-language vocabulary or concepts to reinforce knowledge of a related topic studied in another class (e.g., geographical place names, parts of the body, or basic mathematical operations). (FL.C.1.2.2)

Comparisons

- Know examples of word borrowing from one language to another. (FL.D.1.1.1)
- Use simple vocabulary and short phrases in the target language. (FL.D.1.1.2)
- Identify examples and understand the significance of true and false cognates (i.e., words derived from a common original form). (FL.D.1.2.1)
- Recognize the similarities and differences between his or her native language and the target language in terms of the pronunciation, alphabet, and forms of written expression. (FL.D.1.2.2)
- Know the similarities and differences between the patterns of behavior of the target culture related to recreation, celebration, holidays, customs, and the patterns of behavior of the local culture. (FL.D.2.1.1)
- Distinguish the similarities and differences between the patterns of behavior of the target culture related to recreations, holidays, celebrations and the patterns of behavior of the local culture. (FL.D.2.2.1)
- Recognize forms of the target language evident in the local culture (e.g., signs, symbols, advertisements, packages, displays, murals, songs, and rhymes). (FL.D.2.2.2)



Unit 5: Where to Go and What to Do

Overview

Where are some places you go? Do you ever go to the movies, to the beach, or to a concert? You will be looking at pictures of different places, similar to the ones below, and learning how to say in Spanish where the people are and what they are doing.



la piscina



el museo



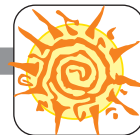
el parque de atracciones



la playa

In this lesson you will learn the following:

- names of places
- how to say someone is going somewhere
- how to say what someone is going to do.



Vocabulario (Vocabulary)

Use the vocabulary list below as a reference for this unit.

Places

el aeropuerto airport

el banco bank

la biblioteca library

el cine movie theater

el circo circus

el concierto concert

la discoteca dance club

la fiesta party or celebration

la escuela, el colegio school

el estadio stadium

la iglesia church

el museo museum

el parque de atracciones amusement park



el partido de fútbol soccer game

la piscina swimming pool

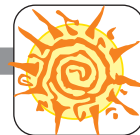
la playa beach

el restaurante restaurant

el teatro theater (plays)

la tienda store

el parque zoológico zoo



The Verb *ir* (To Go)

yo voy I go, I am going, I do go

tú vas you go, you are going, you do go (informal)

usted va you go, you are going, you do go (formal)

él va he goes, he is going, he does go

ella va she goes, she is going, she does go

nosotros vamos we go, we are going, we do go
(all males or a mixed group)

nosotras vamos we go, we are going, we do go (all females)

ustedes van you go, you are going, you do go (plural)

ellos van they go, they are going, they do go
(all males or a mixed group)

ellas van they go, they are going, they do go (all females)



-ar Verbs

bailar to dance

cantar to sing

cocinar to cook

escuchar to listen to

estudiar to study

ganar to win *or* to earn

gustar to like

hablar to speak *or* to talk

nadar to swim

necesitar to need

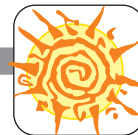
ocupar to occupy

practicar to practice

sacar (fotos) to take (pictures)

trabajar to work

viajar to travel



Verbs

decir to say *or* to tell

estar to be

poder to be able *or* can

querer to want

sentir to feel sorry



Definite Articles

el the (masculine singular)

la the (feminine singular)

los the (masculine plural)

las the (feminine plural)

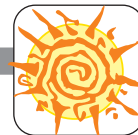
Indefinite Articles

un a *or* an (masculine singular)

una a *or* an (feminine singular)

unos some (masculine plural)

unas some (feminine plural)



Months of the Year

enero January

febrero February

marzo March

abril April

mayo May

junio June

julio July

agosto August

septiembre September

octubre October

noviembre November

diciembre December



Days of the Week

el lunes Monday

el martes Tuesday

el miércoles Wednesday

el jueves Thursday

el viernes Friday

el sábado Saturday

el domingo Sunday

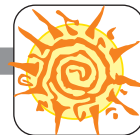
Day or Night

de la mañana in the morning (a.m.)

de la tarde in the afternoon or evening (p.m.)

de la noche in the night (p.m.)

mañana tomorrow



Time

a la una at 1 o'clock

a las dos at 2 o'clock

a las tres at 3 o'clock

a las cuatro at 4 o'clock

a las cinco at 5 o'clock

a las seis at 6 o'clock

a las siete at 7 o'clock

a las ocho at 8 o'clock

a las nueve at 9 o'clock

a las diez at 10 o'clock

a las once at 11 o'clock

a las doce de la noche at 12 midnight

a las doce del mediodía at 12 noon



Words

a to *or* at

a la to the (feminine singular)

a ti to you

¿adónde? (to) where?

al (a + el) to the (masculine singular)

los amigos friends (all males or a mixed group)

el animal animal

la biblioteca library

el color color

conmigo with me

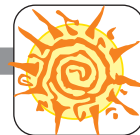
contigo with you (informal)

el cumpleaños birthday

de of

la distancia distance

escuchen listen



famoso(a)	famous
feliz	happy
la fiesta	party <i>or</i> celebration
las fiestas	parties <i>or</i> celebrations
gracias	thanks <i>or</i> thank you
hoy	today
el idealismo	idealism
mañana	tomorrow
la mañana	morning
me	me
el mediodía	noon
el metal	metal
mis	my (plural)
el modelo	model
la música	music
negativo(a)	negative



la noche night

el pan bread

pero but

la piñata piñata

la práctica practice

el profesor teacher (male)

¿qué? what?

¿quién? who?

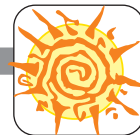
repitan repeat

sí yes

también too *or* also

la tarde afternoon *or* evening

el vocabulario vocabulary



Sentences

¡Feliz cumpleaños! Happy birthday!

Feliz cumpleaños a ti. Happy birthday to you.

Yo voy a estudiar. I am going to study.

Él va a practicar. He is going to practice.

Él va a nadar. He is going to swim.

Ella va a nadar. She is going to swim.

Ellos van a bailar. They are going to dance.

Ellos van a escuchar música. They are going to listen to music.

¿Adónde vas el lunes? Where are you going Monday?

Voy a la biblioteca. I am going to the library.

¿Adónde van? Where are they going?

¿Quién va? Who is going?



¡No me digas! Necesito ir también. You don't say! I need to go too.

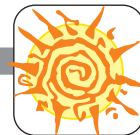
¿A qué hora vas? What time are you going?

Voy a las cuatro de la tarde. I am going at 4 p.m.

¿Te gustaría ir a la biblioteca conmigo? Would you like to go
to the library with me?

¿Contigo? Sí, me gustaría. With you? Yes, I would like to.

Lo siento. Me gustaría, pero no puedo. .. I am sorry. I would like to,
but I can't.



“Yes” Responses

¡Claro! Of course!

Seguro. ¿Por qué no? Sure. Why not?

¡Sí, gracias! Yes, thank you!

Sí, me gustaría. Yes, I would like to.

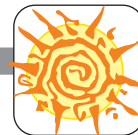
“No” Responses

Hoy no, lo siento. Not today, I am sorry.

No, estoy ocupado(a). No, I am busy.

¡Qué lástima! No puedo. What a shame! I can't.

Quiero, pero no puedo. I want to, but I can't.



Cognates—Spanish Words Similar to English Words

In Unit 2 we discussed *cognates* and *false cognates*. Many of the words on the following pages are *cognates*—words that look and sound alike in more than one language. You can understand the meaning of these words because they are similar to English. In fact, we get our English words from the same origin as Spanish—Latin.

Learning the names for places that are cognates should be very easy. Remember to also learn their gender—whether they use *el* or *un*, *la* or *una*. The gender will be very important later on when we study adjectives.

What Are Cognates?

There are many Spanish words that are recognizable to an English reader. These words are called *cognates*. They look the same and often sound the same.

Do keep in mind that some cognates do *not* always translate from one language to another precisely. Such cognates are called *false cognates*. False cognates are words that look the same or almost the same but have different meanings. For example, *pan* in English refers to a metal dish for cooking and *pan* in Spanish means bread. (See Unit 2.)

However, there are thousands of English words which can be converted into Spanish along with much of their English meaning. Listed below are a few.

English.....	Spanish
color	color
animal	animal
metal	metal
idealism	idealismo
distance	distancia
negative	negativo
famous	famoso





Where to Go and What to Do

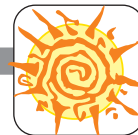
People living in cold winter climates are attracted to the many beautiful beaches in Spain and Latin American countries. Many of the Spanish-speaking countries, such as Mexico, also attract tourists to their ancient ruins. However, in a typical weekend, Spanish-speaking teens spend time with friends and family. These teens are probably similar to you. They worry about the weather affecting weekend or vacation plans.

Places

What types of places do you visit on the weekend or on vacations? What types of places would like to visit? For example, this weekend do you plan to go to a

- movie theater
- concert
- museum
- beach
- restaurant?

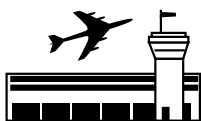




Below is a list of common places people can visit.

Places

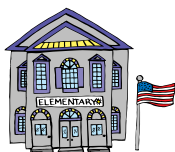
el aeropuerto
airport



el cine
movie theater



el banco
bank



el circo
circus



la biblioteca
library



el concierto
concert





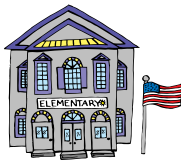
la discoteca
dance club



la iglesia
church



la escuela
school



el museo
museum



el estadio
stadium



el parque de atracciones
amusement park

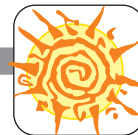


la fiesta
party



el partido de fútbol
soccer game

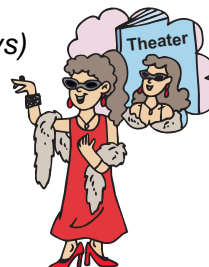




la piscina
swimming pool



el teatro
theater (plays)



la playa
beach



la tienda
store



el restaurante
restaurant



el parque zoológico
zoo





Práctica (Practice)

Below are **names of places**. **Listen and repeat** as the teacher models the following places in Spanish.



escuchen (listen)



repitan (repeat)

el aeropuerto airport

el banco bank

la biblioteca library

el cine movie
theater

el circo circus

el concierto concert

la discoteca dance club

la escuela school

el estadio stadium

la fiesta party

la iglesia church

el museo museum

el parque de
atracciones amusement
park

el partido de fútbol soccer game

la piscina swimming
pool

la playa beach

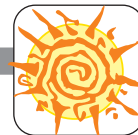
el restaurante restaurant

el teatro theater
(plays)

la tienda store

el parque zoológico ...zoo

Now, **listen and repeat** the places again.



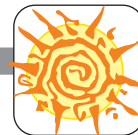
Práctica (Practice)

Circle the letter of the correct answer.

1. Where do my friends and I go to see the latest movie?
 - a. el cine
 - b. el concierto
 - c. el museo
2. Where do my friends and I go to watch a baseball game?
 - a. el teatro
 - b. la discoteca
 - c. el estadio
3. Where do my friends and I look at 18th century paintings?
 - a. la playa
 - b. el museo
 - c. el circo
4. Where do my friends and I go to ride on a roller coaster?
 - a. la tienda
 - b. el parque zoológico
 - c. el parque de atracciones
5. Where do my friends and I go to return our library books?
 - a. la biblioteca
 - b. el banco
 - c. la fiesta
6. Where do my friends and I go to swim?
 - a. el aeropuerto
 - b. el partido de fútbol
 - c. la piscina



7. Where do my friends and I go to see a play?
 - a. el parque zoológico
 - b. el teatro
 - c. el banco
8. Where do my friends and I go to pick up our friends flying in from New York?
 - a. el aeropuerto
 - b. el estadio
 - c. el parque
9. Where do my friends and I go to find seashells?
 - a. la playa
 - b. la discoteca
 - c. la iglesia
10. Where do my friends and I go to celebrate New Year's Eve?
 - a. el museo
 - b. el banco
 - c. la fiesta



Práctica (Practice)

Match each **Spanish word** with the correct **English word**. Write the letter on the line provided.

_____ 1. el museo	A. beach
_____ 2. la biblioteca	B. church
_____ 3. la iglesia	C. library
_____ 4. el estadio	D. movie theater
_____ 5. la piscina	E. museum
_____ 6. el teatro	F. restaurant
_____ 7. el cine	G. stadium
_____ 8. el parque zoológico	H. swimming pool
_____ 9. la playa	I. theater (plays)
_____ 10. el restaurante	J. zoo

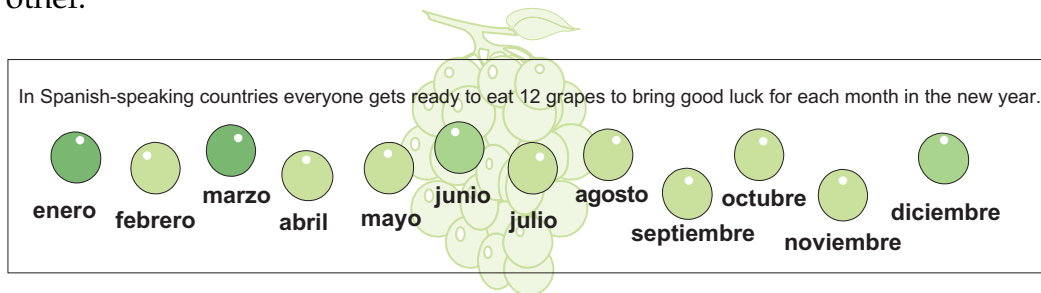


Celebrations

New Year's Eve

Different cultures may celebrate the same holidays differently. Think about how New Year's Eve is celebrated in the United States on December 31st at midnight. Spanish-speaking countries have a special tradition in which they eat 12 grapes at midnight to bring good luck for each month in the new year.

At midnight, with each chime of the clock, people put a grape in their mouth. Of course it is almost impossible to finish eating all 12 grapes by the 12th chime of the clock. There is much laughter as people look at each other.



This tradition began long ago in Spain. One year there was a large grape harvest, and the king of Spain gave grapes to everyone to eat on New Year's Eve.

Piñatas

The piñata can be found in all shapes and sizes. Mexican piñatas are usually made of papier-maché covering a balloon filled with candies. The piñata is hung by a rope overhead. A blindfolded person is spun around in circles to confuse his or her sense of space. He or she is given a stick to swing at the piñata and break it open. For older children, the rope to suspend the piñata is used to bob it up and down. Once the piñata is open, the guests rush in to collect the goodies that have fallen from it.



A blindfolded person is spun around in circles to confuse his or her sense of space.



Today, piñatas are part of fun activities at *fiestas* (parties or celebrations). The history of the cultures using the piñata is interesting. Originating in Africa, the piñata and its related ceremonies have been passed from country to country. The Aztecs and the Chinese also had a ritual that included a piñata.

The Spanish piñata came from Italy. The explorer Marco Polo is said to have been the first to have brought the piñata to Italy from China, in the 14th century. Then Spanish explorers brought the piñata to Mexico at the beginning of the 16th century.

El cumpleaños (Birthday)

Everyone has a birth date. In the United States, some families have big birthday celebrations, some have small celebrations, and some have none at all. How does your family celebrate birthdays?

In Argentina, one of the traditional ways to celebrate a child's birthday is to gently pull on his or her earlobe for each year he or she has been alive. In Mexico and in Panama, a piñata is usually part of the *fiesta*.

Many families in Spanish-speaking cultures have large birthday parties. The extended family and many children are invited. When the cake is served the song "Feliz cumpleaños" ("Happy Birthday") is sung. Below are the words to one version of "Feliz cumpleaños."





The Verb *ir* (To Go)

The verb *ir* means *to go*. *Ir* is the infinitive form of the verb. Remember, the infinitive form of a verb does not show *when* the action takes place. You will now learn how to say that someone is going somewhere now (present tense). Below are the forms of *ir*:

Forms of *ir*—To Go

yo	voy	<i>I go, I am going, I do go</i>
tú	vas	<i>you go, you are going, you do go (informal)</i>
usted	va	<i>you go, you are going, you do go (formal)</i>
él	va	<i>he goes, he is going, he does go</i>
ella	va	<i>she goes, she is going, she does go</i>
nosotros	vamos	<i>we go, we are going, we do go (all males or a mixed group)</i>
nosotras	vamos	<i>we go, we are going, we do go (all females)</i>
ustedes	van	<i>you go, you are going, you do go (plural)</i>
ellos	van	<i>they go, they are going, they do go (all males or a mixed group)</i>
ellas	van	<i>they go, they are going, they do go (all females)</i>



Él va a nadar.
He is going to swim.



Remember: When speaking or writing in Spanish, the words *yo*, *tú*, and *nosotros* are often left out. If it is clear who the sentence is talking about, you may also leave out the words *él*, *ella*, *usted*, *ellos*, *ellas*, and *ustedes*.



Práctica (Practice)

Below are the **conjugated forms of the verb—ir—to go**. **Listen and repeat** as the teacher models the following **verb forms in Spanish**.



escuchen (listen)



repitan (repeat)

yo **voy** I go
tú **vas** you go (informal)
usted **va** you go (formal)
él **va** he goes
ella **va** she goes
nosotros **vamos** we go (all males or a mixed group)
nosotras **vamos** we go (all females)
ustedes **van** you go (plural)
ellos **van** they go (all males or a mixed group)
ellas **van** they go (all females)

Now, **listen and repeat the verb forms again**.



Práctica (Practice)

Match each **person** with the correct **form of the verb *ir***—to go. Write the letter on the line provided. **Some terms will be used more than once.**

¿Quién va? (Who is going?)

_____ 1. yo	A. va
_____ 2. ellos	
_____ 3. tú	B. vamos
_____ 4. usted	
_____ 5. ella	C. van
_____ 6. ustedes	
_____ 7. María	D. vas
_____ 8. él	
_____ 9. nosotros	
_____ 10. nosotras	E. voy



Práctica (Practice)

Use the list below to complete the following statement with the correct **form of the verb *ir*—to go**. Then **read** the sentences to your partner. **Some terms will be used more than once.**

va	van	voy
vamos	vas	

1. Ella _____ .
2. Nosotros _____ .
3. Tú _____ .
4. El profesor _____ .
5. Ustedes _____ .
6. Ellas _____ .
7. Yo _____ .
8. Pedro _____ .
9. Él _____ .
10. Ellos _____ .
11. Nosotras _____ .



Práctica (Practice)

Use the **pictures** as clues to write where each person is going. Then use the lists below to write the **place** and correct **form of the verb *ir***—to go.

forms of *ir*

va	van	voy
vamos	vas	

places

el aeropuerto	el concierto	el partido de fútbol
el banco	la fiesta	la piscina
el circo	la iglesia	

¿Adónde van? Where are they going?

Modelo (Model): Pedro



Pedro va **a** la escuela or Pedro va **al** colegio.



Alert: Add **a** in front of *la* and its feminine word—*a la escuela*.

Add **al** in front of a masculine word but drop the *el*—***al** colegio*.

<i>a la</i>	to the
<i>al (a + el)</i>	to the













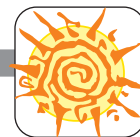


7. él



8. ellos





Ir a + Infinitive

What People Are Going to Do

You have just learned how to use the verb *ir*, meaning *to go*. You can now also use this verb to tell what people are *going to do*. To do this, you put *ir* in present tense along with *a*, and follow it with an infinitive. An infinitive is the form of the verb that ends in *-ar*, *-er*, or *-ir*. You learned quite a few verbs already that end in *-ar*. If necessary, go back and review the previous unit.

To tell what someone is going to do, use the following formula:

ir a + infinitive = to be going to do something

Yo voy a + infinitive

Tú vas a + infinitive

Él va a + infinitive

Ella va a + infinitive

Usted va a + infinitive

Nosotros vamos a + infinitive

Nosotras vamos a + infinitive

Ustedes van a + infinitive

Ellos van a + infinitive

Ellas van a + infinitive

Here are some more examples:

Yo voy a estudiar.

I am going to study.

Ella va a nadar.

She is going to swim.

Ellos van a escuchar música. *They are going to listen to music.*



*Él va a practicar.
He is going to practice.*



*Ellos van a bailar.
They are going to dance.*



Práctica (Practice)

Use the lists below of the **forms of the verb *ir*—to go** and the **infinitives** to write what each **person is going to do in Spanish**. Then **read** each sentence to your partner. **Some forms of *ir*—to go—will be used more than once.**



Remember: Use a form of *ir* then *a* + the infinitive to form the sentence.

forms of *ir*

va
vamos
van
vas
voy

infinitives

cantar	to sing	nadar	to swim
cocinar	to cook	practicar	to practice
escuchar	to listen to	sacar fotos	to take pictures
ganar	to win	trabajar	to work
hablar	to talk	viajar	to travel

Modelo (Model): Miguel



Miguel va a estudiar.

1. Ella



2. Nosotros



3. Yo





4. Mamá



5. Ustedes



6. Tú



7. María



8. Ellos



9. Usted



10. Mis amigos (friends—all males or a mixed group)





Práctica (Practice)

Use the lists below to write the following **places** in Spanish. Articles will be used more than once.

articles

el la

places

aeropuerto	fiesta
biblioteca	iglesia
cine	parque de atracciones
circo	partido de fútbol
escuela	playa

1. party _____
2. beach _____
3. circus _____
4. school _____
5. soccer game _____
6. airport _____
7. church _____
8. amusement park _____
9. movie theater _____
10. library _____





Match each **form of the verb *ir*—to go—**with the correct **English translation**. Write the letter on the line provided.

_____ 11. yo voy	A. he goes, he is going, he does go
_____ 12. él va	B. I go, I am going, I do go
_____ 13. ella va	C. she goes, she is going, she does go
_____ 14. usted va	D. they go, they are going, they do go
_____ 15. nosotros vamos	E. we go, we are going, we do go
_____ 16. ellas van	F. you go, you are going, you do go



Práctica (Practice)

Part 1

Below is a **dialogue** between two friends named Marisol and Manuel. Marisol is asking Manuel where he is going. There are two possible responses. In the first outcome, Marisol agrees to go. In the second outcome, Marisol cannot go.

Listen and **repeat** as the teacher models the following **dialogue** in Spanish. Then **read** the **English translation** to yourself.



escuchen (listen)



repitan (repeat)

Marisol: ¿Adónde vas el lunes?

(**Marisol:** Where are you going Monday?)

Manuel: Voy a la biblioteca.

(**Manuel:** I am going to the library.)

Marisol: ¡No me digas! Necesito ir también. ¿A qué hora vas?

(**Marisol:** You don't say! I need to go too. What time are you going?)

Manuel: Voy a las cuatro de la tarde. ¿Te gustaría ir a la biblioteca conmigo?

(**Manuel:** I am going at 4 p.m. Would you like to go to the library with me?)





Response 1:

Marisol: ¿Contigo? Sí, me gustaría.

(**Marisol:** *With you? Yes, I would like to.*)

or

Response 2:

Marisol: Lo siento. Me gustaría, pero no puedo.

(**Marisol:** *I am sorry. I would like to, but I can't.*)

Now, listen and repeat the dialogue again.



Part 2

Do the following.

Notice the **specific words** that were underlined in the dialogue. Hold the **same dialogue** in **Spanish** with your partner on the previous pages, but use the lists below to **change** the **underlined words** referring to the following:

- day
- place
- time
- outcome

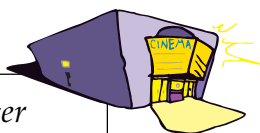
Be sure to **use appropriate positive and negative gestures and expressions** depending upon the response.

days of the week

el lunes	Monday
el martes	Tuesday
el miércoles	Wednesday
el jueves	Thursday
el viernes	Friday
el sábado	Saturday
el domingo	Sunday

places

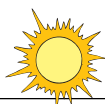
el cine	movie theater
el estadio	stadium
el museo	museum
la piscina	swimming pool
la biblioteca	library
la tienda	store
la discoteca	dance club
el restaurante	restaurant





time

a la una	at 1 o'clock
a las dos	at 2 o'clock
a las tres	at 3 o'clock
a las cuatro	at 4 o'clock
a las cinco	at 5 o'clock
a las seis	at 6 o'clock
a las siete	at 7 o'clock
a las ocho	at 8 o'clock
a las nueve	at 9 o'clock
a las diez	at 10 o'clock
a las once	at 11 o'clock
a las doce de la noche	at 12 midnight
a las doce del mediodía	at 12 noon



day or night



de la mañana	in the morning (a.m.)
de la tarde	in the afternoon or evening (p.m.)
de la noche	in the night (p.m.)
mañana	tomorrow

"yes" responses

¡Claro!	Of course!
Seguro. ¿Por qué no?	Sure. Why not?
¡Sí, gracias!	Yes, thank you!

"no" responses

Hoy no, lo siento.	Not today, I am sorry.
No, estoy ocupado(a).	No, I am busy.
¡Qué lástima! No puedo.	What a shame! I can't.
Quiero, pero no puedo.	I want to, but I can't.

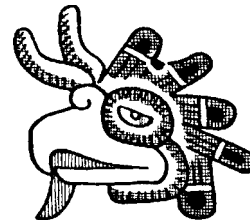
Unit 6: Family, Adjectives, Likes, and Dislikes

This unit emphasizes identification of family members, how to describe others, and how to express likes and dislikes.

Unit Focus

Communication

- Express likes and dislikes when asked simple questions (e.g., about toys or other objects). (FL.A.1.1.1)
- Express likes or dislikes regarding various objects, categories, people, and events present in the everyday environment. (FL.A.1.2.1)
- Restate and rephrase simple information from materials presented orally, visually, and graphically in class. (FL.A.2.1.2)
- Understand oral messages that are based on familiar themes and vocabulary (e.g., short conversations between familiar persons on familiar topics such as everyday school and home activities). (FL.A.2.1.3)
- Listen and read in the target language and respond through role playing, drawing, or singing. (FL.A.2.1.4)
- Give and understand written and verbal instructions using known verbal patterns in the target language. (FL.A.2.2.1)
- Comprehend and respond to oral messages (e.g., personal anecdotes or narratives) based on familiar themes and vocabulary. (FL.A.2.2.5)
- Provide simple information in spoken form (e.g., descriptions of family members, friends, objects present in his or her everyday environment, or common school and home activities). (FL.A.3.1.1)



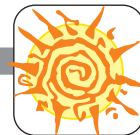
- Describe important people (e.g., family members and friends) and objects present in his or her everyday environment and in school. (FL.A.3.2.1)
- Give responses in spoken or written form (e.g., answering simple questions, formulating questions, and making simple statements) to age-appropriate stories, poems or other literature, songs, films, or visual works. (FL.A.3.2.3)

Culture

- Recognize patterns of social behavior or social interaction in various settings (e.g., school, family, or immediate community). (FL.B.1.1.2)

Comparisons

- Know examples of word borrowing from one language to another. (FL.D.1.1.1)
- Use simple vocabulary and short phrases in the target language. (FL.D.1.1.2)
- Identify examples and understand the significance of true and false cognates (i.e., words derived from a common original form). (FL.D.1.2.1)
- Recognize the similarities and differences between his or her native language and the target language in terms of the pronunciation, alphabet, and forms of written expression. (FL.D.1.2.2)
- Know the similarities and differences between the patterns of behavior of the target culture related to recreation, celebration, holidays, customs, and the patterns of behavior of the local culture. (FL.D.2.1.1)



Unit 6: Family, Adjectives, Likes, and Dislikes

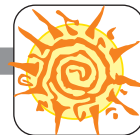
Overview

Spanish-speaking people love to socialize with family and friends. During a social event, when they see a group of friends or family members, the Spanish speakers will greet each person individually and do the same when they leave. Men usually shake hands and women are kissed on the cheek. Spanish-speaking people usually tend to stand closer together than Americans when socializing and many times make body contact. When there is a social event or family gathering, the children are also invited. Most family units are large and often include grandparents, in-laws, aunts, and uncles. It is not unusual for many family members to live together because family is very important to them.

In this unit you will learn the following:

- family members
- adjectives (los adjetivos)
- how to describe people
- clothes
- colors
- how to tell what you like and do *not* like
- how to tell what you like to do and do *not* like to do.





Vocabulario (Vocabulary)

Use the vocabulary list below as a reference for this unit.

La familia (Family)

los padres parents, father(s) and mother(s)
(all fathers or a mixed group)

el padre (el papá) father (dad)

la madre (la mamá) mother (mom)

los hijos children, son(s) and daughter(s)
(all sons or a mixed group)

el hijo son

la hija daughter

los hermanos siblings, brother(s) and sister(s)
(all brothers or a mixed group)

el hermano brother

la hermana sister



los abuelos grandparents, grandfather(s) and grandmother(s)
(all grandfathers or a mixed group)

el abuelo grandfather

la abuela grandmother

los nietos grandchildren, grandson(s) and granddaughter(s)
(all grandsons or a mixed group)

el nieto grandson

la nieta granddaughter

los bisabuelos great-grand parents, great-grandfather(s) and
great-grandmother(s)
(all great-grandfathers or a mixed group)

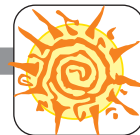
el bisabuelo great-grandfather

la bisabuela great-grandmother

los bisnietos great-grand children, great-grandson(s) and
great-granddaughter(s)
(all great-grandsons or a mixed group)

el bisnieto great-grandson

la bisnieta great-granddaughter



los tíos aunt(s) and uncle(s)
(all uncles or a mixed group)

el tío uncle

la tía aunt

los primos cousins (all males or a mixed group)

el primo cousin (male)

la prima cousin (female)

los sobrinos niece(s) and nephew(s)
(all nephews or a mixed group)

el sobrino nephew

la sobrina niece



el padrastro stepfather

la madrastra stepmother

el hijastro stepson

la hijastra stepdaughter

el medio hermano half brother

la media hermana half sister

el hermanastro stepbrother

la hermanastra stepsister

los esposos spouses, husband(s) and wife (wives)

el esposo husband

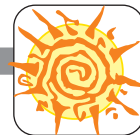
la esposa wife

el suegro father-in-law

la suegra mother-in-law

el yerno son-in-law

la nuera daughter-in-law



Definite Articles

el the (masculine singular)

la the (feminine singular)

los the (masculine plural)

las the (feminine plural)

Indefinite Articles

un a *or* an (masculine singular)

una a *or* an (feminine singular)

unos some (masculine plural)

unas some (feminine plural)



Interrogative Words

¿adónde? (to) where?

¿cómo? how? *or* what?

¿cuál? what? *or* which (one)?

¿cuándo? when?

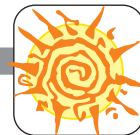
¿cuánto(a)? how much?

¿dónde? where?

¿por qué? why?

¿qué? what?

¿quién? who?



Los adjetivos (Adjectives)

aburrido(a) boring

alto(a) tall

ambicioso(a) ambitious

antipático(a) unpleasant, disagreeable

bajo(a) short

bonito(a) pretty

bueno(a) good *or* well

calvo(a) bald

cómico(a) comical

delgado(a) thin

divertido(a) amusing, funny

feo(a) ugly

gordo(a) fat

grande great, big

guapo(a) good-looking

hermoso(a) beautiful



impaciente impatient

inteligente intelligent, smart

interesante interesting

joven young

listo(a) clever

malo(a) bad

moreno(a) dark-haired, brunet(te)

paciente patient

pelirrojo(a) redheaded, red-haired

perezoso(a) lazy

popular popular

responsable responsible

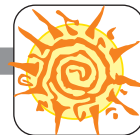
romántico(a) romantic

rubio(a) blond(e), fair-haired

serio(a) serious

simpático(a) nice

viejo(a) old



The Verb *ser* (To Be)

yo soy I am

tú eres you are (informal)

usted es you are (formal)

él es he is

ella es she is

nosotros somos we are (all males or a mixed group)

nosotras somos we are (all females)

ustedes son you are (plural)

ellos son they are (all males or a mixed group)

ellas son they are (all females)



La ropa (Clothing)

la blusa blouse

los calcetines socks

la camisa shirt

la camiseta T-shirt *or* undershirt

la chaqueta jacket

la falda skirt

los jeans jeans

los pantalones pants *or* shorts

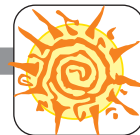
la sudadera sweatshirt

el suéter sweater

los tenis tennis shoes

el vestido dress

los zapatos shoes



Los colores (Colors)

amarillo(a) yellow

anaranjado(a) orange

azul blue

blanco(a) white

gris gray

marrón brown

morado(a) purple

negro(a) black

rojo(a) red

rosado(a) pink

verde green



Me gusta, no me gusta (I Like, I Don't Like)

me gusta I like (singular or an activity)

me gustan I like (plural)

no me gusta I don't like (singular or an activity)

no me gustan I don't like (plural)

Verbs

comer to eat

estudiar to study

gustar to like

jugar to play

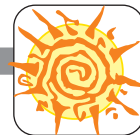
leer to read

llamar to call *or* to name

mirar to look at *or* to watch

nadar to swim

trabajar to work



Words

los adjetivos adjectives

los carros cars

la chica girl

las chicas girls

el chico boy

el chocolate chocolate

los chocolates chocolates

cierto true

la clase class

las clases classes

los colores colors

de of

la ensalada salad

entre between



es is

escuchen listen

el español Spanish

el estudiante student (male)

los estudiantes students (all males or a mixed group)

el examen exam, test

los exámenes exams, tests

falso false

la familia family

el fútbol soccer

hay there is *or* there are

la historia history

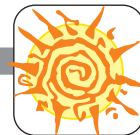
el hombre man

el inglés English

el libro book

los libros books

las matemáticas mathematics



mi **my**

mis **my (plural)**

el modelo **model**

el muchacho **boy**

la música **music**

muy **very**

no **no**

los opuestos **opposites**

la práctica **practice**

las preguntas **questions**

el profesor **teacher (male)**

la profesora **teacher (female)**

las profesoras **teachers (females)**

la relación **relation**

repitan **repeat**

el restaurante **restaurant**

la ropa **clothing**



el señor (Sr.) mister (Mr.)

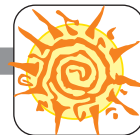
la televisión television

los tomates tomatoes

el vegetal vegetable

el vocabulario vocabulary

y and



Sentences

Pilar es mi prima. Pilar is my cousin. (female)

Carlos y Luisa son primos. Carlos and Luisa are cousins.

¿Quién es Isabel? Who is Isabel?

¿Cómo se llama el abuelo de Pilar? What is Pilar's grandfather's name?

Se llama José. His name is José.

¿Qué relación hay entre Alberto y Carlos? How are Alberto and Carlos related?

¿Cómo se llaman los tíos de Pilar? What are Pilar's aunt's and uncle's names?

Julio es alto y simpático. Julio is tall and nice.

Ana es alta y simpática. Ana is tall and nice.

Juan es rubio. Juan is blond.

Elena es rubia. Elena is blonde.



El profesor es aburrido. The teacher (male) is boring.

La clase es aburrida. The class is boring.

Alberto es ambicioso. Alberto is ambitious.

Julia es ambiciosa. Julia is ambitious.

Juan es guapo y listo. Juan is good-looking and clever.

María es guapa y divertida. María is good-looking and funny.

Juan y Miguel son guapos. Juan and Miguel are good-looking.

Ana y Susana son guapas. Ana and Susana are good-looking.

Paula es inteligente. Paula is intelligent.

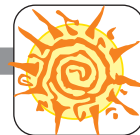
Paula y Elena son inteligentes. Paula and Elena are intelligent.

Me gusta el libro. I like the book.

Me gustan los libros. I like the books.

Me gusta el chocolate. I like chocolate.

Me gustan los chocolates. I like chocolates.



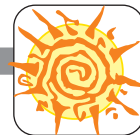
Me gusta leer. I like to read.

No me gusta leer. I don't like to read.

Me gusta comer. I like to eat.

Me gusta jugar al fútbol. I like to play soccer.

Me gusta nadar. I like to swim.



La familia (Family)



Great respect is given to grandparents.

The family unit is very important in Spanish culture. Families are close-knit and usually live close to each other. It is not unusual for the grandparents to live with one of their married children and their grandchildren. This is called an *extended family*. Great respect is given to grandparents. The children of the family are often very close to their grandparents. The grandparents offer advice and are thought of as wise.

When a woman marries, most Spanish-speaking countries handle the issue of last names differently than in the United States. The woman will take her husband's last name, but then follow it with her maiden name.

Example:

María Sanchez marries *Juan Gonzalez*. Her official name then becomes *María Sanchez de Gonzalez*. *De* means belonging to. Her children will all have the last name of *Gonzalez Sanchez*.



Families are close-knit and usually live close to each other.

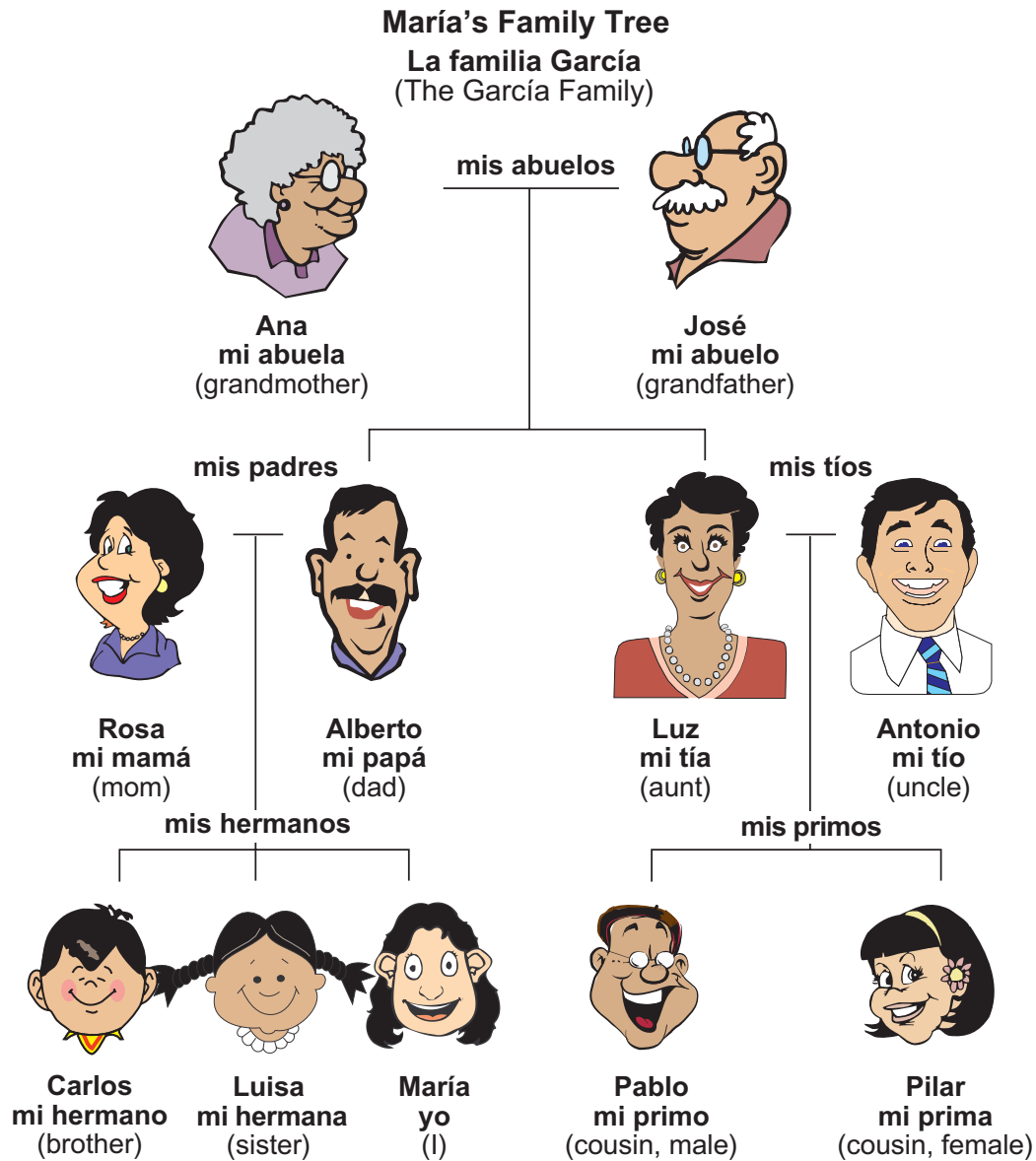


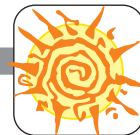
The family unit is very important in Spanish culture.

In the United States, it is usually the name of the father that is carried through the generations. In most Spanish-speaking families, it is the name of the mother that is carried down. The idea is the same in both cases—it helps record your roots.



Below is the family tree of María's immediate family. (See María at the bottom of the family tree.) On the following page, there are other important relationships in a family that you should also know.





Who Could Be in a Family?

How large is your family? Many teenagers in Spanish-speaking countries live in large, close knit families. Below are some immediate and extended family relationships.

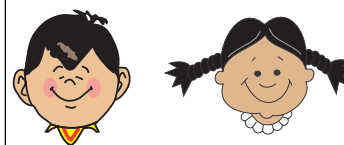
los padres (parents)

el padre (el papá)	<i>father (dad)</i>
la madre (la mamá)	<i>mother (mom)</i>
el padrastro	<i>stepfather</i>
la madrastra	<i>stepmother</i>



los hijos (sons and daughters)

el hijo	<i>son</i>
la hija	<i>daughter</i>
el hijastro	<i>stepson</i>
la hijastra	<i>stepdaughter</i>



los hermanos (brothers and sisters)

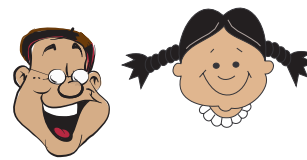
el hermano	<i>brother</i>
la hermana	<i>sister</i>
el medio hermano	<i>half brother</i>
la media hermana	<i>half sister</i>
el hermanastro	<i>stepbrother</i>
la hermanastra	<i>stepsister</i>





**los abuelos, los nietos,
los bisabuelos, y los bisnietos
(grandparents, grandchildren,
great-grandparents, and great-grandchildren)**

el abuelo	<i>grandfather</i>
la abuela	<i>grandmother</i>
el nieto	<i>grandson</i>
la nieta	<i>granddaughter</i>
el bisabuelo	<i>great-grandfather</i>
la bisabuela	<i>great-grandmother</i>
el bisnieto	<i>great-grandson</i>
la bisnieta	<i>great-granddaughter</i>



**los tíos, los sobrinos, y los primos
(uncles, aunts, nephews, nieces, and cousins)**

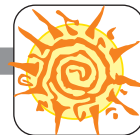
el tío	<i>uncle</i>
la tía	<i>aunt</i>
el sobrino	<i>nephew</i>
la sobrina	<i>niece</i>
el primo	<i>cousin, male</i>
la prima	<i>cousin, female</i>



los esposos (other relationships—spouses)

el esposo	<i>husband</i>
la esposa	<i>wife</i>
el suegro	<i>father-in-law</i>
la suegra	<i>mother-in-law</i>
el yerno	<i>son-in-law</i>
la nuera	<i>daughter-in-law</i>





Práctica (Practice)

Listen and repeat as the teacher models **names of family member relationships** in Spanish.



escuchen (listen)



repitan (repeat)

el padre (el papá) father (dad)

la madre (la mamá) mother (mom)

el padrastro stepfather

la madrastra stepmother

el hijo son

la hija daughter

el hijastro stepson

la hijastra stepdaughter

el hermano brother

la hermana sister

el medio hermano half brother

la media hermana half sister

el hermanastro stepbrother

la hermanastra stepsister

Now, **listen and repeat** the **family member relations** again.

When speaking of parents (a mother and a father), children—sons and daughters, and siblings—brothers and sisters, use the *masculine plural* form of the word. Parents are called **los padres**, children are **los hijos**, and brothers and sisters are **los hermanos**.



Práctica (Practice)

Listen and repeat as the teacher models **names of family member relationships** in Spanish.



escuchen (listen)



repitan (repeat)

el abuelo *grandfather*

la abuela *grandmother*

el nieto *grandson*

la nieta *granddaughter*

el bisabuelo *great-grandfather*

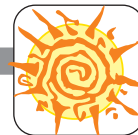
la bisabuela *great-grandmother*

el bisnieto *great-grandson*

la bisnieta *great-granddaughter*

Now, listen and repeat the family member relations again.

When speaking of grandparents (a grandfather and a grandmother), great-grandparents (a great-grandfather and a great-grandmother), grandchildren (a grandson and a granddaughter), and great-grand parents (a great-grandmother and a great-grandfather), use the *masculine plural* form of the word. Grandparents are called **los abuelos**, great-grandparents are **los bisabuelos**, grandchildren are **los nietos**, and great-grandchildren are **los bisnietos**.



Práctica (Practice)

Listen and repeat as the teacher models **names of family member relationships** in Spanish.



escuchen (listen)



repitan (repeat)

el tío *uncle*

la tía *aunt*

el sobrino *nephew*

la sobrina *niece*

el primo *cousin, male*

la prima *cousin, female*

Now, **listen and repeat** the family member relations again.

When speaking of aunts and uncles, all male or a mixed group of cousins, and nieces and nephews, use the *masculine plural* form of the word. Aunts and uncles are called **los tíos**, cousins are **los primos**, and nieces and nephews are **los sobrinos**.



Práctica (Practice)

Listen and repeat as the teacher models **names of family member relationships** in Spanish.



escuchen (listen)



repitan (repeat)

el esposo *husband*

la esposa *wife*

el suegro *father-in-law*

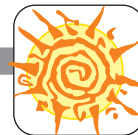
la suegra *mother-in-law*

el yerno *son-in-law*

la nuera *daughter-in-law*

Now, **listen and repeat** the **family member relations** again.

When speaking of spouses (a husband and a wife), use the *masculine form* or the word. Spouses are called **los esposos**.



Práctica (Practice)

Use the **García family tree** on page 334 to tell if the following statements are **Cierto (True)** or **Falso (False)**. Write **Cierto** if the statement is correct. Write **Falso** if the statement is not correct.

Modelo (Model):

Cierto Pilar es mi prima.



Think: Translation — *Pilar is my cousin. (female)*

True, Pilar is my cousin. (female)

Falso Carlos y Luisa son primos.



Think: Translation — *Carlos and Luisa are cousins.*

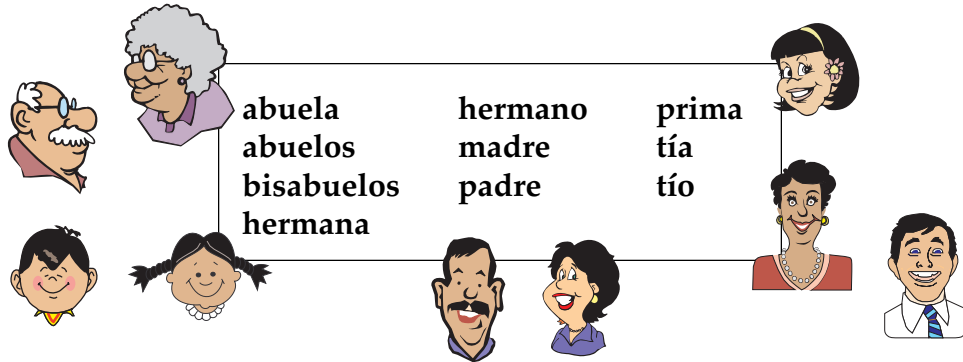
False, Carlos and Luisa are not cousins, they are brother and sister.

- _____ 1. Carlos es el hijo de Alberto.
- _____ 2. Luz es la tía de Ana.
- _____ 3. El abuelo es el hijo de Pilar.
- _____ 4. Luisa y Pablo son primos.
- _____ 5. Rosa y Alberto son los abuelos.
- _____ 6. Pablo y Pilar son hermanos.
- _____ 7. Luz y Antonio son los padres de Pablo.
- _____ 8. Alberto es el hijo de José.
- _____ 9. Rosa es la sobrina de Luz.
- _____ 10. El padre de mi madre es mi tío.

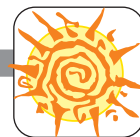


Práctica (Practice)

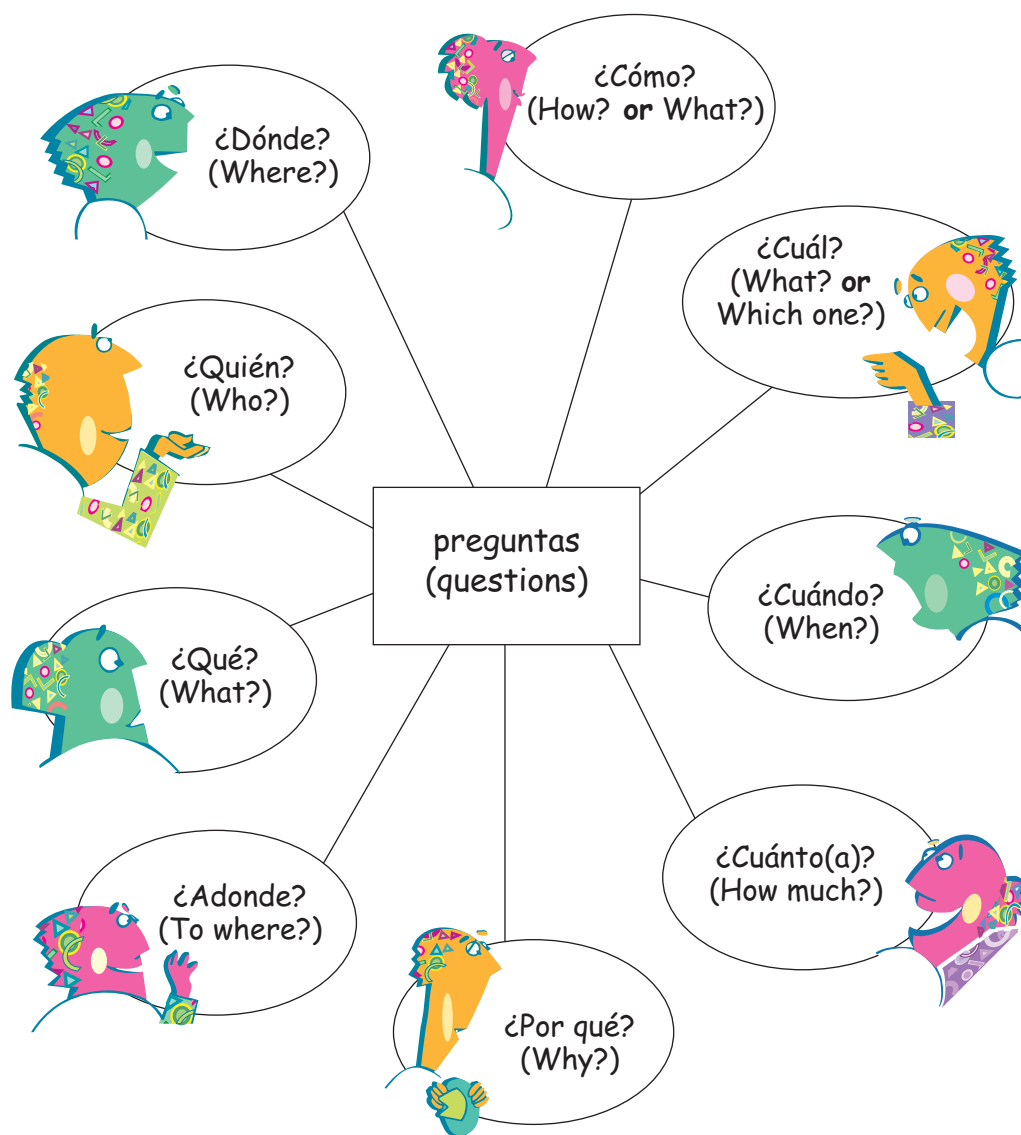
Use the list below to complete the following statements with the correct **family relationship**. Then **read** the sentences to your partner.



1. El hijo de mi madre es mi _____ .
2. El padre de mi hermano es mi _____ .
3. La hija de mi tío es mi _____ .
4. La hermana de mi madre es mi _____ .
5. Los padres de mi padre son mis _____ .
6. El hermano de mi padre es mi _____ .
7. La hija de mi madre es mi _____ .
8. La madre de mi madre es mi _____ .
9. Los abuelos de mis padres son mis _____ .
10. La esposa de mi padre es mi _____ .



Interrogative Words—Asking Questions



Remember: All questions have an inverted question mark in front of the sentence, followed by a question mark at the end of the sentence. All interrogative words have accent marks.

¿Quién es Isabel?

Who is Isabel?



Práctica (Practice)

Below are some **interrogative words** used to ask questions. **Listen and repeat** as your teacher models the following **interrogative words** in Spanish.



escuchen (listen)



repitan (repeat)

¿adónde?(to) where?

¿dónde? where?

¿cómo? how? or what?

¿cuál? what? or which (one)?

¿cuándo? when?

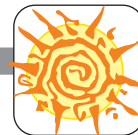
¿cuánto(a)? how much?

¿por qué? why?

¿qué? what?

¿quién? who?

Now, **listen and repeat** the **interrogative words** again.



Práctica (Practice)

Use the **García family tree** on page 334 to correctly answer the following.

Modelo (Model):

¿Cómo se llama el abuelo de Pilar?
What is Pilar's grandfather's name?

Se llama José.

His name is José.

1. ¿Qué relación hay entre Alberto y Carlos?
How are Alberto and Carlos related?

2. ¿Quién es Luz?
Who is Luz?

3. ¿Qué relación hay entre Carlos y Pablo?

4. ¿Cómo se llaman los tíos de Pilar?

5. ¿Qué relación hay entre Rosa y Pilar?

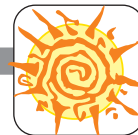


Práctica (Practice)

Use the list below to write the correct **Spanish word** for each **English word**.

la familia	la hija	la madre
la hermana	el hijo	el padre
el hermano		

_____	1. brother
_____	2. daughter
_____	3. family
_____	4. father
_____	5. mother
_____	6. sister
_____	7. son



Práctica (Practice)

Use the list below to write the correct **Spanish word** for each **English word**.

la esposa el esposo	la prima el primo	la sobrina el sobrino

_____	1. cousin, male
_____	2. cousin, female
_____	3. niece
_____	4. nephew
_____	5. husband
_____	6. wife

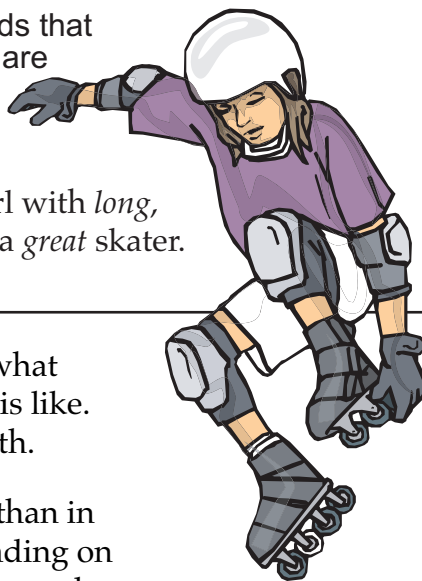


Los adjetivos (Adjectives)

Adjectives are words that tell something about a noun or a pronoun. Adjectives are used to describe people or things. Adjectives are the words that help pick people out of a crowd or things out of a group of many things. They will tell you what people look like or what their personality is like. They can describe height, length, and width.

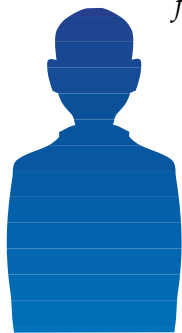
Note the words that are *italicized* are adjectives.

The *young* girl with *long, brown* hair is a *great* skater.



Adjectives are a little different in Spanish than in English. They may change spelling, depending on whom or what they are describing. They may also come in a different place in the sentence than they do in English.

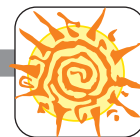
First, let's explore their spelling. You learned that all nouns have *gender* in Spanish. Every person, place, or thing is referred to as being *masculine* or *feminine*. It is important to consider the gender of things when you describe them in Spanish. The spelling of the word may change depending on the *gender* of the noun it describes. Look at the adjectives on the following page and their meanings. Notice the spelling changes for masculine and feminine. People have gender and objects do too. *You must follow the spelling rule regardless if you are describing people or things.*



masculine



feminine



Masculine and Feminine Forms of Adjectives

Carefully look at these examples:

Julio es alto y simpático.
Julio is tall and nice.

Because Julio is a boy, the words used to describe him must be masculine also.

Ana es alta y simpática.
Ana is tall and nice.



alto y simpático

Those same adjectives have changed spelling to end in an *-a*. That is because they are describing a girl, Ana. To describe something feminine, the describing words must also be feminine.

Juan es rubio.
Juan is blond.

Elena es rubia.
Elena is blonde.

El profesor es aburrido.
The teacher (male) is boring.

La clase es aburrida.
The class is boring.

Alberto es ambicioso.
Alberto is ambitious.

Julia es ambiciosa.
Julia is ambitious.



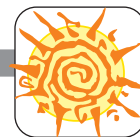
rubia



Below is a list of **masculine and feminine forms** of adjectives in Spanish and their meanings. Notice that if the adjective ends in an *-o* to describe something or someone masculine, the *-o* changes to an *-a* to describe something feminine.

Masculine and Feminine Adjectives

Masculine	Feminine	Meaning
alto	alta	<i>tall</i>
bajo	baja	<i>short</i>
antipático	antipática	<i>unpleasant</i>
simpático	simpática	<i>nice</i>
calvo	calva	<i>bald</i>
moreno	morena	<i>dark-haired</i>
pelirrojo	pelirroja	<i>redheaded</i>
rubio	rubia	<i>blond(e)</i>
delgado	delgada	<i>thin</i>
gordo	gorda	<i>fat</i>
bonito	bonita	<i>pretty</i>
feo	fea	<i>ugly</i>
guapo	guapa	<i>good-looking</i>
hermoso	hermosa	<i>beautiful</i>
bueno	buena	<i>good</i>
malo	mala	<i>bad</i>
cómico	cómica	<i>comical</i>
serio	seria	<i>serious</i>
aburrido	aburrida	<i>boring</i>
divertido	divertida	<i>fun</i>
listo	lista	<i>clever</i>
romántico	romántica	<i>romantic</i>
viejo	vieja	<i>old</i>
ambicioso	ambiciosa	<i>ambitious</i>
perezoso	perezosa	<i>lazy</i>



Práctica (Practice)

Listen and repeat as the teacher models each **adjective** in its **masculine** and then its **feminine** form.



escuchen (listen)



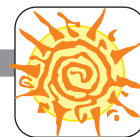
repitan (repeat)

Masculine	Feminine	Meaning
alto	alta	tall
bajo	baja	short
antipático	antipática	unpleasant
simpático	simpática	nice
calvo	calva	bald
moreno	morena	dark-haired
pelirrojo	pelirroja	redheaded
rubio	rubia	blond(e)
delgado	delgada	thin
gordo	gorda	fat
bonito	bonita	pretty
feo	fea	ugly
guapo	guapa	good-looking
hermoso	hermosa	beautiful



bueno	buena	<i>good or well</i>
malo	mala	<i>bad</i>
cómico	cómica	<i>comical</i>
serio	seria	<i>serious</i>
aburrido	aburrida	<i>boring</i>
divertido	divertida	<i>fun</i>
listo	lista	<i>clever</i>
romántico	romántica	<i>romantic</i>
viejo	vieja	<i>old</i>
ambicioso	ambiciosa	<i>ambitious</i>
perezoso	perezosa	<i>lazy</i>

Now, **listen and repeat the adjectives again.**



Adjectives That Stay the Same

Look at the following adjectives. Each one stays the same whether it is describing a male or a female.

Fernando es *inteligente*.

Carmen es *inteligente*.

Fernando es *popular*.

Carmen es *popular*.



inteligente



popular

Here is a list of other adjectives that do *not* change their spelling from masculine to feminine. They stay the same when describing a male or a female.

Adjectives That Stay the Same

grande	<i>great, big</i>
impaciente	<i>impatient</i>
inteligente	<i>intelligent, smart</i>
interesante	<i>interesting</i>
joven	<i>young</i>
paciente	<i>patient</i>
popular	<i>popular</i>
responsable	<i>responsible</i>



joven



grande



impaciente

Of the adjectives above and the ones on page 350, which ones would you consider to be *cognates*? For example, the following adjectives are cognates.

inteligente *intelligent*

romántico(a) *romantic*



Remember: Cognates are words that look and sound alike in more than one language. (Some cognates are false cognates because they have different meanings.)



Práctica (Practice)

Listen and repeat as the teacher models each **adjective** that **stays the same** whether describing a male or a female in Spanish.



escuchen (listen)



repitan (repeat)

grande *great, big*

impaciente *impatient*

inteligente *intelligent, smart*

interesante *interesting*

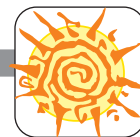
joven *young*

paciente *patient*

popular *popular*

responsable *responsible*

Now, listen and repeat the adjectives again.



Práctica (Practice)

Use the list of **adjectives** below and work with a partner to **describe each other** in **Spanish**. Write **two sentences** using adjectives that **match the gender** of your partner.

alto(a)	<i>tall</i>	hermoso(a)	<i>beautiful</i>
ambicioso(a)	<i>ambitious</i>	listo(a)	<i>clever</i>
bajo(a)	<i>short</i>	moreno(a)	<i>dark-haired</i>
bonito(a)	<i>pretty</i>	pelirrojo(a)	<i>redheaded</i>
bueno(a)	<i>good</i>	rubio(a)	<i>blond(e)</i>
cómico(a)	<i>comical</i>	simpático(a)	<i>nice</i>
divertido(a)	<i>funny</i>	serio(a)	<i>serious</i>
guapo(a)	<i>good-looking</i>		

Modelo (Model): Juan es guapo y listo.
Juan is good-looking and clever.

María es guapa y divertida.
María is good-looking and funny.

1. _____

2. _____

Now use the same group of **adjectives** above to write one sentence describing your **teacher**.



Práctica (Practice)

Use the list of **adjectives in Spanish** on page 350, or pages 351-352, to find the **proper form of the adjective in the parentheses**. Then **read** the sentences to your partner.

(good-looking) 1. Juan es _____ .

(blonde) 2. Juanita es _____ .

(serious) 3. Tomás no es _____ .

(popular) 4. Susana es _____ .

(nice) 5. El Sr. Jiménez es _____ .

(boring) 6. La musica es muy _____ .

(unpleasant) 7. La chica es _____ .

(redheaded) 8. Mi tía es _____ .

(ugly) 9. El hombre es muy _____ .

(smart) 10. El profesor de matemáticas es _____ .

(fat) 11. Mi abuelo es _____ .

(romantic) 12. La música es _____ .



Plural Adjectives

Now let's look at what happens when you describe *more than one* thing or person, something plural. The two things you must think about are *gender* and *plural*. Yes, *the words that describe must also become plural*. Look carefully at these comparisons:

Juan es **guapo**.
Juan is good-looking.

Ana es **guapa**.
Ana is good-looking.

Juan y Miguel son **guapos**.
Juan and Miguel are good-looking.

Ana y Susana son **guapas**.
Ana and Susana are pretty.

Marco es **inteligente**.
Marco is intelligent.

Paula es **inteligente**.
Paula is intelligent.

Marco y Julio son **inteligentes**.
Marco and Julio are intelligent.

Paula y Elena son **inteligentes**.
Paula and Elena are intelligent.



Paula y Elena son inteligentes.



Práctica (Practice)

Use the **underlined adjective** from the first sentence to **describe the people** in the second sentence. The adjective must **agree in gender and in number (singular or plural)** with the noun(s) it is describing.

1. Mónica es baja.

Mónica y Luisa son _____ .

2. Enrique es listo.

Enrique y Paco son _____ .

3. La profesora es paciente.

Las profesoras son _____ .

4. Mi hermano es moreno.

Mis hermanos son _____ .

5. La clase es aburrida.

Las clases son _____ .

6. Los estudiantes son serios.

El estudiante es _____ .



7. Mis primos son populares.

Mi primo es _____ .

8. La chica es cómica.

Las chicas son _____ .



Práctica (Practice)

An exchange student named Samuel is **describing his friends** back home to you. Rewrite the sentences and do the following.

- Use the correct form of the verb *ser*.
- Use the correct **adjective** to write what he says about them.



Remember: The adjective must **agree in gender and in number (singular or plural)** with the noun(s) it is describing.

- Then **read** the sentences to your partner.

Modelos (Models):

Julio _____ serio.

Ana y Gloria _____ vieja.

Julio es serio.

Ana y Gloria son viejas.

1. Catalina _____ bonito.

2. Gloria y Claudia _____ rubio.

3. Inés _____ delgado.

4. Marco _____ simpático.



5. Paula _____ joven.

6. Enrique y Lourdes _____ impaciente.

7. Omar _____ responsable.

8. La profesora de inglés _____ divertido.



Práctica (Practice)

Los Opuestos (Opposites)

Use the underlined adjective and page 350, or pages 351-352, to write **the opposite of that adjective**.



Remember: The adjective must **agree in gender and in number (singular or plural)** with the noun it is describing.

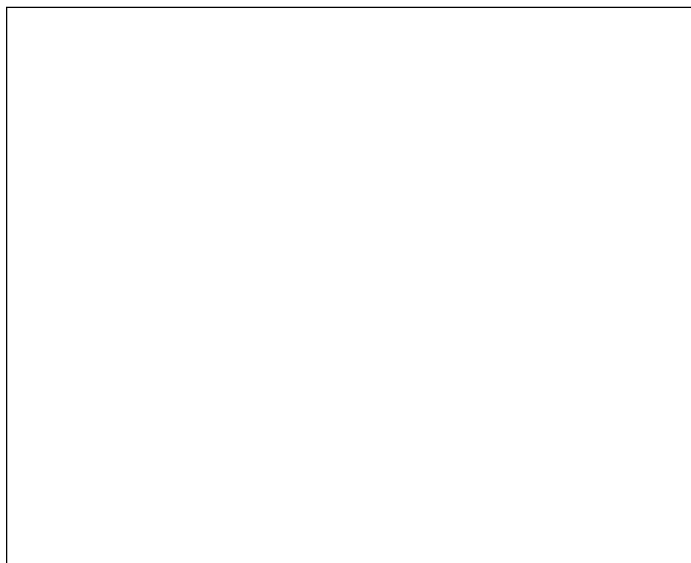
1. Susana no es rubia, es _____ .
2. Paco no es feo, es _____ .
3. Una clase interesante, no es _____ .
4. Un chico simpático, no es _____ .
5. Mi hermana es alta, no es _____ .
6. Anita no es gorda, es _____ .
7. Enrique no es ambicioso, es _____ .
8. Un muchacho bajo, no es _____ .
9. Mi papá no es paciente, es _____ .
10. Yo soy _____ , no soy
_____ .



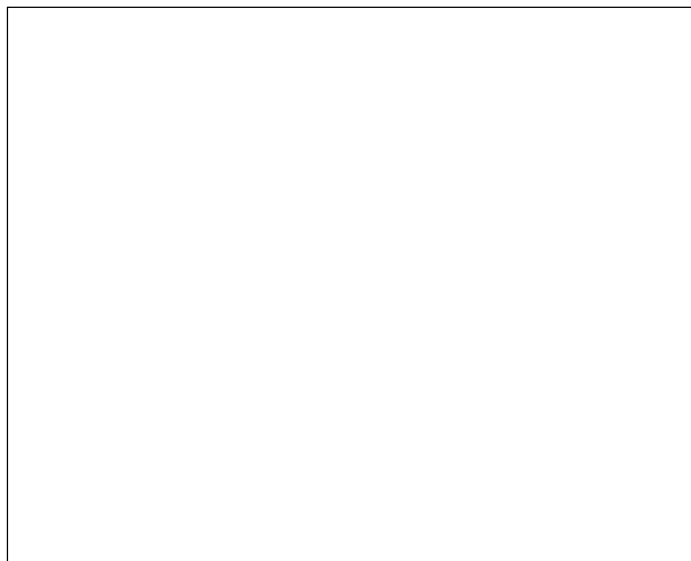
Práctica (Practice)

*Draw a picture of the following **people based on his or her description in Spanish**. These drawings will go in their school yearbook. Help them look their best!*

1. **María** – María es rubia, delgada, alta y bonita.



2. **Isabel** – Isabel es morena, alta, inteligente y gorda.

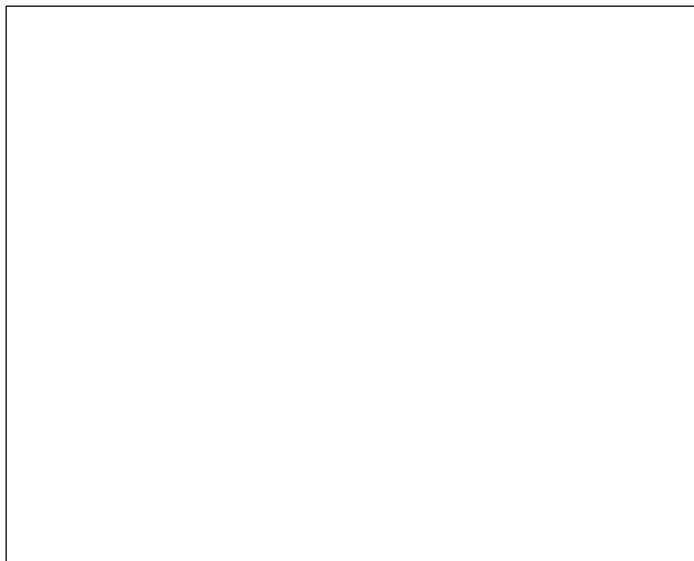


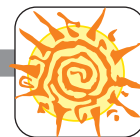


3. **Paco** – Paco es moreno, bajo, gordo y serio.



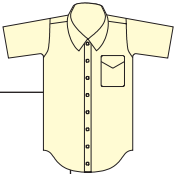
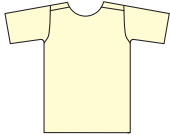
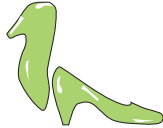
4. **Rafael** – Rafael es rubio, guapo, delgado y bajo.





La ropa (Clothing)

Look around the classroom. What clothing items are worn by your classmates?

La ropa			
	la blusa	<i>blouse</i>	
	la camisa	<i>shirt</i>	
	la camiseta	<i>T-shirt or undershirt</i>	
	la sudadera	<i>sweat shirt</i>	
	los jeans	<i>jeans</i>	
	los pantalones	<i>pants or shorts</i>	
	la falda	<i>skirt</i>	
	el vestido	<i>dress</i>	
	los calcetines	<i>socks</i>	
	los tenis	<i>tennis shoes</i>	
	los zapatos	<i>shoes</i>	
	la chaqueta	<i>jacket</i>	
	el suéter	<i>sweater</i>	



Práctica (Practice)

Below are some common clothing items. **Listen and repeat** as the teacher models the following **clothing items** in Spanish.



escuchen (listen)



repitan (repeat)

la blusa blouse

la camisa shirt

la camiseta T-shirt or undershirt

la sudadera sweatshirt

los jeans jeans

los pantalones pants or shorts

la falda skirt

el vestido dress

los calcetines socks

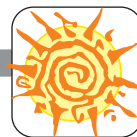
los tenis tennis shoes

los zapatos shoes

la chaqueta jacket

el suéter sweater

Now, **listen and repeat** the **clothing items** again.



Using the list on the previous page, write **three clothing items in Spanish** that you are wearing.

1. _____

2. _____

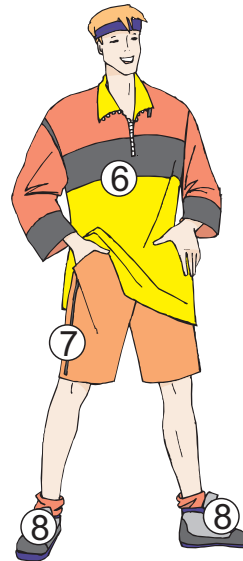
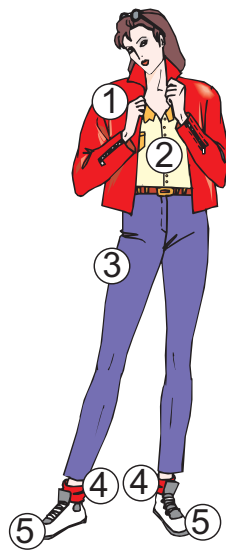
3. _____



Práctica (Practice)

Use the list below to write the correct term in **Spanish** for each numbered clothing item on the people below. Write the answer on the line provided.

la blusa	la camisa	los jeans	los tenis
los calcetines	la chaqueta	los pantalones	los zapatos



1. _____

5. _____

2. _____

6. _____

3. _____

7. _____

4. _____

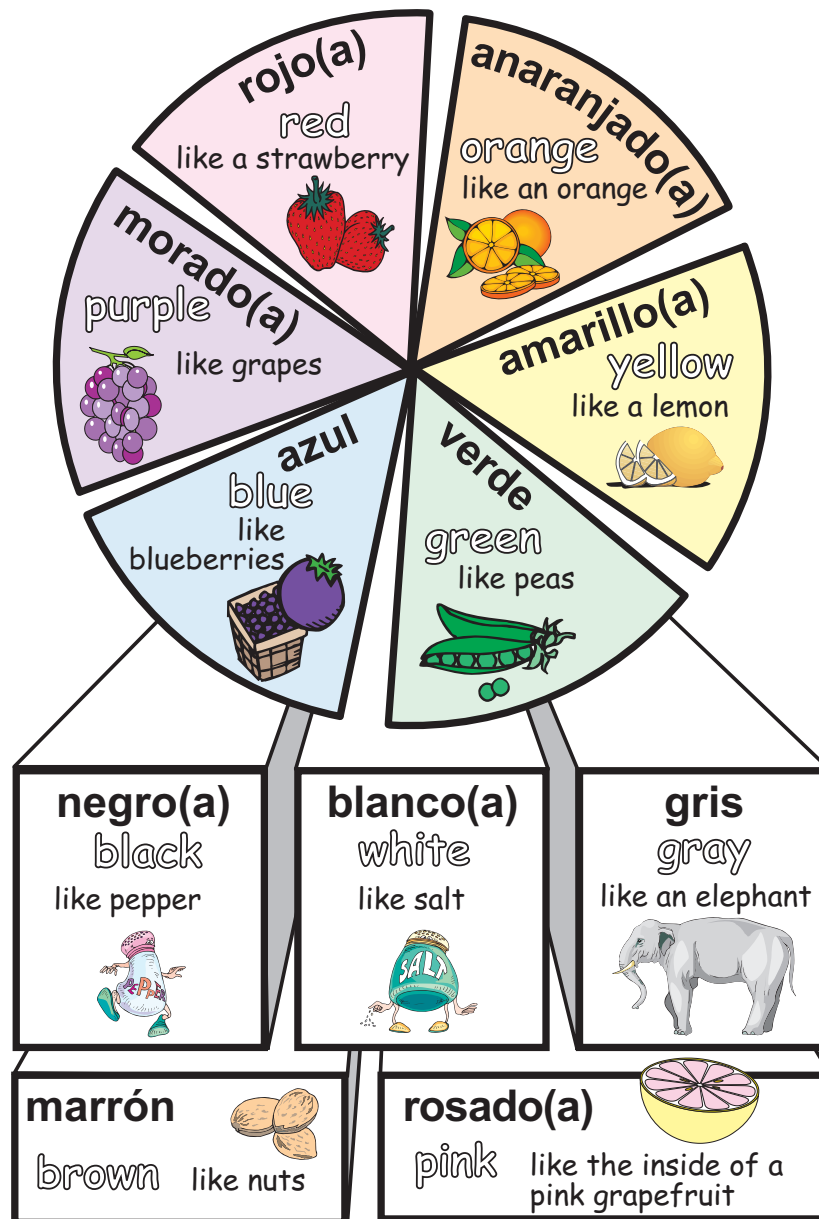
8. _____



Los colores (Colors)

Look around the classroom again. What colors do you see in the clothing worn by your classmates?

See the color wheel and other colors listed below it.





The color wheel on the previous page shows primary and secondary colors, along with a few other colors listed below it.

Primary Colors

rojo	<i>red</i>
amarillo	<i>yellow</i>
azul	<i>blue</i>



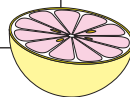
Secondary Colors

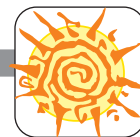
anaranjado	<i>orange</i>
verde	<i>green</i>
morado	<i>purple</i>



Other Colors

negro	<i>black</i>
blanco	<i>white</i>
gris	<i>gray</i>
marrón	<i>brown</i>
rosado	<i>pink</i>





Práctica (Practice)

Below are some common colors. **Listen** and **repeat** as the teacher models the following colors in Spanish.



escuchen (listen)



repitan (repeat)

rojo	.....	<i>red</i>
amarillo	.....	<i>yellow</i>
azul	.....	<i>blue</i>
anaranjado	.....	<i>orange</i>
verde	.....	<i>green</i>
morado	.....	<i>purple</i>
negro	.....	<i>black</i>
blanco	.....	<i>white</i>
gris	.....	<i>gray</i>
marrón	.....	<i>brown</i>
rosado	.....	<i>pink</i>

Now, **listen** and **repeat** the colors again.

Use the list above to write **three colors** in **Spanish** that you are wearing.

1. _____
2. _____
3. _____



Práctica (Practice)

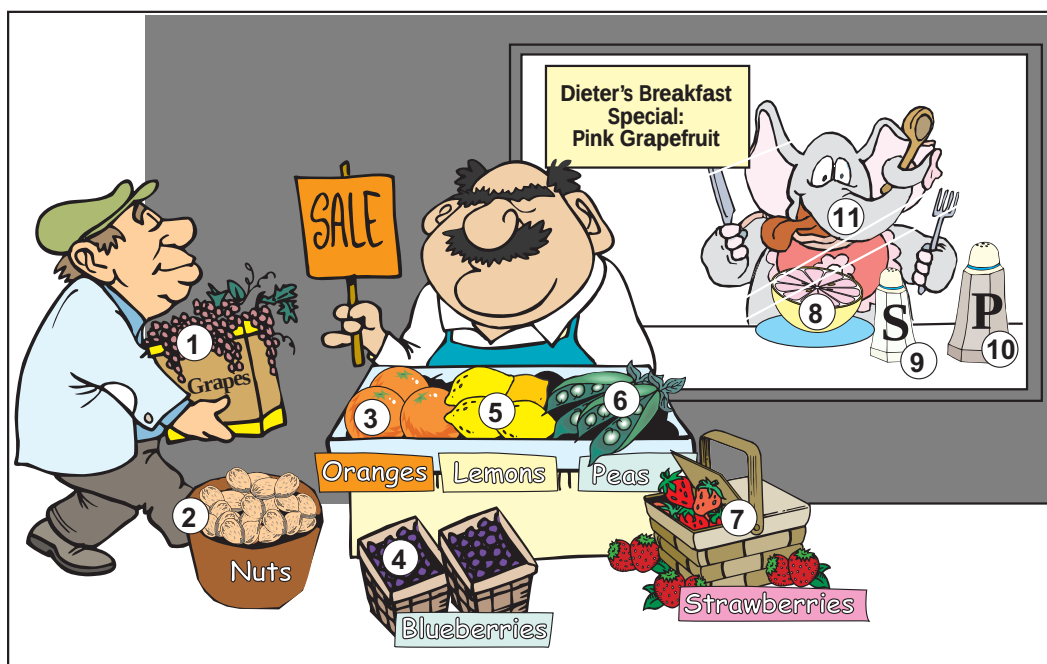
Use the list below to write the correct **color** in **Spanish** for each numbered **food item** in the picture below. Write the answer on the line provided.

amarillo
anaranjado
azul

blanco
gris
marrón

morado
negro
rojo

rosado
verde



1. _____

7. _____

2. _____

8. _____

3. _____

9. _____

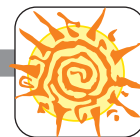
4. _____

10. _____

5. _____

11. _____

6. _____



Me gusta, no me gusta (I Like, I Don't Like)

How to say in Spanish what you *like* and what you *don't like*.

Look at the following sentences:

Me **gusta** el libro.
I like the book.

Me **gustan** los libros.
I like books.

Me **gusta** el chocolate.
I like chocolate.

Me **gustan** los chocolates.
I like chocolates.

Me gusta and **me gustan** both mean “I like” in Spanish. What is the difference? You use **me gusta** if what you like is *singular*. You use **me gustan** if what you like is *plural*. Look at the above examples again and be sure you can spot the difference.

What if you like an activity? For example, what if you want to say “I like to play soccer”? You always use **me gusta** with an *activity*.

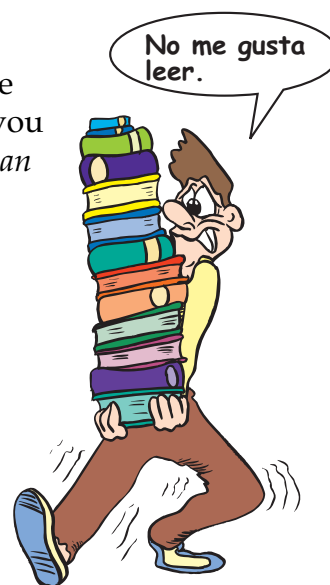
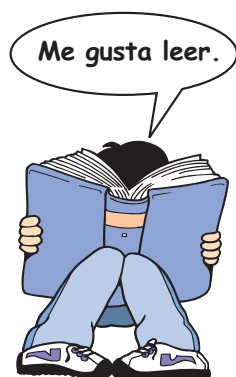
Me gusta leer.
I like to read.

Me gusta jugar al fútbol.
I like to play soccer.

Me gusta comer.
I like to eat.

Me gusta nadar.
I like to swim.

What if you don't like something? Then you use the phrase **no me gusta** or **no me gustan**. Once again, you use **no me gusta** if what you *don't like* is *singular* or an *activity*. Use **no me gustan** if what you *don't like* is *plural*.





Práctica (Practice)

Match each **Spanish sentence** with its correct **English translation**. Write the letter on the line provided.

_____ 1. Me gusta el restaurante.	A. I like to read.
_____ 2. No me gusta estudiar.	B. I like tomato salad.
_____ 3. Me gustan los carros grandes.	C. I don't like to work.
_____ 4. Me gusta la ensalada de tomates.	D. I like to watch television.
_____ 5. No me gustan los exámenes.	E. I like the restaurant.
_____ 6. Me gusta estudiar español.	F. I like big cars.
_____ 7. Me gusta leer.	G. I don't like to study.
_____ 8. No me gustan los zapatos.	H. I don't like tests.
_____ 9. Me gusta mirar la televisión.	I. I like to study Spanish.
_____ 10. No me gusta trabajar.	J. I don't like the shoes.



Práctica (Practice)

Use the list below to write the correct **Spanish word** for each **English word**.

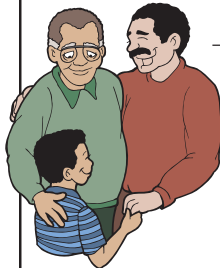
la abuela
el abuelo
la bisabuela
el bisabuelo

la esposa
el esposo
el hijastro
el hijo

la madre
la nieta
el nieto

el sobrino
el suegro
el tío

1. grandfather



2. son

3. grandson

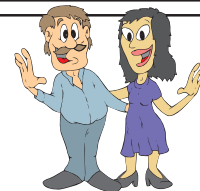
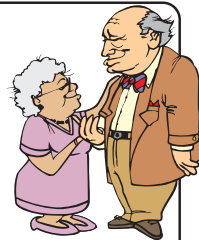
9. nephew



10. uncle

4. great-grandmother

5. great-grandfather



11. husband

12. wife

6. grandmother



7. granddaughter



13. mother

8. father-in-law



14. stepson



Práctica (Practice)

Match each **Spanish word** with the correct **English word**. Write the letter on the line provided.

_____ 1. alto	A. bald
_____ 2. bajo	B. beautiful
_____ 3. bueno	C. dark-haired, brunet
_____ 4. calvo	D. fat
_____ 5. gordo	E. good
_____ 6. guapo	F. good-looking
_____ 7. hermoso	G. intelligent, smart
_____ 8. inteligente	I. old
_____ 9. moreno	J. popular
_____ 10. popular	K. romantic
_____ 11. romántico	L. short
_____ 12. viejo	M. tall

Write **True** if the statement is correct. Write **False** if the statement is not correct.

- _____ 13. Very little respect is given to grandparents in Spanish culture.
- _____ 14. Adjectives are *no* different in Spanish than in English.
- _____ 15. All nouns have gender in Spanish.
- _____ 16. There are some adjectives that do not change their spelling from masculine to feminine.
- _____ 17. If you don't like something, then you use the phrase *no me gusta* or *no me gustan*.

Unit 7: Asking Questions and Getting Information

This unit emphasizes the *-er* and *-ir* verbs, the expression of the verb *tener*, the expression called *tener que*, how to ask questions, and how to exchange information. The unit also uses and reviews *-ar* verbs.

Unit Focus

Communication

- Express likes or dislikes regarding various objects, categories, people, and events present in the everyday environment. (FL.A.1.2.1)
- Exchange information necessary to plan events or activities (e.g., picnics, birthday parties, science projects, and crafts). (FL.A.1.2.2)
- Use repetition, rephrasing, and gestures effectively to assist in communicating spoken messages. (FL.A.1.3.4)
- Restate and rephrase simple information from materials presented orally, visually, and graphically in class. (FL.A.2.1.2)
- Understand oral messages that are based on familiar themes and vocabulary (e.g., short conversations between familiar persons on familiar topics such as everyday school and home activities). (FL.A.2.1.3)
- Provide simple information in spoken form (e.g., descriptions of family members, friends, objects present in his or her everyday environment, or common school and home activities). (FL.A.3.1.1)



Culture

- Recognize various familiar objects and norms of the target culture (e.g., toys, dresses, and typical foods). (FL.B.1.1.3)

Connections

- Use simple vocabulary and phrases to identify familiar objects and concepts from other disciplines. (FL.C.1.1.1)

Comparisons

- Know examples of word borrowing from one language to another. (FL.D.1.1.1)
- Use simple vocabulary and short phrases in the target language. (FL.D.1.1.2)
- Know the similarities and differences between the patterns of behavior of the target culture related to recreation, celebration, holidays, customs, and the patterns of behavior of the local culture. (FL.D.2.1.1)
- Distinguish the similarities and differences between the patterns of behavior of the target culture related to recreations, holidays, celebrations and the patterns of behavior of the local culture. (FL.D.2.2.1)



Unit 7: Asking Questions and Getting Information

Overview

In most Spanish-speaking countries, mealtimes and meals differ from those in the United States. The main meal is in the middle of the day and is a full meal, somewhat like our dinner. The meal usually consists of soup, rice, beans, vegetables, meat, salad, dessert, and coffee. After the main meal of the day, a *siesta* or nap is sometimes taken. Most restaurants remain open for people who prefer to eat out. A light supper is usually eaten in the evening and is more like our lunch. Imagine you are in a Spanish-speaking country. Would you be able to ask for the food you want from a market or find out what restaurants were open?

In this unit you will learn the following:

- *-er* verbs
- *-ir* verbs
- the expression the verb *tener*
- *tener que*
- how to ask questions
- how to find out information.





Vocabulario (Vocabulary)

Use the vocabulary list below as a reference for this unit.

-er Verbs

aprender to learn

beber to drink

comer to eat

comprender to understand

correr to run

creer to believe *or* to think

leer to read

querer to want

responder to answer *or* to reply

saber to know (knowledge)

vender to sell

ver to see



-ir Verbs

abrir to open

cubrir to cover

describir to describe

dividir to divide

escribir to write

recibir to receive

subir to go up *or* to get on (a bus, etc.)

vivir to live



-ar Verbs

buscar to look for

cocinar to cook

comprar to buy

contestar to answer

estudiar to study

ganar to win *or* to earn

hablar to speak *or* to talk

jugar to play

llegar to arrive

mirar to look at *or* to watch

practicar to practice

reparar to repair

sacar to take (pictures)

trabajar to work

visitar to visit



Subject Pronouns

yo I

tú you (informal)

usted you (formal)

él he

ella she

nosotros we (all males or a mixed group)

nosotras we (all females)

ustedes you (plural)

ellos they (all males or a mixed group)

ellas they (all females)



Definite Articles

el the (masculine singular)

la the (feminine singular)

los the (masculine plural)

las the (feminine plural)

Indefinite Articles

un a *or* an (masculine singular)

una a *or* an (feminine singular)

unos some (masculine plural)

unas some (feminine plural)



Interrogative Words

¿adónde? (to) where?

¿cómo? how? *or* what?

¿cuándo? when?

¿dónde? where?

¿por qué? why?

¿qué? what?

¿a qué hora? at what time?



Words

a la una at 1 o'clock

a las siete y media at 7:30

la abuela grandmother

el agua water

al (a + el) to the (masculine singular)

el almuerzo lunch

los amigos friends (all males or a mixed group)

el apartamento apartment

el árbol tree

el bebé baby

la biblioteca library

la bicicleta bicycle

las bicicletas bicycles

bien fine or well

el bolígrafo pen

los bolígrafos pens



el bus bus

la cafetería cafeteria

la calculadora calculator

el carro car

la casa house

los chicos boys (all males or a mixed group)

el chocolate chocolate

cinco 5

la ciudad city

la clase class *or* classroom

el colegio school

la composición composition

la computadora computer

el cuaderno notebook

de of

el diccionario dictionary

diez 10



el dinero	money
dos	2
los dulces	candies
en	in <i>or</i> on
la ensalada	salad
escuchen	listen
el español	Spanish
el estante	bookcase
los estudiantes	students (all males or a mixed group)
las fotos	photos <i>or</i> pictures
la fruta	fruit
las frutas	fruits
el fútbol	soccer
el gato	cat
gracias	thanks <i>or</i> thank you
grande(s)	great, big (plural)
la guitarra	guitar



la hamburguesa hamburger

las hamburguesas hamburgers

las hermanas sisters

el hermano brother

los hermanos brother(s) and sister(s) (all brothers or a mixed group)

el inglés English

la invitación invitation

el jardín garden

los lápices pencils

el lápiz pencil

la lección lesson

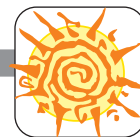
el libro book

los libros books

la manzana apple

el mapa map

las matemáticas mathematics



México	Mexico
mi	my
mis	my (plural)
la mochila	bookbag
el modelo	model
mucho(a)	much, a lot
muchos(as)	much, a lot (plural)
no	no
nuevo(a)	new
el papá	dad
el parque	park
el periódico	newspaper
el piano	piano
por	for, by, in, or through
porque	because
el postre	dessert
los postres	desserts



la práctica practice

la pregunta question

las preguntas questions

la profesora teacher, female

la puerta door

los radios radios

el refrigerador refrigerator

el regalo gift

los regalos gifts

las reglas rulers

repitan repeat

rojo(a) red

el sábado Saturday

el sandwich sandwich

el señor (Sr.) mister (Mr.)

siete 7

su his, her, or your



la televisión television

la tienda store

tres 3

tu your (singular)

tus your (plural)

las vacaciones vacation

el vocabulario vocabulary

y and



Sentences

Como mucho. I eat a lot.

Tienes dos hermanos. You have two brothers.

Tengo que estudiar. I have to study.

Tenemos que ir al colegio. We have to go to school.

Ella no tiene que cocinar. She does not have to cook.

Tengo un libro. I have a book.

Tengo que leer un libro. I have to read a book.

Tenemos una clase a la una. We have class at one o'clock.

Tenemos que ir a clase a la una. We have to go to class at one o'clock.

Tienes una mochila. You have a bookbag.

Tienes que comprar una mochila. You have to buy a bookbag.

Tienes un libro. You have a book.

¿Tienes un libro? Do you have a book?



Buscas tu cuaderno. Look for your notebook.

¿Buscas tu cuaderno? Are you looking for your notebook?

Él estudia mucho. He studies a lot.

¿Estudia él mucho? Does he study a lot?

María camina por el parque. María walks through the park.

¿Camina María por el parque? Does María walk through the park?

¿Cuándo estudias? When do you study?

¿Dónde está Miguel? Where is Miguel?

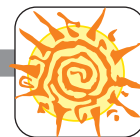
¿Adónde vas? Where are you going? (to where)

¿Cómo vas al colegio? How are you going to school?

¿Por qué vas? Why are you going?

¿Qué estudian ellos? What are they studying?

¿A qué hora come usted? At what time do you eat?



The -er Verbs

In Unit 4, you learned that one type of verb is the verb called an *-ar* verb. You also learned that it is called this because it ends in the letters *-ar* when it is in its basic form, an *infinitive*. An infinitive form of a verb is the same as *to + the action* in English. An infinitive does *not* have a tense. It always means *to + some action*. An example would be as follows:

estudiar means *to study*.

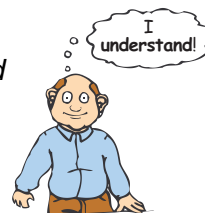
We will now study another class of verbs. These are called *-er* verbs. Once again, they are called this because they end in the letters *-er* when they are *infinitives*. Below is a list of common *-er* verbs and their meanings.

Common -er Verbs

aprender
to learn



comprender
to understand



beber
to drink



correr
to run



comer
to eat



creer
*to believe or
to think*





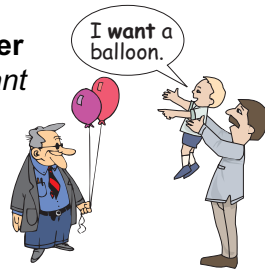
leer
to read



saber
to know (knowledge)



querer
to want



vender
to sell

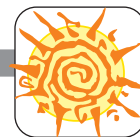


responder
*to answer or
to reply*



ver
to see





As you learned before, these verbs have special endings to tell what is happening now, in *present tense*. They are similar to *-ar* verbs, but do have their own special endings.

Once again, we begin by removing the *-er* ending. Follow the conjugation of *comer* on the chart below.

Forms of <i>comer</i> —To Eat		
 comer	remove the -er	stem: com-
yo	como	<i>I eat, I am eating, I do eat</i>
tú	comes	<i>you eat, you are eating, you do eat (informal)</i>
usted	come	<i>you eat, you are eating, you do eat (formal)</i>
él	come	<i>he eats, he is eating, he does eat</i>
ella	come	<i>she eats, she is eating, she does eat</i>
nosotros	comemos	<i>we eat, we are eating, we do eat (all males or a mixed group)</i>
nosotras	comemos	<i>we eat, we are eating, we do eat (all females)</i>
ustedes	comen	<i>you eat, you are eating, you do eat (plural)</i>
ellos	comen	<i>they eat, they are eating, they do eat (all males or a mixed group)</i>
ellas	comen	<i>they eat, they are eating, they do eat (all females)</i>





Present Tense of Regular Verbs Ending in -er

Subject Pronoun	-er Verbs
yo	o
tú	es
usted él ella	e e e
nosotros	emos
nosotras	emos
ustedes ellos ellas	en en en



Remember:

tú	<i>you (informal)</i>
usted	<i>you (formal)</i>
ustedes	<i>you (plural)</i>
ellos	<i>they (all males or a mixed group)</i>
ellas	<i>they (all females)</i>



When Leaving Out the Subject Is Okay

Remember that in Spanish the *subject* is often *left out* if it is clear about whom they are speaking.

Example: Como mucho. I eat a lot.



The *-o* at the end of the verb can only match *yo*, so you can only be talking about *I*.

This is especially true when the subjects are *yo*, *tú*, and *nosotros*, since they do *not* share an ending with any other subject.

Let's practice saying the verb *comer* and then writing some of the other *-er* verbs.



Práctica (Practice)

Below are the **conjugated forms of the verb—comer—to eat**. **Listen** and **repeat** as the teacher models the following **verb forms** in Spanish.



escuchen (listen)



repitan (repeat)

yo **como** *I eat*

tú **comes** *you eat (informal)*

usted **come** *you eat (formal)*

él **come** *he eats*

ella **come** *she eats*

nosotros **comemos** *we eat (all males or a mixed group)*

nosotras **comemos** *we eat (all females)*

ustedes **comen** *you eat (plural)*

ellos **comen** *they eat (all males or a mixed group)*

ellas **comen** *they eat (all females)*

Now, **listen** and **repeat** the **verb forms** again.



Práctica (Practice)

Below are common **-er verbs**. **Listen and repeat** as the teacher models the following **verbs** in Spanish.



escuchen (listen)



repitan (repeat)

comer *to eat*

leer *to read*

vender *to sell*

aprender *to learn*

comprender *to understand*

correr *to run*

beber *to drink*

creer *to believe or to think*

responder *to answer or to reply*

ver *to see*

querer *to want*

saber *to know (knowledge)*

Now, **listen and repeat the verbs again.**



Práctica (Practice)

Use the **verb in the parentheses** and **pages 399-400** to write the correct **form of the verb** that is used with the following **subjects**. Then **read** the sentences to your partner.

(comer)

1. Nosotros _____ las
hamburguesas.



(aprender)

2. Ella _____ español.



(vender)

3. Yo _____ la bicicleta.

(beber)

4. Susana _____ la leche.



(comprender)

5. Miguel no _____ inglés.

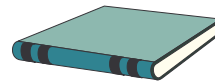
(correr)

6. Ellos _____
por el parque.



(leer)

7. Tú _____ el libro.



(responder)

8. Ustedes _____ a la pregunta.



Práctica (Practice)

Match each **Spanish sentence** with the correct **picture**. Write the letter on the line provided.

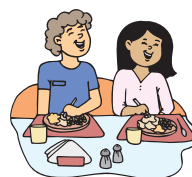
_____ 1. Ella lee el periódico.

A.



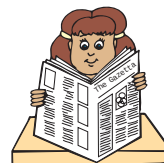
_____ 2. El bebé bebe el agua.

B.



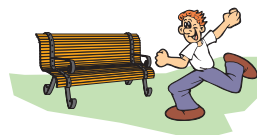
_____ 3. El Sr. Castro vende frutas.

C.



_____ 4. Carlos corre por el parque.

D.



_____ 5. Ana no comprende.

E.



_____ 6. Los estudiantes comen en la cafetería.

F.





Práctica (Practice)

Use the list below to complete the following statements with the correct **form of the verb comer—to eat**.

come	comen	como
comemos	comes	



Modelo (Model): Paco come una hamburguesa.

1. Carmen _____ frutas.



2. Nosotros _____ el almuerzo.



3. Yo _____ chocolate.



4. Mis amigos _____ la ensalada.



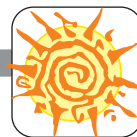
5. Tú _____ un sandwich.



Use the list above to **write your own sentences** using the correct **form of the verb comer—to eat**.

6. _____

7. _____



8. _____

9. _____

10. _____



Ver, querer, and saber—Irregular Verbs

The verbs **ver** (to see), **querer** (to want), and **saber** (to know) are somewhat unusual. They do *not* follow the rules you have just learned. They are called *irregular verbs*. Irregular verbs must be learned separately. Each one follows a different pattern. You will need to learn the following conjugation of each verb. See the following charts.

Forms of ver—To See

yo	veo	<i>I see, I am seeing</i>
tú	ves	<i>you see, you are seeing (informal)</i>
usted	ve	<i>you see, you are seeing (formal)</i>
él	ve	<i>he sees, he is seeing</i>
ella	ve	<i>she sees, she is seeing</i>
nosotros	vemos	<i>we see, we are seeing (all males or a mixed group)</i>
nosotras	vemos	<i>we see, we are seeing (all females)</i>
ustedes	ven	<i>you see, you are seeing (plural)</i>
ellos	ven	<i>they see, they are seeing (all males or a mixed group)</i>
ellas	ven	<i>they see, they are seeing (all females)</i>

Note: Only the *yo* form is irregular.



Forms of *querer*—To Want

yo	quiero	I want, I do want
tú	quieres	<i>you want, you do want (informal)</i>
usted	quiere	<i>you want, you do want (formal)</i>
él	quiere	<i>he wants, he does want</i>
ella	quiere	<i>she wants, she does want</i>
nosotros	queremos	<i>we want, we do want (all males or a mixed group)</i>
nosotras	queremos	<i>we want, we do want (all females)</i>
ustedes	quieren	<i>you want, you do want (plural)</i>
ellos	quieren	<i>they want, they do want (all males or a mixed group)</i>
ellas	quieren	<i>they want, they do want (all females)</i>

Note: All forms except *nosotros* and *nosotras* are irregular.



Forms of *saber*—To Know
(facts, information, or how to do something)

yo	sé	<i>I know, I do know</i>
tú	sabes	<i>you know, you do know (informal)</i>
usted	sabe	<i>you know, you do know (formal)</i>
él	sabe	<i>he knows, he does know</i>
ella	sabe	<i>she knows, she does know</i>
nosotros	sabemos	<i>we know, we do know (all males or a mixed group)</i>
nosotras	sabemos	<i>we know, we do know (all females)</i>
ustedes	saben	<i>you know, you do know (plural)</i>
ellos	saben	<i>they know, they do know (all males or a mixed group)</i>
ellas	saben	<i>they know, they do know (all females)</i>

Note: Only the *yo* form is irregular.

Please notice that the verb *saber* refers to knowing information or how to do something. This is *not* the word you use when you talk about knowing people and who they are.

Let's practice saying and using these verbs.



Práctica (Practice)

Below are the **conjugated forms of the verb *ver*—to see**. **Listen and repeat** as the teacher models the following **verb forms in Spanish**.



escuchen (listen)



repitan (repeat)

- yo **veo** *I see*
- tú **ves** *you see (informal)*
- usted **ve** *you see (formal)*
- él **ve** *he sees*
- ella **ve** *she sees*
- nosotros **vemos** *we see (all males or a mixed group)*
- nosotras **vemos** *we see (all females)*
- ustedes **ven** *you see (plural)*
- ellos **ven** *they see (all males or a mixed group)*
- ellas **ven** *they see (all females)*

Now, **listen and repeat the verb forms again**.



Práctica (Practice)

Below are the **conjugated forms of the verb *querer*—to want**. **Listen and repeat** as the teacher models the following **verb forms** in Spanish.



escuchen (listen)



repitan (repeat)

yo **quiero** *I want*

tú **quieres** *you want (informal)*

usted **quiere** *you want (formal)*

él **quiere** *he wants*

ella **quiere** *she wants*

nosotros **queremos** *we want (all males or a mixed group)*

nosotras **queremos** *we want (all females)*

ustedes **quieren** *you want (plural)*

ellos **quieren** *they want (all males or a mixed group)*

ellas **quieren** *they want (all females)*

Now, **listen and repeat the verb forms again**.



Práctica (Practice)

Below are the **conjugated forms of the verb saber—to know**. **Listen and repeat** as the teacher models the following **verb forms** in Spanish.



escuchen (listen)



repitan (repeat)

yo **sé** *I know*

tú **sabes** *you know (informal)*

usted **sabe** *you know (formal)*

él **sabe** *he knows*

ella **sabe** *she knows*

nosotros **sabemos** *we know (all males or a mixed group)*

nosotras **sabemos** *we know (all females)*

ustedes **saben** *you know (plural)*

ellos **saben** *they know (all males or a mixed group)*

ellas **saben** *they know (all females)*

Now, **listen and repeat** the **verb forms** again.



Práctica (Practice)

Use the list below to complete the following statements with the correct **form of the irregular verb *ver*—to see.**

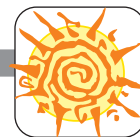
ve	ven	ves
vemos	veo	

Modelo (Model): Miguel **ve** el libro.

1. Yo _____ a unos chicos.
2. Ella _____ unos libros.
3. Nosotras _____ el gato en el jardín.
4. Ustedes _____ a la profesora en la clase.
5. Tú no _____ a tus amigos.

Use the list above to **write your own sentences** using the correct **form of the irregular verb *ver*—to see.**

6. _____
7. _____
8. _____
9. _____
10. _____



Práctica (Practice)

Use the list below to complete the following statements with the correct **form of the irregular verb *querer*—to want**. Some forms of ***querer*** will be used more than once.

queremos	quieren	quiero
quiere	quieres	

Modelo (Model): Mamá quiere unas vacaciones.

1. Yo _____ chocolate.
2. Pablo _____ practicar el piano.
3. Nosotros _____ comprar una guitarra.
4. Tú _____ mirar televisión.
5. Ellos _____ una casa nueva.

Use the list above to **write your own sentences** using the correct **form of the irregular verb *querer*—to want**.

6. _____
7. _____
8. _____
9. _____
10. _____



Práctica (Practice)

Use the list below to complete the following statements with the correct **form of the irregular verb saber—to know** (facts, knowledge, or how to do something).

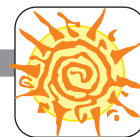
sabe	saben	sé
sabemos	sabes	

Modelo (Model): Juan sabe hablar inglés.

1. Yo _____ jugar al fútbol.
2. Mi papá _____ reparar los carros.
3. Nosotras no _____ las matemáticas.
4. Tú _____ hablar español.
5. Ellas _____ la lección.

Use the list above to **write your own sentences** using the correct **form of the irregular verb saber—to know** (facts, knowledge, or how to do something).

6. _____
7. _____
8. _____
9. _____
10. _____



Práctica (Practice)

Use the list below to write the correct **subject pronoun** for each **-ar** and **-er** verb and the irregular verbs **ver**, **querer**, and **saber**. One or more terms will be used more than once.

yo	él	ustedes
tú	ella	ellos
usted	nosotros	ellas

Modelo (Model): estudia él, ella, usted

1. buscamos _____
2. ve _____
3. como _____
4. trabajan _____
5. contesto _____
6. comprendes _____
7. visitan _____
8. llegas _____
9. vende _____
10. creen _____



The *-ir* Verbs

The last group of verbs are called *-ir* verbs because their infinitive ends in *-ir*. Below is a list of common *-ir* verbs and their meanings.

Common *-ir* Verbs

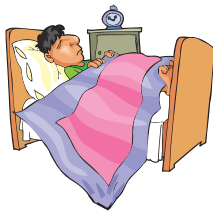
abrir
to open



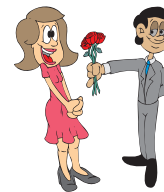
escribir
to write



cubrir
to cover



recibir
to receive



describir
to describe



subir
to go up
or get on (a bus, etc.)



dividir
to divide



vivir
to live





Once again, in order to use these words in present tense, we begin by dropping the *-ir* from the infinitive. You then add the following endings for each subject. Follow the conjugation of the verb *abrir*—to open—on the chart below.

Forms of *abrir*—To Open

yo	abro	<i>I open, I am opening, I do open</i>
tú	abres	<i>you open, you are opening, you do open (informal)</i>
usted	abre	<i>you open, you are opening, you do open (formal)</i>
él	abre	<i>he opens, he is opening, he does open</i>
ella	abre	<i>she opens, she is opening, she does open</i>
nosotros	abrimos	<i>we open, we are opening, we do open (all males or a mixed group)</i>
nosotras	abrimos	<i>we open, we are opening, we do open (all females)</i>
ustedes	abren	<i>you open, you are opening, you do open (plural)</i>
ellos	abren	<i>they open, they are opening, they do open (all males or a mixed group)</i>
ellas	abren	<i>they open, they are opening, they do open (all females)</i>

Present Tense or Regular Verbs Ending in *-ir*

Subject Pronoun	<i>-ir</i> Verbs
yo	o
tú	es
usted él ella	e e e
nosotros	imos
nosotras	imos
ustedes ellos ellas	en en en



Práctica (Practice)

Below are common **-ir verbs**. **Listen** and **repeat** as the teacher models the following **verbs** in Spanish.



escuchen (listen)



repitan (repeat)

abrir *to open*

cubrir *to cover*

describir *to describe*

dividir *to divide*

escribir *to write*

recibir *to receive*

subir *to go up or get on (a bus, etc.)*

vivir *to live*

Now, **listen** and **repeat** the **verbs** again.



Práctica (Practice)

Below are the **conjugated forms of the verb *abrir*—to open**. **Listen and repeat** as the teacher models the following **verb forms** in Spanish.



escuchen (listen)



repitan (repeat)

yo **abro** *I open*

tú **abres** *you open (informal)*

usted **abre** *you open (formal)*

él **abre** *he opens*

ella **abre** *she opens*

nosotros **abrimos** *we open (all males or a mixed group)*

nosotras **abrimos** *we open (all females)*

ustedes **abren** *you open (plural)*

ellos **abren** *they open (all males or a mixed group)*

ellas **abren** *they open (all females)*

Now, **listen and repeat** the **verb forms** again.



Práctica (Practice)

Match each **Spanish sentences** with the correct **picture**. Write the letter on the line provided.

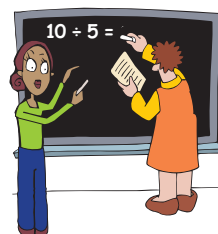
_____ 1. El Sr. Ortíz abre la tienda.

A.



_____ 2. Él cubre su carro.

B.



_____ 3. Usted vive en un apartamento.

C.



_____ 4. El gato sube un árbol.

D.



_____ 5. Yo recibo una invitación.

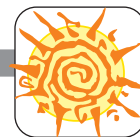
E.



_____ 6. Nosotros dividimos diez por cinco.

F.





Práctica (Practice)

Use the list below to complete the following statements with the correct **form of the verb *abrir*—to open.**

abre	abres	abro
abren	abrimos	

1. Ellas _____ la puerta.
2. Yo _____ el libro.
3. Él _____ el refrigerador.
4. Nosotras _____ el regalo.
5. Tú _____ el cuaderno.

Use the list above to **write your own sentences** using the correct **form of the verb *abrir*—to open.**

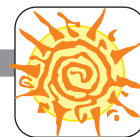
6. _____
7. _____
8. _____
9. _____
10. _____



Práctica (Practice)

Match each **Spanish sentence** with the correct **English translation**. Write the letter on the line provided.

_____ 1. Usted y yo subimos el bus.	A. The teacher opens the door.
_____ 2. El estudiante escribe una composición.	B. She is dividing the candy.
_____ 3. Ustedes viven en la ciudad.	C. You and I are getting on the bus.
_____ 4. Los chicos reciben unos regalos.	D. We are describing the books.
_____ 5. El profesor abre la puerta.	E. The student is writing a composition.
_____ 6. Ella divide los dulces.	F. The boys are receiving some gifts.
_____ 7. El gato sube un árbol.	G. The cat is climbing a tree.
_____ 8. Nosotros describimos los libros.	H. You live in the city.



The Verb *tener* (To Have)

The verb **tener** (to have) is considered to be an *irregular verb*. In other words, you must learn how to use this verb by itself. The verb *tener* does *not* follow the rules you have learned previously about *-er* verbs. *Tener* has its own forms. You will need to learn the following conjugation of *tener*. See the chart below.

Forms of *tener*—To Have

yo	tengo	<i>I have, I do have, I am having</i>
tú	tienes	<i>you have, you do have, you are having (informal)</i>
usted	tiene	<i>you have, you do have, you are having (formal)</i>
él	tiene	<i>he has, he does have, he is having</i>
ella	tiene	<i>she has, she does have, she is having</i>
nosotros	tenemos	<i>we have, we do have, we are having (all males or a mixed group)</i>
nosotras	tenemos	<i>we have, we do have, we are having (all females)</i>
ustedes	tienen	<i>you have, you do have, you are having (plural)</i>
ellos	tienen	<i>they have, they do have, they are having (all males or a mixed group)</i>
ellas	tienen	<i>they have, they do have, they are having (all females)</i>

Here are some examples:

Tengo un libro.

I have a book.



Tenemos una clase a la una.

We have a class at one o'clock.

Tienes dos hermanos.

You have two brothers.



Let's practice saying and using the verb *tener*.



Práctica (Practice)

Below are the **conjugated forms of the verb tener—to have**. **Listen and repeat** as the teacher models the following **verb forms** in Spanish.



escuchen (listen)



repitan (repeat)

yo **tengo** *I have*

tú **tienes** *you have (informal)*

usted **tiene** *you have (formal)*

él **tiene** *he has*

ella **tiene** *she has*

nosotros **tenemos** ... *we have (all males or a mixed group)*

nosotras **tenemos** ... *we have (all females)*

ustedes **tienen** *you have (plural)*

ellos **tienen** *they have (all males or a mixed group)*

ellas **tienen** *they have (all females)*

Now, **listen and repeat** the **verb forms** again.



Práctica (Practice)

Use the list below to complete the following statements with the correct **form of the irregular verb *tener***—to have. Some forms of *tener* will be used more than once.

tenemos	tiene	tienes
tengo	tienen	

1. Nosotras _____ muchos libros grandes.
2. Mi papá _____ un carro rojo.
3. Yo no _____ libro.
4. Ella _____ tres hermanas.
5. Usted _____ una casa grande.
6. Tú _____ una computadora.
7. Ellos no _____ unas bicicletas.
8. Juanita _____ unos lápices en la mochila.



Práctica (Practice)

Use the lists below to write the correct **form of the verb tener—to have** and **what the following people have** by using the picture clues. Some forms of the verb *tener* will be used more than once.

forms of *tener*

tenemos	tienen
tengo	tienes
tiene	

nouns

dos estantes	un cuaderno
tres reglas	un diccionario
un bolígrafo	un mapa
una calculadora	una mochila
una computadora	unos radios

Modelo (Model): Pedro 

Pedro tiene un lápiz.

1. Nosotros



2. Ellos

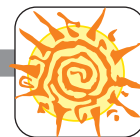


3. Tú



4. Yo





5. Ella no



6. La clase



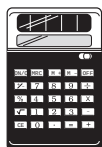
7. Ustedes



8. Él



9. La profesora no



10. Mis amigos





The Expression “*tener que*” — To Tell What People “Have to Do”

Every language has its special expressions. This is true of Spanish as well. You have just learned the verb *tener* to tell what people *have*. This verb is also used in an expression called **tener que**. *Tener que* is always followed by another verb. The expression then tells what people **have to do**. You will conjugate *tener* just like you have already learned. Then you follow it with the word *que* and another verb. Here are some examples:

Tengo *que* estudiar.

I have to study.



Tenemos *que* ir al colegio.

We have to go to school.

Ella no **tiene** *que* cocinar.

She does not have to cook.

Compare the following sentences:

Tengo un libro.

I have a book.

Tengo *que* leer un libro.

I have to read a book.



Tenemos una clase a la una.

We have class at one o'clock.

Tenemos *que* ir a clase a la una.

We have to go to class at one o'clock.

Tienes una mochila.

You have a bookbag.

Tienes *que* comprar una mochila.

You have to buy a bookbag.



Please notice that the verb that tells *what* you have to do will *always* end in *-ar*, *-er*, or *-ir*.



Práctica (Practice)

Use the lists below to correctly write the following sentences in **Spanish**. Then **read** the sentences to your partner.

forms of *tener*

tenemos *que*
tengo *que*
tiene *que*
tienen *que*
tienes *que*

-ar verbs

buscar
hablar
practicar
trabajar
visitar

nouns

la abuela
español
un libro
el sábado

Modelo (Model): You have to buy a sandwich.

Tienes **que** comprar un sandwich.

1. Paco has to look for a book.

2. We have to practice.

3. They have to visit Grandmother.

4. I have to speak Spanish.

5. Ana and Pilar have to work on Saturday.



Las preguntas (Questions)

Asking questions is very easy in Spanish. Usually you can just lift your voice at the end of the sentence and it becomes a question if you just want a yes or no answer. When you use a subject or a subject pronoun in a sentence

- put the verb first
- then put the subject and
- lift your voice at the end.

Remember to also use an upside-down question (¿) mark in front of the sentence and a regular question mark at the end (?).

¿Tienes un libro?

The purpose of the upside-down question mark in reading is to let you know that the sentence coming up is going to be a question so you know to lift your voice at the end.

Listen as your teacher reads the following sentences:

Statement

Tienes un libro.
You have a book.

Question

¿Tienes un libro?
Do you have a book?



Buscas tu cuaderno.
You are looking for your notebook.

¿Buscas tu cuaderno?
Are you looking for your notebook?

Él estudia mucho.
He studies a lot.

¿Estudia él mucho?
Does he study a lot?



María camina por el parque.
María walks through the park.

¿Camina María por el parque?
Does María walk through the park?



Práctica (Practice)

Write the following statements as questions.



Remember: Do the following to each question you write.

- Use an upside-down question mark (¿) at the beginning.
- Use a regular question mark (?) at the end.
- Put the verb first.
- Place the subject *after* the verb.

1. Tienes una computadora.

2. Ellos tienen unos bolígrafos.

3. Ustedes viajan por México.

4. Ella trabaja mucho.

5. Tengo que estudiar.

6. Papá saca fotos.

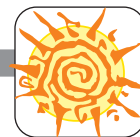


7. Él gana mucho dinero.

8. Practicamos la guitarra.

9. Sabes jugar al fútbol.

10. Quieres mirar la televisión.



Asking Questions for Information

If you want to ask a question for which you want information as an answer instead of a *yes* or *no*, you will have to learn some new words. These are words that ask for *direct* information. They are often called *interrogative words*. You will need to learn the following words:

¿cuándo?	when?
¿dónde?	where?
¿adónde?	(to) where?
¿cómo?	how? or what?
¿por qué?	why?
¿qué?	what?
¿a qué hora?	at what time?

¿cuándo?
¿por qué?
¿qué?
¿cómo?
¿dónde?
¿a qué hora?
¿adónde?

Look at the position of these words in the sentence. Remember, if you use a subject pronoun in the sentence, you put it *after* the verb.

¿ Cuándo estudias?	When do you study?
¿ Dónde está Miguel?	Where is Miguel?
¿ Adónde vas?	Where are you going? (to where)
¿ Cómo vas al colegio?	How are you going to school?
¿ Por qué vas?	Why are you going?
¿ Qué estudian ellos?	What are they studying?
¿ A qué hora come usted?	At what time do you eat?

You are now going to practice asking and answering questions.



Remember: When someone asks a question using *you*, answer with either *I* or with *we*.



Práctica (Practice)

Use the list below to complete the following questions with the correct interrogative word.

adónde	por qué
cómo	qué
cuando	a qué hora

Modelo (Model): Question—¿ A qué hora estudias?

Answer—Estudio a las siete.

1. ¿_____ busca ella?

Ella busca su cuaderno.

2. ¿_____ van ellos?

Ellos van a la biblioteca.

3. ¿_____ comen ustedes?

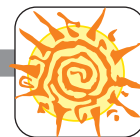
Nosotros comemos a las siete y media.

4. ¿_____ estás?

Estoy bien, gracias.

5. ¿_____ tienes el libro de español?

Porque tengo que estudiar.



Práctica (Practice)

Use the list below to complete the following statements with the correct **form of the verb comer—to eat or querer—to want**.

come comemos	como quieren	quieres

1. César _____ la manzana.
2. Nosotros _____ los postres.
3. Tú _____ unas vacaciones.
4. Yo _____ la fruta.
5. Diego y Santos _____ practicar la guitarra.

Match each **Spanish -ir verb** with the correct **English word**. Write the letter on the line provided.

_____ 6. abrir

_____ 7. cubrir

_____ 8. describir

_____ 9. dividir

_____ 10. escribir

_____ 11. recibir

_____ 12. subir

_____ 13. vivir

A. to cover

B. to describe

C. to divide

D. to go up or get on

E. to live

F. to open

G. to receive

H. to write





Match each **Spanish sentence** with the correct **English translation**.

_____ 14. ¿Adónde vas?	A. What are they studying?
_____ 15. ¿Cuándo estudias?	B. When do you study?
_____ 16. ¿Dónde está María?	C. Where are you going?
_____ 17. ¿Qué estudian ellos?	D. Where is María?

Unit 8: The House, Food, and Place Settings

This unit emphasizes rooms of a house, furnishings, a variety of foods, table settings, and the use of the words *this*, *that*, *these*, and *those*.

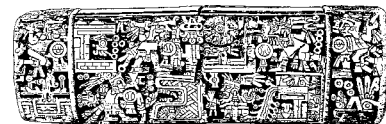
Unit Focus

Communication

- Express likes and dislikes when asked simple questions (e.g., about toys or other objects). (FL.A.1.1.1)
- Express likes or dislikes regarding various objects, categories, people, and events present in the everyday environment. (FL.A.1.2.1)
- Use repetition, rephrasing, and gestures effectively to assist in communicating spoken messages. (FL.A.1.3.4)
- Restate and rephrase simple information from materials presented orally, visually, and graphically in class. (FL.A.2.1.2)
- Understand oral messages that are based on familiar themes and vocabulary (e.g., short conversations between familiar persons on familiar topics such as everyday school and home activities). (FL.A.2.1.3)
- Provide simple information in spoken form (e.g., descriptions of family members, friends, objects present in his or her everyday environment, or common school and home activities). (FL.A.3.1.1)
- Describe important people (e.g., family members and friends) and objects present in his or her everyday environment and in school. (FL.A.3.2.1)

Culture

- Recognize patterns of social behavior or social interaction in various settings



(e.g., school, family, or immediate community).
(FL.B.1.1.2)

- Recognize various familiar objects and norms of the target culture (e.g., toys, dresses, and typical foods).
(FL.B.1.1.3)

Connections

- Use simple vocabulary and phrases to identify familiar objects and concepts from other disciplines. (FL.C.1.1.1)

Comparisons

- Know examples of word borrowing from one language to another. (FL.D.1.1.1)
- Use simple vocabulary and short phrases in the target language. (FL.D.1.1.2)
- Identify examples and understand the significance of true and false cognates (i.e., words derived from a common original form). (FL.D.1.2.1)
- Recognize the similarities and differences between his or her native language and the target language in terms of the pronunciation, alphabet, and forms of written expression. (FL.D.1.2.2)
- Know the similarities and differences between the patterns of behavior of the target culture related to recreation, celebration, holidays, customs, and the patterns of behavior of the local culture. (FL.D.2.1.1)
- Recognize that there are similarities and differences between objects from the target culture and objects from the local culture (e.g., inside dwellings). (FL.D.2.1.2)
- Recognize that there are similarities and differences between objects from the target culture and objects from the local culture (e.g., inside dwellings). (FL.D.2.2.1)



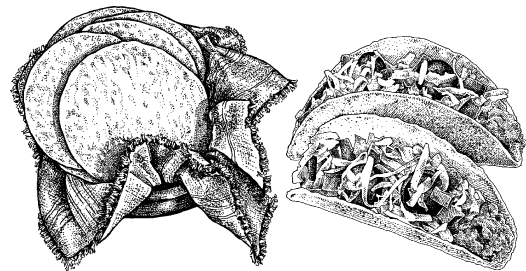
Unit 8: The House, Food, and Place Settings

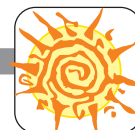
Overview

In Spanish cities, many houses are built so close together that there is no space between each house, kind of like townhouses. Most are built in a row with no front yard. The houses usually have a patio or *un patio*. This is an open, uncovered area which is usually paved with tile. The patio can be viewed from almost any room in the house, so it is decorated for such viewing with a variety of colorful flowers, plants, and sometimes birds. When visiting the home of a Spanish-speaking family, take the time to compliment their house and patio. Would you be able to name the rooms in the house in Spanish?

In this unit you will learn the following:

- names of the rooms of the house
- names of furnishings
- names of foods
- how to set the table
- how to use the words *this*, *that*, *these*, and *those*.





Vocabulario (Vocabulary)

Use the vocabulary list below as a reference for this unit.

Rooms in the House

el baño bathroom

la cocina kitchen

el comedor dining room

el dormitorio bedroom

el pasillo hallway

el patio patio

el ropero closet

la sala living room

el zaguán entry



Los muebles (Furniture)

la alfombra rug

la cama bed

el cuadro painting

la estufa stove

la mesa table

la nevera, el refrigerador refrigerator

el sillón armchair

el sofá couch, sofa

el televisor television set



La comida (Food)

el agua	water
el arroz	rice
el azúcar	sugar
el café	coffee
la carne de res	beef
la ensalada	salad
la fruta	fruit
las frutas	fruits
las galletas	cookies
la hamburguesa	hamburger
el helado	ice cream
los huevos	eggs
el jamón	ham
la leche	milk
las legumbres	vegetables
la mantequilla	butter



la manzana apple

el pan bread

las papas potatoes

las papas fritas french fries

el pescado fish

la pimienta pepper

el pollo chicken

el queso cheese

la sal salt

el sandwich sandwich

la sopa soup

el té tea



Eating Utensils

la cuchara spoon

el cuchillo knife

el plato plate

la servilleta napkin

la taza cup

el tenedor fork

el vaso glass



This, That, These, and Those

Singular

este/esta this

ese/esa that

aquel/aquella that over there

Plural

estos/estas these

esos/esas those

aquellos/aquellas those over there

Verbs

comer to eat

estar to be

gustar to like

ver to see



Definite Articles

el the (masculine singular)

la the (feminine singular)

los the (masculine plural)

las the (feminine plural)

Indefinite Articles

un a *or* an (masculine singular)

una a *or* an (feminine singular)

unos some (masculine plural)

unas some (feminine plural)



Words

la casa house

la comida food

la computadora computer

de of

en in *or* on

escuchen listen

el estante bookcase

los estudiantes students (all males or a mixed group)

la familia family

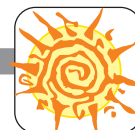
hay there is *or* there are

el hierro iron (metal)

los lápices pencils

el libro book

los libros books



me	me
el modelo	model
los muebles	furniture
no	no
los papeles	papers
la práctica	practice
el profesor	teacher (male)
la puerta	door
el pupitre	desk, student
repitan	repeat
la ventana	window
el vocabulario	vocabulary
y	and



Phrases—Singular and Plural—This, That, These, and Those

este libro this book

ese libro that book

aquel libro that book over there

estos libros these books

esos libros those books

aquellos libros those books over there

esta mesa this table

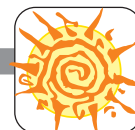
esa mesa that table

aquella mesa that table over there

estas mesas these tables

esas mesas those tables

aquellas mesas those tables over there



Sentences

Hay una hamburguesa y unas papas fritas. There is a hamburger and some french fries.

No hay un cuchillo. There is no knife.

Me gusta el pan. I like bread.

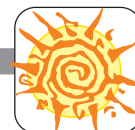
No me gusta el pan. I do not like bread.

Me gustan las papas fritas. I like french fries.

No me gustan las papas fritas. I do not like french fries.

Veo esta puerta. I see this door.

¿Qué falta? What's missing?



La casa (The House)

In large Spanish cities and towns, most people live in apartments (*apartamentos*). People who live outside the downtown area often build houses in which to live. However, they are not like the houses we have in the United States. There is no large front or back yard. Instead, the house is built around an open area called *el patio* (the patio), where there are usually flowers and a fountain. This way, the family can enjoy the view from any room in the house and still have privacy.



The tiles used on Spanish houses are usually red. There is also a wrought-iron balcony and grids on the windows. These wrought-iron grids are generally placed only on the outside windows of the bottom floor of the house for

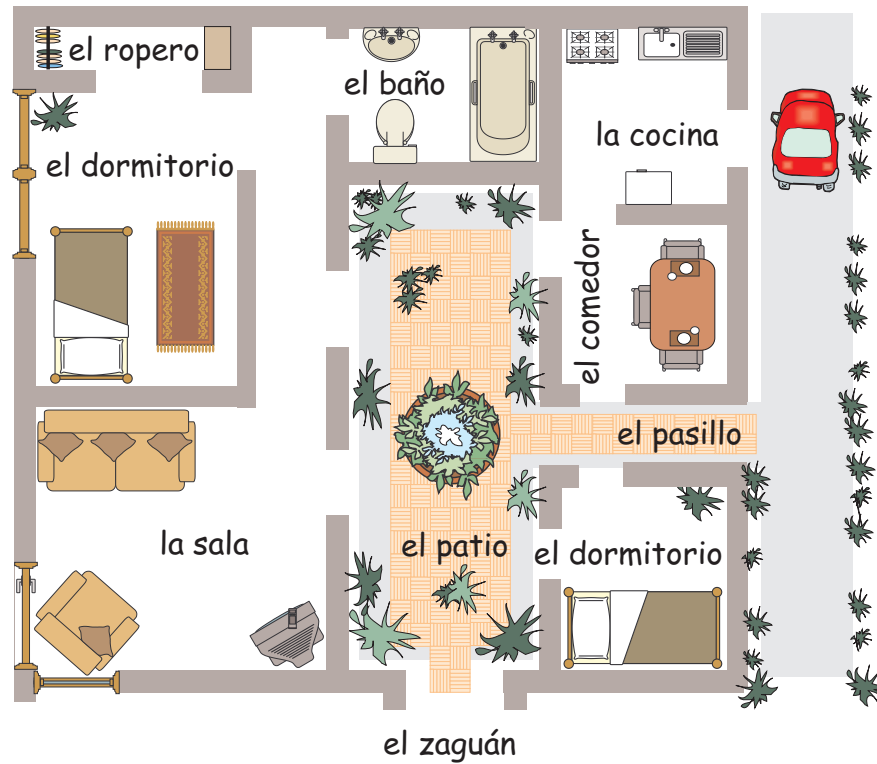
protection while allowing the homeowners to enjoy the fresh air. In “olden” days, before a boy was able to date, he courted the girl by talking with her through the grids on the windows. This custom was called *comer hierro* (eating iron). After a while, he could then be introduced to the girl’s parents.



See the illustration on the following page to get an idea of a typical floor plan in a Spanish home.

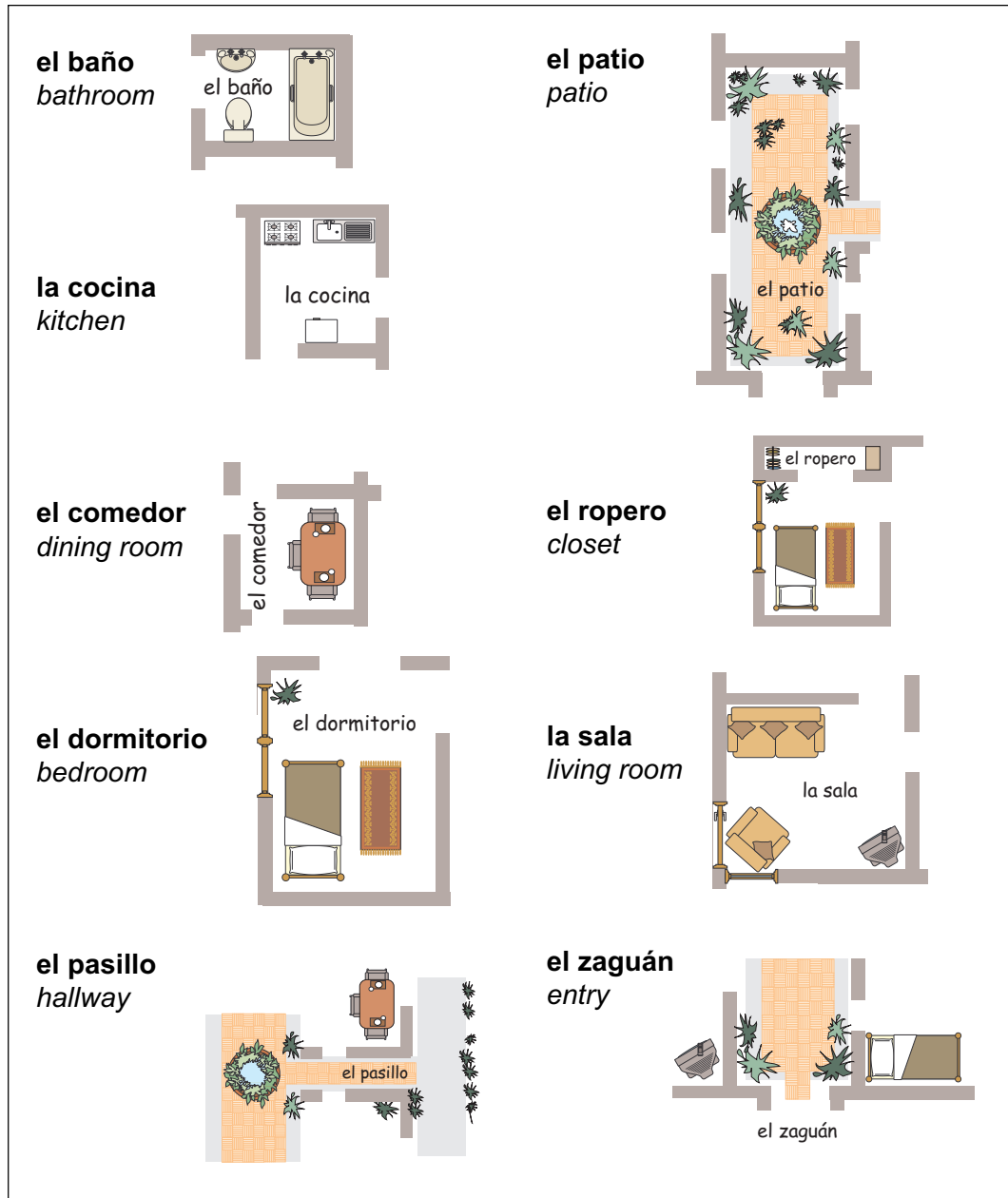


Typical Floor Plan in a Spanish Home





Rooms in the House





Práctica (Practice)

Below are common **rooms of a house** in Spanish. **Listen and repeat** as the teacher models the following **rooms** in Spanish.



escuchen (listen)



repitan (repeat)

el baño *bathroom*

la cocina *kitchen*

el comedor *dining room*

el dormitorio *bedroom*

el pasillo *hallway*

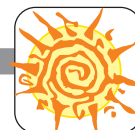
el patio *patio*

el ropero *closet*

la sala *living room*

el zaguán *entry*

Now, **listen and repeat** the **rooms** again.



Práctica (Practice)

Use the list below and the **floor plan with rooms** on page 456 to answer the following **in Spanish**.

el baño	el dormitorio	el ropero
la cocina	el pasillo	la sala
el comedor	el patio	el zaguán

1. What room has a bed? _____
2. What room has a stove where you cook your meals?

3. In what room do you usually hang your clothes and store things?

4. What room has a table and chair so you can sit down and eat?

5. In what room do you bathe? _____
6. What room is the main entry to the house?

7. What room is an outside room with a tile floor, and is usually decorated with plants? _____
8. What room has a sofa and television? _____
9. What room is usually long and leads from one area to another?



Los muebles (Furniture)

We have just covered the rooms of a house. Now let's look at the furniture in the rooms. Below is a list of common furnishings in a house.





Furnishings in a House

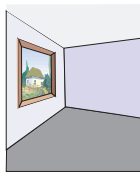
la alfombra
rug



la cama
bed



el cuadro
painting



la estufa
stove



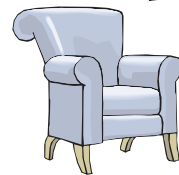
la mesa
table



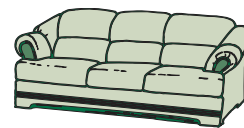
la nevera, el refrigerador
refrigerator



el sillón
armchair



el sofá
couch, sofa



el televisor
television set





Práctica (Practice)

Below are common **furnishings for a house** in Spanish. **Listen and repeat** as the teacher models the following **furnishings** in Spanish.



escuchen (listen)



repitan (repeat)

la alfombra rug

la cama bed

el cuadro painting

la estufa stove

la mesa table

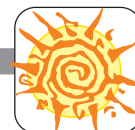
la nevera, el refrigerador refrigerator

el sillón armchair

el sofá couch, sofa

el televisor television set

Now, **listen and repeat** the **furnishings** again.



Práctica (Practice)

Use the list below and **floor plan with furnishings** on page 460 to answer the following **in Spanish**.

la alfombra	la estufa	la nevera	el sofá
la cama	la mesa	el sillón	el televisor
el cuadro			

1. On what do I cook my dinner? _____
2. Where do I sleep at night? _____
3. What hangs on the wall as a decoration? _____
4. What do I sit at to eat my dinner with my family?

5. What do I watch to see music videos, the news, or comedies?

6. Where do I keep foods cold? _____
7. Where is a good place for *one* person to *sit* and watch the television?

8. What do you put on a floor as a decoration and you walk on it?

9. Where is a good place for *several* people to *sit together* and watch television or just to visit? _____



Práctica (Practice)

Circle the letter of the correct answer.

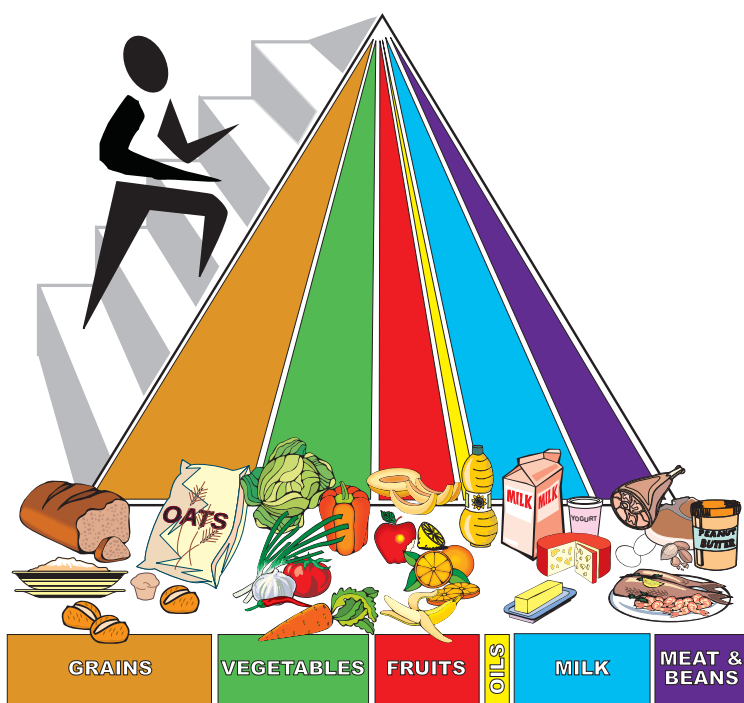
1. La familia come en el _____ .
 - a. comedor
 - b. baño
 - c. ropero
2. El televisor está en la _____ .
 - a. baño
 - b. patio
 - c. sala
3. En el dormitorio, hay una _____ .
 - a. cama
 - b. estufa
 - c. nevera
4. Hay un _____ en la pared.
 - a. alfombra
 - b. sofá
 - c. cuadro
5. En la sala, hay un _____ y un _____ .
 - a. sofá
 - b. sillón
 - c. estufa
6. La nevera está en la _____ .
 - a. ropero
 - b. cocina
 - c. zaguán



La comida (Food)

Tasting food from other countries can be an adventure. If you get to visit a Spanish-speaking country, there are foods you might need to know. The U.S. Department of Agriculture's (USDA's) Food Pyramid below can be used as a guide in choosing foods.

The USDA's Food Pyramid is a personalized approach to making healthy food choices. The Food Pyramid is composed of six bands representing five food groups and oils. Foods from all groups are needed each day. The kinds and amounts of food to eat may vary for each person.

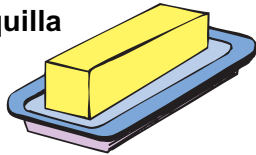


Source: *U.S. Department of Agriculture*



Common Oil and Sweets (Discretionary calories)

la mantequilla
butter



el azúcar
sugar



las galletas
cookies



Common Foods in the Milk Group

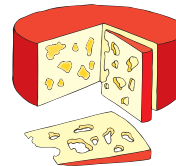
la leche
milk



el helado
ice cream



el queso
cheese





Práctica (Practice)

Below are common **foods** in Spanish. **Listen** and **repeat** as the teacher models the following **foods** in Spanish.



escuchen (listen)



repitan (repeat)

Common Oil and Sweets (Discretionary Calories)

la mantequilla *butter*

el azúcar *sugar*

las galletas *cookies*

Common Foods in the Milk Group

la leche *milk*

el helado *ice cream*

el queso *cheese*

Now, **listen** and **repeat** the **foods** again.



Práctica (Practice)

*You need to go to the grocery store for your grandmother. She has written the grocery list in Spanish. Match each **Spanish word** with the correct **English word**. Write the letter on the line provided.*

_____	1. el azúcar
_____	2. el helado
_____	3. el queso
_____	4. la leche
_____	5. la mantequilla
_____	6. las galletas

- A. butter
- B. cheese
- C. cookies
- D. ice cream
- E. milk
- F. sugar



Common Foods

Meat and Eggs

la carne de res
beef



la hamburguesa
hamburger



el jamón
ham



el pollo
chicken



el pescado
fish



los huevos
eggs



Vegetables

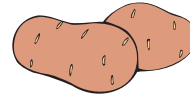
la ensalada
salad



las legumbres
vegetables



las papas
potatoes



las papas fritas
french fries





Práctica (Practice)

Below are common **foods in Spanish**. **Listen and repeat** as the teacher models the following **foods in Spanish**.



escuchen (listen)



repitan (repeat)

Meat and Eggs

la carne de res *beef*

la hamburguesa *hamburger*

el jamón *ham*

el pollo *chicken*

el pescado *fish*

los huevos *eggs*

Vegetables

la ensalada *salad*

las legumbres *vegetables*

las papas *potatoes*

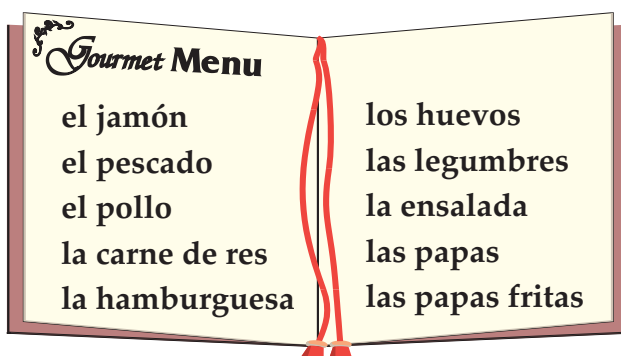
las papas fritas *french fries*

Now, **listen and repeat the foods again**.



Práctica (Practice)

Use the **menu** below to fill in the blank with the correct **Spanish word**.



1. The breakfast special today is _____ and scrambled _____ .
2. Our catch of the day is tuna _____ and lobster.
3. I want lettuce, tomato, ketchup, mayonnaise, mustard, and onion on my _____ with a side of curly _____ .
4. Do you want gravy on your mashed _____ ?
5. I want my _____ medium rare.
6. What part of the _____ do you want, the drum stick, wing, or thigh?
7. What type of dressing do you want on your tossed _____ ?
8. We have beans, peas, broccoli, or carrots as your choice of _____ .



Other Common Foods

Fruits

las frutas
fruits



la manzana
apple



Grains

el pan
bread



el arroz
rice



Miscellaneous Foods, Drinks, and Condiments

el agua
water



el café
coffee



el té
tea



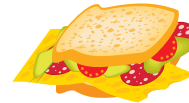
la pimienta
pepper



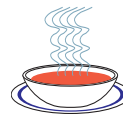
la sal
salt



el sandwich
sandwich



la sopa
soup





Práctica (Practice)

Below are common **fruit** and **miscellaneous foods and ingredients** in Spanish. **Listen** and **repeat** as the teacher models the following **food** in Spanish.



escuchen (listen)



repitan (repeat)

Fruit

la fruta *fruit*

la manzana *apple*

Grains

el pan *bread*

el arroz *rice*

Miscellaneous Foods, Drinks, and Condiments

el agua *water*

el café *coffee*

el té *tea*

la pimienta *pepper*

la sal *salt*

el sandwich *sandwich*

la sopa *soup*

Now, listen and repeat the foods again.



Práctica (Practice)

Use the list below to **write a sentence in Spanish** to tell what **foods you see** about to be served **by looking at each illustration**. Then **read** your sentences to your partner.

Modelo (Model):

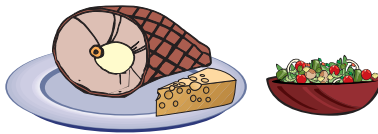


Hay una hamburguesa y unas papas fritas.

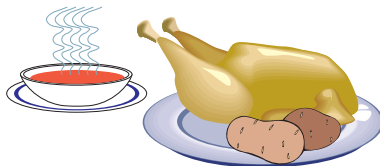
There is a hamburger and some french fries.

agua	unas frutas	un jamón	un pescado	un queso
arroz	un helado	unas legumbres	un pollo	una sopa
una ensalada	unos huevos	unas papas		

1.

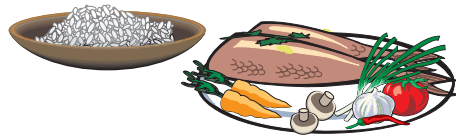


2.

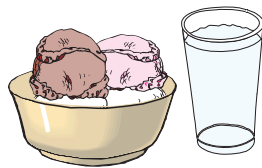




3.



4.



5.





Práctica (Practice)

Use the pictures above each section as **hints** to the **foods** in the practice. Tell whether you **like** or **do not like** the **following foods in Spanish**. Then read the sentences to your partner.

Modelo (Model): el pan

For singular nouns use *gusta*:

Me gusta el pan.

I like bread.

No me gusta el pan.

I do not like bread.

Modelo (Model): papas fritas

For plural nouns use *gustan*:

Me gustan las papas fritas.

I like french fries.

No me gustan las papas fritas.

I do not like french fries.

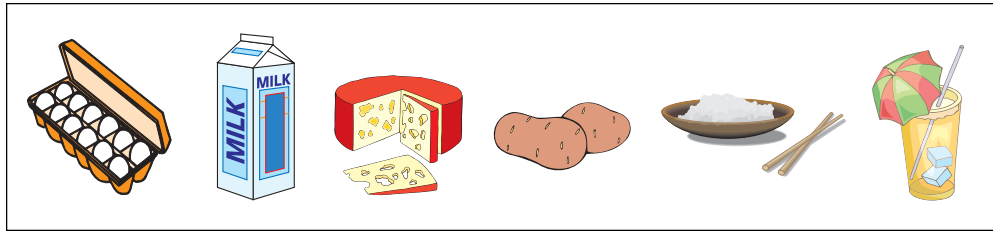


1. el helado

2. el pollo

3. la carne de res

4. la hamburguesa



5. el queso

6. los huevos

7. el té

8. el arroz

9. las papas

10. la leche

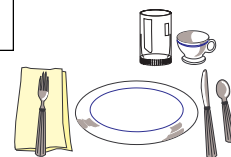
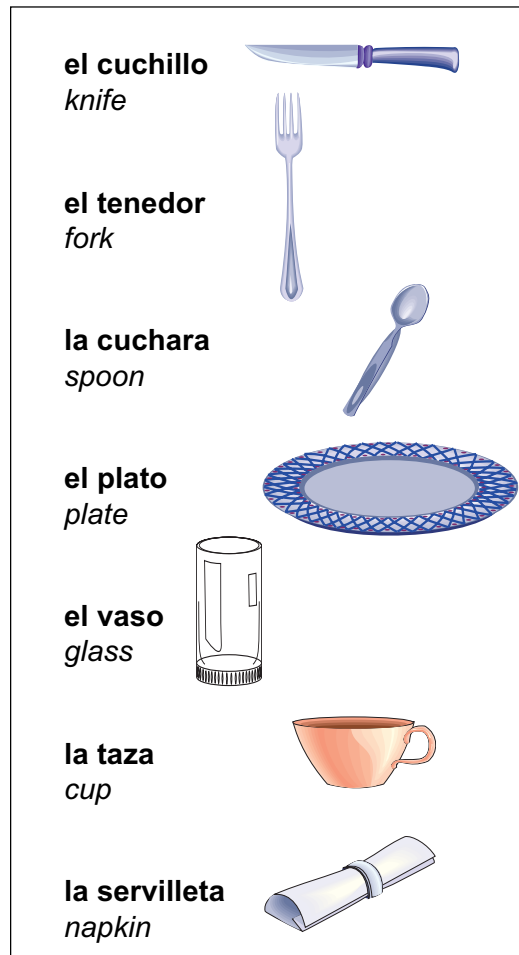


Eating Utensils

Setting the table in Europe is different than in the United States. The spoon is usually placed above the plate and face down. Also, people generally eat with their left hand, or whichever hand is their non-dominant hand. This is so that they can cut one piece of food at a time and not have to switch hands with their forks.

Below is a list of eating utensils.

Eating Utensils



*place setting in the
United States*



Práctica (Practice)

Below are the **eating utensils for place settings** in Spanish. **Listen and repeat** as the teacher models the following **eating utensils** in Spanish.



escuchen (listen)



repitan (repeat)

el cuchillo *knife*

el tenedor *fork*

la cuchara *spoon*

el plato *plate*

el vaso *glass*

la taza *cup*

la servilleta *napkin*

Now, **listen and repeat** the **eating utensils** again.

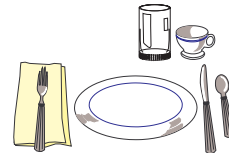


Práctica (Practice)

¿Qué falta? What is missing? Use the list below and the example of a **place setting in the United States** to **tell what is missing in Spanish** from each of the following **illustrations**. Then **read your sentences** to your partner.

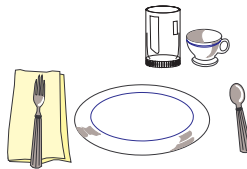
una cuchara
un plato
una servilleta

una taza
un tenedor
un vaso



place setting in the United States

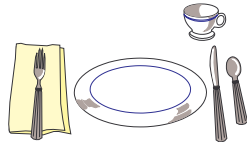
Modelo (Model):



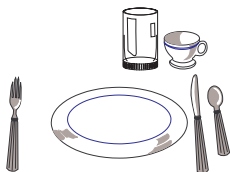
No hay un cuchillo.

There is no knife.

1.

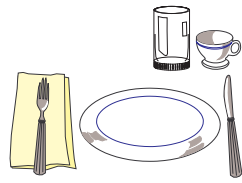


2.

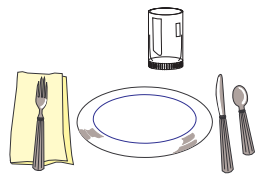




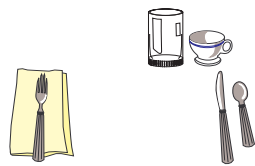
3.



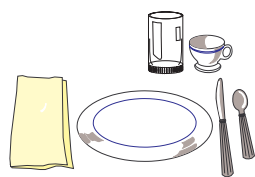
4.



5.



6.





This, That, These, and Those

Spanish adds another dimension to the words *this*, *that*, *these* and *those*. The correct use of these words depends on how *far away you are from the objects*. You must remember the *gender* of the object or objects to which you are referring. You must also remember the *number* of articles about which you are speaking.

Let's imagine that you are in a room in which there is a book on a desk *near you*, one book on a desk *a few rows away*, and another on a desk on the *other side of the room*. You know that the word **libro** is a *masculine* noun. You also know that it is *singular*.

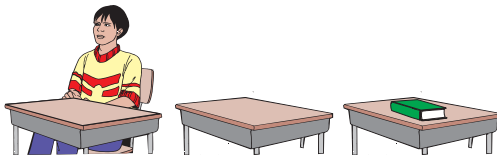
Masculine and Singular Objects

Below is how you would refer to the masculine, singular object *libro*.

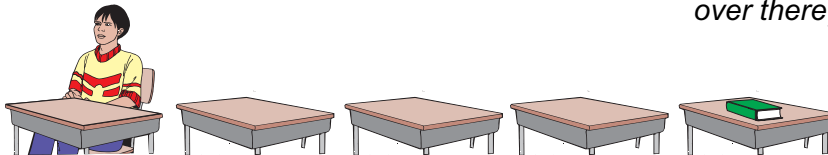
The book *near you* is **este libro** (*this book*)



The book *a few rows away* is **ese libro** (*that book*)



The book *far away* is **aquel libro** (*that book over there*)





Masculine and Plural Objects

What if there is *more than one* book in these *same locations*? The words from the previous page change as follows for the masculine, plural object *libros*:

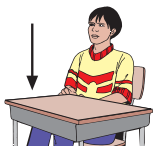
The books <i>near</i> you are	estos libros	(<i>these</i> books)
The books a <i>few rows away</i> are	esos libros	(<i>those</i> books)
The books that are <i>far away</i> are	aquellos libros	(<i>those</i> books <i>over there</i>)

Feminine and Singular Objects

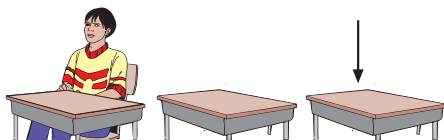
Now let's look at a *feminine* object. Once again, we have three things—one table *near* you, one in the *middle* of the room, and one *far* away. Here are the words you must use for the feminine, singular object *mesa*:

The table <i>near</i> you is	esta mesa	(<i>this</i> table)
The table in the <i>middle</i> is	esa mesa	(<i>that</i> table)
The <i>farthest</i> table is	aquella mesa	(<i>that</i> table <i>over there</i>)

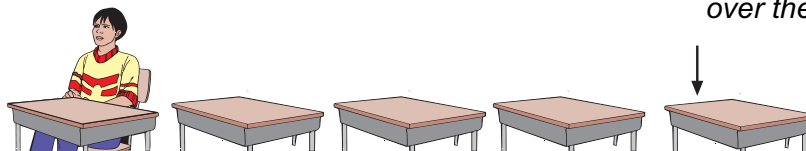
The table *near* you is **esta mesa** (*this* table)



The table a *few rows away* is **esa mesa** (*that* table)



The table *far away* is **aquella mesa** (*that* table *over there*)





Feminine and Plural Objects

Let's look at more than one feminine object. The words from the previous page change as follows for the feminine, plural object *mesas*:

The tables <i>near</i> you are	estas mesas	(<i>these</i> tables)
The tables in the <i>middle</i> are	esas mesas	(<i>those</i> tables)
The <i>farthest</i> tables are	aquellas mesas	(<i>those</i> tables <i>over there</i>)

See the chart below to help you learn what words to use depending upon the *distance* you are from the object, the number of objects, and the gender of the object.

This, That, These, and Those

Gender	Singular		Plural	
near you				
masculine	este	this one	estos	these
feminine	esta	this one	estas	these
not near, not far, but midway				
masculine	ese	that one	esos	those
feminine	esa	that one	esas	those
far away from you				
masculine	aquel	that one (over there)	aquellos	those (over there)
feminine	aquella	that one (over there)	aquellas	those (over there)

Tip to remember:

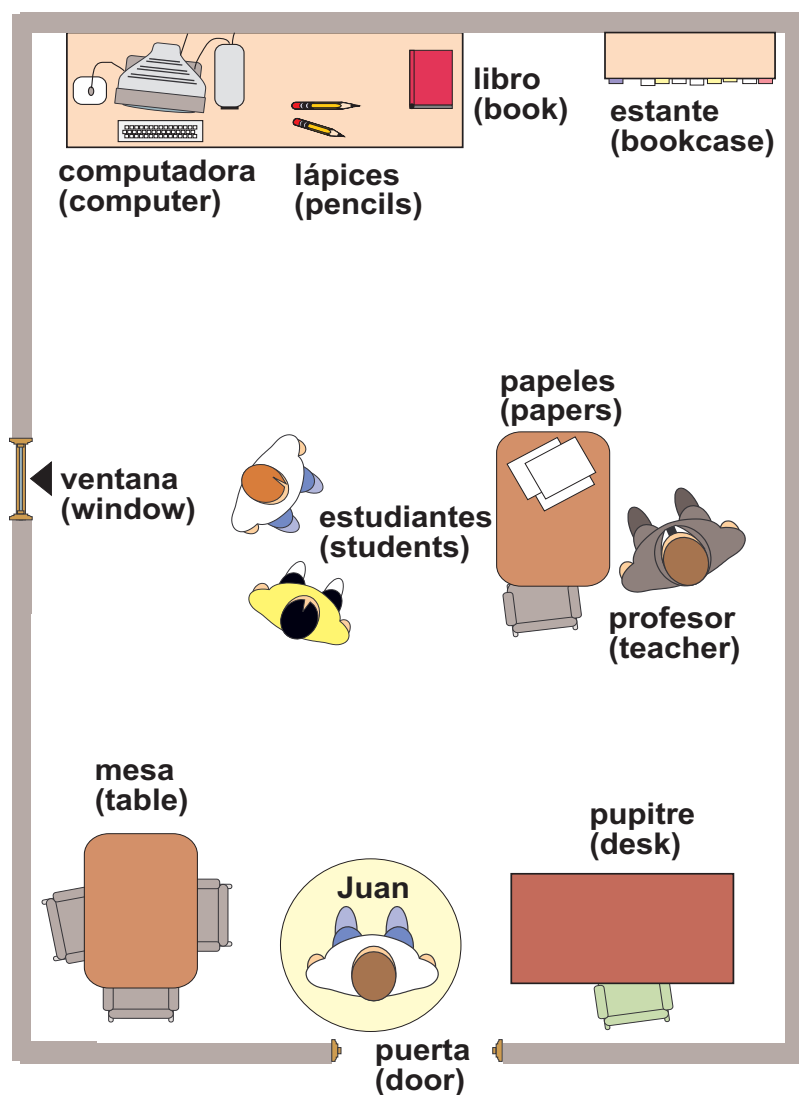
this and these	<i>have a t</i> este esta estos estas
that and those	<i>don't have a t</i> ese esa esos esas



Práctica (Practice)

The diagram below shows a room with objects and people different distances from the student Juan. When using the words *this*, *that*, *these*, and *those*, you must decide on the following:

- the *distance* between you and the objects
- the *number* of objects or people
- the *gender* of the objects or people.





Use the **diagram** on the **previous page**, the **chart** on page 484, and the **list** below to **tell what Juan sees in Spanish**. Then **read your sentences to your partner**.

computadora	libro	profesor
estante	mesa	pupitre
estudiantes	papeles	ventana
lápices		

Modelo (Model): door

Ve esta puerta.

He sees this door.

*Hint: You would use **esta** because the door is **near** him.*

1. bookcase

2. papers

3. window

4. desk

5. students



6. table

7. computer

8. teacher

9. pencils

10. book



Práctica (Practice)

Match each **room in Spanish** with the correct **English word**. Write the letter on the line provided.

_____ 1. el baño	A. bathroom
_____ 2. el comedor	B. bedroom
_____ 3. el dormitorio	C. closet
_____ 4. el pasillo	D. dining room
_____ 5. el patio	E. entry
_____ 6. el ropero	F. hallway
_____ 7. el zaguán	G. kitchen
_____ 8. la cocina	H. living room
_____ 9. la sala	I. patio

Use the list below to write the correct term **in English**.

bed	stove
couch	table
painting	

10. el cuadro _____
11. la estufa _____
12. el sofá _____
13. la cama _____
14. la mesa _____



Práctica (Practice)

Match each **Spanish food** with the **picture**. Write the letter on the line provided.

_____ 1. el azúcar

A.



_____ 2. la leche

B.



_____ 3. el pollo

C.



_____ 4. el sandwich

D.



_____ 5. la hamburguesa

E.



_____ 6. la ensalada

F.





Circle the letter of the correct answer.

7. You drink water out of _____ .
 - a. el vaso
 - b. el sandwich
 - c. la cuchara
8. You cut your steak with _____ .
 - a. la leche
 - b. la servilleta
 - c. el cuchillo
9. You wipe your mouth with _____ .
 - a. la taza
 - b. la servilleta
 - c. la cuchara
10. The books that are far away are _____ .
 - a. esta mesa
 - b. aquellos libros
 - c. estos libros
11. The table in the middle is _____ .
 - a. esa mesa
 - b. aquella mesa
 - c. estos libros
12. The books near you are _____ .
 - a. aquellos libros
 - b. esta mesa
 - c. estos libros

Unit 9: Present Progressive and Direct Object Pronouns

This unit emphasizes the present progressive tense and direct object pronouns.

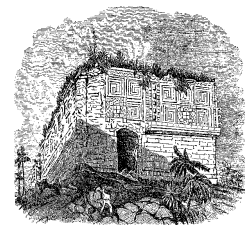
Unit Focus

Communication

- Restate and rephrase simple information from materials presented orally, visually, and graphically in class. (FL.A.2.1.2)
- Understand oral messages that are based on familiar themes and vocabulary (e.g., short conversations between familiar persons on familiar topics such as everyday school and home activities). (FL.A.2.1.3)
- Comprehend and respond to oral messages (e.g., personal anecdotes or narratives) based on familiar themes and vocabulary. (FL.A.2.2.5)
- Provide simple information in spoken form (e.g., descriptions of family members, friends, objects present in his or her everyday environment, or common school and home activities). (FL.A.3.1.1)
- Describe important people (e.g., family members and friends) and objects present in his or her everyday environment and in school. (FL.A.3.2.1)

Comparisons

- Know examples of word borrowing from one language to another. (FL.D.1.1.1)
- Use simple vocabulary and short phrases in the target language. (FL.D.1.1.2)



- Identify examples and understand the significance of true and false cognates (i.e., words derived from a common original form). (FL.D.1.2.1)
- Recognize the similarities and differences between his or her native language and the target language in terms of the pronunciation, alphabet, and forms of written expression. (FL.D.1.2.2)



Unit 9: Present Progressive and Direct Object Pronouns

Overview

When first learning Spanish, you will make mistakes. Making mistakes is normal. However, the more you speak Spanish, the better you will become. We all make mistakes, so don't worry if you make a few—just correct yourself and keep talking.

Try to speak smoothly without starts and stops. This helps others to understand you better. The more naturally you can say the phrases you have learned, the better you will sound. Continue to practice and reuse what you have learned in the other units as you continue to learn more Spanish.

In this unit you will learn the following:

- present progressive tense
- direct object pronouns.





Vocabulario (Vocabulary)

Use the vocabulary list below as a reference for this unit.

Subject Pronouns

yo I

tú you (informal)

usted you (formal)

él he

ella she

nosotros we (all males or a mixed group)

nosotras we (all females)

ustedes you (plural)

ellos they (all males or a mixed group)

ellas they (all females)



The Verb *estar* (To Be)

yo estoy I am

tú estás you are (informal)

usted está you are (formal)

él está he is

ella está she is

nosotros estamos we are (all males or a mixed group)

nosotras estamos we are (all females)

ustedes están you are (plural)

ellos están they are (all males or a mixed group)

ellas están they are (all females)



Definite Articles

el the (masculine singular)

la the (feminine singular)

los the (masculine plural)

las the (feminine plural)

Indefinite Articles

un a *or* an (masculine singular)

una a *or* an (feminine singular)

unos some (masculine plural)

unas some (feminine plural)



Direct Object Pronouns

lo him; it (for a masculine, singular noun)

la her; it (for a feminine, singular noun)

los them (for a masculine, plural noun)

las them (for a feminine, plural noun)



Verbs

abrir to open

aprender to learn

bailar to dance

beber to drink

buscar to look for

cantar to sing

comer to eat

comprar to buy

comprender to understand

correr to run

creer to believe *or* to think

dividir to divide

escribir to write

estudiar to study

hablar to talk *or* to speak



invitar to invite

leer to read

limpiar to clean

llegar to arrive

mirar to look at *or* to watch

nadar to swim

practicar to practice

preparar to prepare

recibir to receive

responder to answer *or* to reply

subir to go up *or* to get on (a bus, etc.)

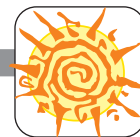
tener to have

trabajar to work

vender to sell

visitar to visit

vivir to live



Words

a to *or* at

la abuela grandmother

los abuelos grandparents
(all grandfathers or a mixed group)

el agua water

ahora now

al (a + el) to the (masculine singular)

el almuerzo lunch

el apartamento apartment

el árbol tree

la banana banana

la biblioteca library

la bicicleta bicycle

bien fine, well, *or* good

buen good



el bus bus

el café coffee

el carro car

las casas houses

el chico boy

la ciudad city

la clase class *or* classroom

la comida food

el cuento story

de of

el diccionario dictionary

el disco compacto compact disk (CD)

en in *or* on

escuchen listen

el español Spanish

el estudiante student (male)

la frase sentence



el fútbol	.....	soccer
el gato	.....	cat
los hermanos	.....	brother(s) and sister(s) (all brothers or a mixed group)
el hospital	.....	hospital
el inglés	.....	English
interesante	.....	interesting
la invitación	.....	invitation
los lápices	.....	pencils
el libro	.....	book
los libros	.....	books
las matemáticas	.....	mathematics
mi	.....	my
mis	.....	my (plural)
mucho	.....	much, a lot
no	.....	no
las novelas	.....	novels



la ópera opera

los padres parents (all fathers or a mixed group)

el papá dad

para for

el parque park

perfectamente perfectly

el periódico newspaper

los periódicos newspapers

la piscina swimming pool

la pizza pizza

la práctica practice

la pregunta question

el profesor teacher (male)

la puerta door

los regalos gifts

repitan repeat

las revistas reviews, magazines, or journals



la sala living room

el sandwich sandwich

los sandwiches sandwiches

los tacos tacos

la televisión television

la tía aunt

los tíos aunt(s) and uncle(s) (all uncles or a mixed group)

el vocabulario vocabulary

y and



Sentences

Yo estoy estudiando. I am studying.

Ella está comiendo. She is eating.

Nosotros estamos escribiendo. We are writing.

Yo estoy bailando. I am dancing.

Tú estás bailando. You are dancing. (informal)

Usted está bailando. You are dancing. (formal)

Él está bailando. He is dancing.

Ella está bailando. She is dancing.

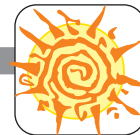
Nosotros estamos bailando. We are dancing.
(all males or a mixed group)

Nosotras estamos bailando. We are dancing. (all females)

Ustedes están bailando. You are dancing. (plural)

Ellos están bailando. They are dancing. (all males or a mixed group)

Ellas están bailando. They are dancing. (all females)



Yo estoy corriendo. I am running.

Tú estás corriendo. You are running. (informal)

Usted está corriendo. You are running. (formal)

Él está corriendo. He is running.

Ella está corriendo. She is running.

Nosotros estamos corriendo. We are running.
(all males or a mixed group)

Nosotras estamos corriendo. We are running. (all females)

Ustedes están corriendo. You are running. (plural)

Ellos están corriendo. They are running. (all males or a mixed group)

Ellas están corriendo. They are running. (all females)

Yo estoy leyendo un buen libro. I am reading a good book.

Ella no está creyendo el cuento. She is not believing the story.

Marco lee el libro. Mark reads the book.

Marco lo lee. Mark reads it.



Marco lee los libros. Mark reads the books.

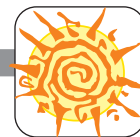
Marco los lee. Mark reads them.

Yo visito a mi abuela. I visit my grandmother.

Yo la visito. I visit her.

Yo visito a mis abuelos. I visit my grandparents.

Yo los visito. I visit them.



Present Progressive Tense

You have already learned how to say what is happening in the present tense. Spanish has another present tense as well. It is called *present progressive tense*. What is the difference? Well, present progressive tells what is happening *now*, as you are speaking.

The present progressive tense does not imply what you do every day, for example, but what you are doing right at the moment. The present progressive tense is the equivalent of *is, am, or are* doing something.

This is not a difficult tense. The present progressive tense uses the same word order as English. But first, you need to review the forms of the verb *estar*. These are the *is, am, or are* parts of this tense. See the chart below.

Present Progressive Tense and the Verb *estar*—To Be

(yo)	estoy	(I) <i>am</i>
(tú)	estás	(you) <i>are (informal)</i>
usted	está	<i>you are (formal)</i>
él	está	<i>he is</i>
ella	está	<i>she is</i>
(nosotros)	estamos	<i>(we) are (all males or a mixed group)</i>
(nosotras)	estamos	<i>(we) are (all females)</i>
ustedes	están	<i>you are (plural)</i>
ellos	están	<i>they are (all males or a mixed group)</i>
ellas	están	<i>they are (all females)</i>



This tense is a *compound* tense. In other words, there are *two* verbs. On the previous page, you have reviewed the *first* part of the verb. The *second* part depends on how the verb ends as an *infinitive*.



Remember: An infinitive form of a verb is the same as *to + the action in English*.

An **-ar** verb drops the **-ar** and adds **-ando**.

An **-er** or **-ir** verb drops the ending and adds **-iendo**.

Study the following sentences. They are examples of each type of verb—*estudiar*, *comer*, and *escribir*.

Yo **estoy estudiando**.

I am studying (right now).

Ella **está comiendo**.

She is eating (right now).

Nosotros **estamos escribiendo**. *We are writing (right now).*

The words above in **bold** are the verbs. The *only* portion of the verb that *changes* with the subject is the *form of estar*.

Note: With the verb *estudiar*, do not drop the *i* before adding **-ando**.

Present Progressive Tense and the **-ar** Verbs

Let's look at the conjugation of the verb *bailar* on the next page. Notice only the form of *estar* changes.



Present Progressive Tense of the -ar Verb *bailar*—To Dance

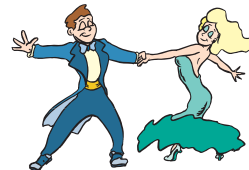
Yo estoy bailando.

I am dancing.



Nosotros estamos bailando.

We are dancing. (all males or a mixed group)



Tú estás bailando.

You are dancing. (informal)



Nosotras estamos bailando.

We are dancing. (all females)



Usted está bailando.

You are dancing. (formal)



Ustedes están bailando.

You are dancing. (plural)



Él está bailando.

He is dancing.



Ellos están bailando.

They are dancing. (all males or a mixed group)



Ella está bailando.

She is dancing.



Ellas están bailando.

They are dancing. (all females)



As you can see, the *-ando* part of the verb remains the *same* for every subject.



Práctica (Practice)

Below are common phrases using the **-ar verb bailar—to dance**. Notice that **only the form of *estar* changes**. Listen and repeat as the teacher models the following sentences using ***bailando*—dancing—in Spanish**.



escuchen (listen)



repitan (repeat)

Yo estoy bailando. *I am dancing.*

Tú estás bailando. *You are dancing. (informal)*

Usted está bailando. *You are dancing. (formal)*

Él está bailando. *He is dancing.*

Ella está bailando. *She is dancing.*

Nosotros estamos bailando. *We are dancing.*
(all males or a mixed group)

Nosotras estamos bailando. *We are dancing. (all females)*

Ustedes están bailando. *You are dancing. (plural)*

Ellos están bailando. *They are dancing.*
(all males or a mixed group)

Ellas están bailando. *They are dancing. (all females)*

Now, **listen and repeat the sentences again.**



Práctica (Practice)

Match each **sentence in Spanish** with the correct **English sentence**. Write the letter on the line provided.

_____ 1. Yo estoy bailando.	A. They are dancing. (all females)
_____ 2. Tú estás bailando.	B. He is dancing.
_____ 3. Usted está bailando.	C. They are dancing. (all males or a mixed group)
_____ 4. Él está bailando.	D. I am dancing.
_____ 5. Ella está bailando.	E. You are dancing. (informal)
_____ 6. Nosotras estamos bailando.	F. We are dancing. (all females)
_____ 7. Ustedes están bailando.	G. You are dancing. (formal)
_____ 8. Ellos están bailando.	H. You are dancing. (plural)
_____ 9. Ellas están bailando.	I. She is dancing.



Present Progressive Tense and -er Verbs

Now let's look at an -er verb conjugation. As you can see, the -iendo part of the verb remains the *same for every subject*.

Present Progressive Tense of the -er Verb *correr*—To Run

Yo estoy corriendo.

I am running.



Nosotras estamos corriendo.

We are running. (all males or a mixed group)



Tú estás corriendo.

You are running. (informal)



Nosotros estamos corriendo.

We are running. (all females)



Usted está corriendo.

You are running. (formal)



Ustedes están corriendo.

You are running. (plural)



Él está corriendo.

He is running.



Ellos están corriendo.

*They are running.
(all males or a mixed group)*



Ella está corriendo.

She is running.



Ellas están corriendo.

They are running. (all females)





Present Progressive Tense and *-eer* Verbs

Here is an exception to the rule. Verbs that end in *-eer* change to *-eyendo*.

Look at the following verbs:

creer **creyendo**

leer **leyendo**

Examples:

Yo **estoy leyendo** un buen libro.

I am reading a good book.

Ella no **está creyendo** el cuento.

She is not believing the story.



Práctica (Practice)

Below are common phrases using the **-er verb correr—to run**. Notice that **only the form of *estar* changes**. Listen and repeat as the teacher models the following sentences using **corriendo—running**—in Spanish.



escuchen (listen)



repitan (repeat)

Yo estoy corriendo. *I am running.*

Tú estás corriendo. *You are running. (informal)*

Usted está corriendo. *You are running. (formal)*

Él está corriendo. *He is running.*

Ella está corriendo. *She is running.*

Nosotros estamos corriendo. *We are running.*
(all males or a mixed group)

Nosotras estamos corriendo. *We are running. (all females)*

Ustedes están corriendo. *You are running. (plural)*

Ellos están corriendo. *They are running.*
(all males or a mixed group)

Ellas están corriendo. *They are running. (all females)*

Now, **listen and repeat the sentences again.**



Práctica (Practice)

Match each **sentence in Spanish** with the correct **English sentence**. Write the letter on the line provided.

_____ 1. Yo estoy corriendo.	A. We are running. (all males or a mixed group)
_____ 2. Tú estás corriendo.	B. He is running.
_____ 3. Usted está corriendo.	C. They are running. (all females)
_____ 4. Él está corriendo.	D. You are running. (informal)
_____ 5. Ella está corriendo.	E. I am running.
_____ 6. Nosotros estamos corriendo.	F. They are running. (all males or a mixed group)
_____ 7. Ustedes están corriendo.	G. You are running. (formal)
_____ 8. Ellos están corriendo.	H. You are running. (plural)
_____ 9. Ellas están corriendo.	I. She is running.



Práctica (Practice)

Use the lists below to complete the following sentences with the correct **form of present progressive tense**. Then **read** your sentences to your partner.

forms of *estar*

está
estamos
están
estás
estoy

progressive present tense changes

-ar	to	-ando
-er	to	-iendo
-ir	to	-iendo
-eer	to	-eyendo

Modelo (model):

(practicar) Ellos están practicando el fútbol.

(mirar) 1. Ustedes _____ la televisión.

(aprender) 2. Susana _____ el español.

(comer) 3. Nosotros _____ el almuerzo.

(vender) 4. Ellos _____ el carro.

(comprar) 5. Mario _____ un disco compacto.

(visitar) 6. Mis tíos _____ a mis padres.

(leer) 7. Papá _____ el periódico.

(beber) 8. Tú _____ el café.



(comprender) 9. El chico no _____ al profesor.

(abrir) 10. Yo _____ la puerta.

(escribir) 11. El estudiante _____ la frase.

(nadar) 12. Él _____ en la piscina.

(vivir) 13. Ana y Julia _____ en el
apartamento.

(subir) 14. El gato _____ el árbol.

(leer) 15. En la clase de inglés, nosotros
_____ novelas interesantes.

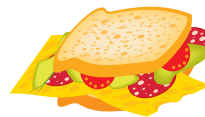


Práctica (Practice)

Do the following:

- Put a **1** in front of the sentences that are written in **simple present tense**.
- Put a **2** in front of the sentences that are written in **present progressive tense**.

_____ 1. Come un sandwich.



_____ 2. Recibo una invitación.

_____ 3. Está comprando los libros para la clase.



_____ 4. Busco la biblioteca.

_____ 5. Estamos trabajando en el hospital.

_____ 6. Vives en Madrid.

_____ 7. Están bebiendo agua.

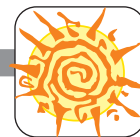
_____ 8. Estoy comiendo una banana.



_____ 9. Ana canta ópera.



_____ 10. Paco está llegando ahora.



Práctica (Practice)

Use the lists below to change the following sentences from **present tense** to **present progressive tense**. Then **read** your sentences to your partner.

forms of *estar*

está
estamos
están
estás
estoy

progressive present tense changes

-ar	to	-ando
-er	to	-iendo
-ir	to	-iendo

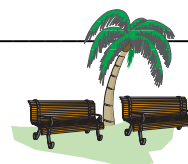
Modelo (Model): Juan divide la pizza.

Juan está dividiendo la pizza.

1. Pablo busca el diccionario.



2. Nosotros corremos en el parque.



3. Ustedes responden a la pregunta.



4. Tú hablas español.





5. Ellas cantan bien.



6. Yo estudio mucho.

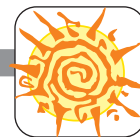


7. Ana comprende perfectamente.



8. Ustedes no viven en la ciudad.





Direct Object Pronouns

How do you figure out what is the *direct object* of a sentence? First, you must find the *subject* and *verb*. Then ask yourself *who* or *what* receives the action of the verb. Whatever answers that question is the direct object. Look at the following example below.

Marco lee el libro.

Mark reads the book.

In this example, Marco is the *subject* (Marco is *doing the action*). *Lee* is the verb (reading). Ask *what* is Marco reading? *El libro* (book) answers that question. *El libro* is the direct object.



Here is another example:

Yo visito a mi abuela.

I visit my grandmother.

Yo (I) is the subject; *visito* (visit) is the verb. Now ask *whom* am I visiting? The words *mi abuela* (my grandmother) answers that question. Therefore, *mi abuela* is the direct object.



Sometimes, however, we do not use a noun for the direct object. Instead we use a *pronoun*. Look at the first example again. Instead of saying “Mark reads the book,” we might say, “Mark reads it.” Or we might say, “I visit her” instead of “I visit my grandmother.” In order to do that in Spanish, we must use a little different word order.

Remember: Every noun has a *gender* in Spanish, even things like books, desks, and pencils. There really is *no word* for *it* in Spanish. You must take this into consideration. The direct object pronouns you must use are listed below. Study these carefully:

Direct Object Pronouns

lo	<i>him; it (for a masculine, singular noun)</i>
la	<i>her; it (for a feminine, singular noun)</i>
los	<i>them (for a masculine, plural noun)</i>
las	<i>them (for a feminine, plural noun)</i>



When you use these pronouns, they change their place in the sentence. They must now come in *front* of the verb. In the following examples, the noun will *change* to a pronoun. Notice the difference.

Marco lee **el libro**.
Mark reads the book.

Marco **lo** lee.
Mark reads it.

Yo visito **a mi abuela**.
I visit my grandmother.

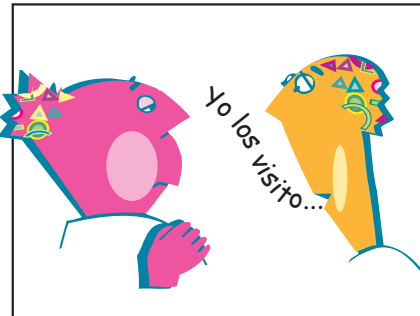
Yo **la** visito.
I visit her.

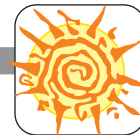
Marco lee **los libros**.
Mark reads the books.

Marco **los** lee.
Mark reads them.

Yo visito **a mis abuelos**.
I visit my grandparents.

Yo **los** visito.
I visit them.





Práctica (Practice)

Part 1

Do the following to each sentence:

- underline the **subject** once
- underline the **verb** twice
- circle the **direct object**.

Modelo (Model): Usted practica el español. _____

1. Ella estudia las matemáticas. _____
2. Nosotros comemos los tacos. _____
3. Ustedes suben el bus. _____
4. Yo compro una bicicleta. _____
5. Ellos venden las casas. _____



Part 2

Now do the following to each sentence on the previous page:

- use the list below to replace the **direct object** with a **direct object pronoun**, making sure to notice the **gender** and **number** of the **direct object**
- write the correct **direct object pronoun** at the end of the sentence on page 525.
- cross out the **direct object**
- draw an arrow from the **direct object pronoun** to a place in front of the **verb**.

la	lo
las	los

Modelo (Model): Usted practica el español lo





Part 3

Now rewrite each sentence from page 525 by doing the following:

- write the **direct object pronoun** in its proper place in front of the **verb**
- do not change the ending of the verb.

Modelo (Model): Usted practica el español lo
Usted lo practica.

1. _____
2. _____
3. _____
4. _____
5. _____



Práctica (Practice)

Use the list below to rewrite the following sentences by **replacing the direct object noun with a direct object pronoun**.

la	lo
las	los

Modelo (Model): Preparas la comida. Las preparas.

1. Miran la televisión.

2. Invitan al profesor.

3. Compro los regalos.

4. Comprendemos la historia.

5. Ana y Pilar limpian la sala.



6. Lee las revistas.

7. Comen los sandwiches.

8. Mis hermanos estudian el español.

9. No tengo los lápices.



Práctica (Practice)

Match each **subject** with the correct form of the verb **estar**. Write the letter on the line provided. **Some forms of the verb estar will be used more than once.**

_____ 1. ella	A. estamos
_____ 2. usted	
_____ 3. yo	B. estoy
_____ 4. nosotros	
_____ 5. ustedes	C. está
_____ 6. tú	D. están
_____ 7. él	
_____ 8. ellos	E. estás

Use the list below to fill in the blank with the correct **form of the verb estar** written in Spanish.

está	están	estoy
estamos	estás	

9. Ellas _____ subiendo.
10. Él _____ bebiendo.
11. Yo _____ abriendo.
12. Nosotros _____ escribiendo.
13. Tú _____ nadando.



Use the list below to rewrite the following sentences by replacing the **direct object noun** with a **direct object pronoun**.

la	lo
las	los

Modelo (Model): Invitan al profesor. Lo invitan.

14. Ella lee el libro.

15. Yo visito a mi tía.

16. Él lee los periódicos.

17. Ellos venden las casas.

Appendices

Index

Spanish to English

A

- a to *or* at 232, 274, 501
- a la to the (feminine singular) 274
- a la una at 1 o'clock 273, 387
- a las doce de la noche at 12 midnight 273
- a las doce del mediodía at 12 noon 273
- a las dos at 2 o'clock 273
- a las siete y media at 7:30 387
- ¿a qué hora? at what time? 386
- a ti to you 274
- el abecedario, el alfabeto alphabet 10, 22
- abril April 15, 271
- abrir to open 382, 499
- la abuela grandmother 314, 387, 501
- el abuelo grandfather 314
- los abuelos grandparents (all grandfathers or a mixed group) 314, 501
- aburrido(a) boring 319
- el acento accent 22
- adiós goodbye 22, 113
- los adjetivos adjectives 319, 325
- ¿adónde? (to) where? 274, 318, 386
- el aeropuerto airport 265
- agosto August 15, 271
- el agua water 387, 445, 501
- ahora now 501
- al (a + el) to the (masculine singular) 274, 387, 501
- el alfabeto, el abecedario alphabet 10, 22
- la alfombra rug 444
- el almuerzo lunch 387, 501
- alto(a) tall 170, 319
- altos tall (all males or a mixed group) 170
- la alumna, la estudiante student (female) 104
- las alumnas, las estudiantes students (females) 104
- el alumno, el estudiante student (male) 104
- los alumnos, los estudiantes students (all males or a mixed group) 104
- amarillo(a) yellow 323
- ambicioso(a) ambitious 319
- la ambulancia ambulance 107
- la amiga friend (female) 170
- el amigo friend (male) 113
- los amigos friends (all males or a mixed group) 274, 387
- anaranjado(a) orange 323
- el animal animal 274
- el año year 22
- anoche last night 22
- los años years 22
- antipático(a) unpleasant, disagreeable 319
- el apartamento apartment 387, 501
- aprender to learn 381, 499
- aquel / aquella that (over there) 448
- aquellos / aquellas those (over there) 448
- el árbol tree 387, 501
- el arroz rice 445
- así, así so-so *or* fair 22, 170
- la avenida avenue 170
- ayer yesterday 22
- el azúcar sugar 445
- azul blue 323

B

bailar	to dance	227, 268, 499
bajo(a)	short	319
la banana	banana	107, 501
el banco	bank	265
la bandera	flag	103, 170
las banderas	flags	103
el baño	bathroom	443
el bebé	baby	387
beber	to drink	381, 499
la biblioteca	library	232, 265, 274, 387, 501
la bicicleta	bicycle	107, 232, 387, 501
las bicicletas	bicycles	387
bien	fine, well, <i>or</i> good	22, 113, 170, 232, 387, 501
bienvenido(a) ...	welcome	22
la bisabuela	great-grandmother ...	314
el bisabuelo	great-grandfather	314
los bisabuelos ...	great-grand parents (all great-grandfathers or a mixed group)	314
la bisnieta	great-granddaughter	314
el bisnieto	great-grandson	314
los bisnietos	great-grand children (all great-grandsons or a mixed group)	314
bizarro	brave	109
blanco(a)	white	323
la blusa	blouse	322
la boca	mouth	169
el bolígrafo	pen	103, 170, 387
los bolígrafos ...	pens	387
bonito(a)	pretty	319
el brazo	arm	169
buen	good	22, 170, 502
bueno(a)	good <i>or</i> well	22, 170, 319
el bus	bus	388, 502
buscar	to look for ...	227, 383, 499

C

la cabeza	head	169
el café	coffee	445, 502
la cafetería	cafeteria	388
los calcetines	socks	322

la calculadora	calculator ...	103, 170, 388
las calculadoras	calculators	103
el calendario	calendar	22
el calor	heat	22
calvo(a)	bald	319
la cama	bed	444
caminar	to walk	227
la camisa	shirt	322
la camiseta	T-shirt <i>or</i> undershirt	322
cantar	to sing	227, 268, 499
la carne de res ...	beef	445
el carro	car	232, 388, 502
los carros	cars	325
la casa	house	388, 450
las casas	houses	502
catorce	14	7, 161
centígrado	Celsius or centigrade	170
los centímetros ..	centimeters	170
cero	0 <i>or</i> zero	7, 23, 161
chao	bye	23
la chaqueta	jacket	322
la chica	girl	170, 325
las chicas	girls	23, 325
el chico	boy	325, 502
los chicos	boys (all males or a mixed group)	23, 170, 388
el chocolate	chocolate	325, 388
los chocolates ...	chocolates	107, 325
cien; ciento	100	165
ciento veinte	120	165
cierto	true	325
cinco	5	7, 161, 388
cincuenta	50	9, 163
cincuenta y cinco	55	9, 163
cincuenta y cuatro	54	9, 163
cincuenta y dos	52	9, 163
cincuenta y nueve	59	9, 163
cincuenta y ocho	58	9, 163
cincuenta y seis	56	9, 163

cincuenta y siete	57	9, 163
cincuenta y tres	53	9, 163
cincuenta y uno	51	9, 163
el cine	movie theater	265
el circo	circus	265
la ciudad	city	113, 388, 502
la clase	class or classroom	23, 113, 171, 232, 325, 388, 502
las clases	classes	325
la cocina	kitchen	443
cocinar	to cook	227, 268, 383
el colegio, la escuela	school	104, 232, 388
el colombiano	Colombian (male)	170
el color	color	107, 274
los colores	colors	23, 323, 325
el comedor	dining room	443
comer	to eat	324, 381, 448, 499
cómico(a)	comical	319
la comida	food	445, 450, 502
¿cómo?	how? or what?	23, 113, 171, 318, 386
la composición	composition	388
comprar	to buy	227, 383, 499
comprender	to understand	381, 499
la computadora	computer	103, 388, 450
las computadoras	computers	103
con	with	23, 232
el concierto	concert	265
conmigo	with me	274
contento	happy	107
contestar	to answer	227, 383
contigo	with you (informal)	274
correr	to run	381, 499
el corrido	narrative song, ballad	23
creer	to believe or to think	381, 499
el cuaderno	notebook	103, 388
los cuadernos	notebooks	103
el cuadro	painting	444
¿cuál?	what? or which (one)?	23, 318
¿cuándo?	when?	23, 318, 386
¿cuánto(a)?	how much?	318
¿cuántos(as)?	how many?	23, 113
cuarenta	40	9, 163
cuarenta y cinco	45	9, 163
cuarenta y cuatro	44	9, 163
cuarenta y dos	42	9, 163
cuarenta y nueve	49	9, 163
cuarenta y ocho	48	9, 163
cuarenta y seis	46	9, 163
cuarenta y siete	47	9, 163
cuarenta y tres	43	9, 163
cuarenta y uno	41	9, 163
cuarto	quarter(1/r)	23
cuatro	4	7, 113, 161
cubrir	to cover	382
la cuchara	spoon	447
el cuchillo	knife	447
el cuello	neck	169
el cuento	story	502
el cuerpo humano	human body	169
el cumpleaños	birthday	23, 274

D

de	of	23, 171, 232, 274, 325, 388, 450, 502
de la mañana	in the morning (a.m.)	272
de la noche	in the night (p.m.)	272
de la tarde	in the afternoon or evening (p.m.)	272
decir	to say or to tell	269
el dedo	finger	169
el dedo del pie	toe	169
del (de + el)	of the (masculine singular)	23, 171
delgado(a)	thin	319
delicioso	delicious	107
el dentista	dentist (male)	107
la dentista	dentist (female)	107
describir	to describe	382
desear	to want	227
las despedidas	goodbyes	13, 23
el día	day	24
los días	days	24

los días de la semana days of the week 14
 el diccionario dictionary .. 103, 388, 502
 los diccionarios dictionaries 103, 171
 diciembre December 15, 271
 diecinueve 19 7, 161
 dieciocho 18 7, 161
 dieciséis 16 7, 161
 diecisiete 17 7, 161
 diez 10 7, 113, 161, 388
 el dinero money 24, 389
 la dirección address 171
 el disco compacto compact disk (CD) 502
 la discoteca dance club 265
 la distancia distance 274
 divertido(a) amusing, funny 319
 dividir to divide 382, 499
 doce 12 7, 161
 el dólar dollar 24
 el domingo Sunday 14, 272
 ¿dónde? where? 318, 386
 el dormitorio bedroom 443
 dos 2 7, 113, 161, 389
 los dulces candies 389

E

él he 111, 230, 384, 495
 el the (masculine singular) 110, 168, 231, 270, 317, ... 385, 449, 497
 él es he is 167, 321
 él está he is 112, 496
 ella she 111, 230, 384, 495
 ella es she is 167, 321
 ella está she is 112, 496
 ellas they (all females) 111, ... 230, 384, 495
 ellas están they are (all females) 112, 496
 ellas son they are (all females) 167, 321
 ellos they (all males or a mixed group) 111, 230, ... 384, 495
 ellos están they are (all males or a mixed group) 112, 496

ellos son they are (all males or a mixed group) 167, 321
 en in *or* on 24, 113, 171, ... 232, 389, 450, 502
 en la clase in the classroom 103
 enero January 15, 271
 las enfermeras ... nurses (females) 171
 la ensalada salad 325, 389, 445
 enseñar to teach 227
 entrar to enter 227
 entre among 325
 es is 24, 326
 escribe write *or* spell 24
 escribir to write 382, 499
 el escritorio desk (teacher) 103
 los escritorios desks (teacher) 103
 escuchar to listen to 227, 268
 escuchen listen 24, 113, 171, 232, ... 274, 326, 389, 450, 502
 la escuela, el colegio school 104, 171, 265
 las escuelas schools 104
 ese/esa that 448
 esos/esas those 448
 la espalda back 169
 España Spain 171
 el español Spanish 24, 113, 232, ... 326, 389, 502
 la esposa wife 316
 el esposo husband 316
 los esposos spouses, husband(s) and wife (wives) 316
 la estación season 24
 las estaciones seasons 16, 24
 el estadio stadium 265
 los Estados Unidos United States 171
 el estante bookcase 104, 171, ... 389, 450
 los estantes bookcases 104
 estar to be 112, 166, 269, ... 448, 496
 este/esta that 448
 el estómago stomach 169
 estos/estas these 448
 el estudiante, el alumno student (male) 104, ... 326, 502

la estudiante, la alumna
 student (female)
 104, 171
 las estudiantes, las alumnas
 students (females) 104
 los estudiantes, los alumnos
 students (all males or a
 mixed group) 104, 171,
 326, 389, 450
 estudiar to study 227, 268, 324,
 383, 499
 la estufa stove 444
 el examen exam, test 24, 326
 los exámenes exams, tests 326
 excelente excellent, great 24, 107
 el éxito success 109

F

fácil easy 24
 la falda skirt 322
 falso false 326
 la familia family 313, 326, 450
 famoso(a) famous 275
 favorito(a) favorite 24
 febrero February 15, 271
 la fecha date 24
 feliz happy 275
 feo(a) ugly 319
 la fiesta party *or* celebration
 171, 265, 275
 las fiestas parties *or* celebrations
 275
 la foto photo *or* picture 107
 las fotos photos *or* pictures
 232, 389
 la frase sentence 502
 el fresco cool 25
 el frío cold 25
 la fruta fruit 389, 445
 las frutas fruits 389, 445
 el fútbol soccer 326, 389, 503

G

las galletas cookies 445
 ganar to win *or* to earn 227,
 268, 383
 la garganta throat 169
 el gato cat 389, 503

gordo(a) fat 319
 gracias thanks *or* thank you ... 25,
 113, 275, 389
 grande great, big 319
 grande(s) great, big (plural) 389
 el granizo hail 25
 gris gray 323
 guapo(a) good-looking 172, 319
 la guitarra guitar 389
 gustar to like 268, 324, 448

H

hablar to speak *or* to talk 228,
 268, 383, 499
 la hamburguesa
 hamburger 390, 445
 las hamburguesas
 hamburgers 390
 hay there is *or* there are 25,
 114, 172, 326, 450
 el helado ice cream 445
 la hermana sister 172, 313
 las hermanas sisters 390
 la hermanastra .. stepsister 316
 el hermanastro .. stepbrother 316
 el hermano brother 172, 313, 390
 los hermanos siblings, brother(s) and
 sister(s) (all brothers or a
 mixed group) 313,
 390, 503
 hermoso(a) beautiful 319
 el hierro iron (metal) 450
 la hija daughter 313
 la hijastra stepdaughter 316
 el hijastro stepson 316
 el hijo son 313
 los hijos children, son(s) and
 daughter(s) (all sons or a
 mixed group) 313
 la historia history 326
 hola hello *or* hi 25, 114
 el hombre man 326
 la hora time *or* hour 18, 25
 horrible horrible 25, 107
 el hospital hospital 107, 503
 hoy today 25, 275
 los huevos eggs 445

I

el idealismo	idealism	275
la iglesia	church	265
impaciente	impatient	320
imposible	impossible	107
el inglés	English	232, 326, 390, 503
inteligente	intelligent, smart	107, 172, 320
interesante	interesting	320, 503
el invierno	winter	16
la invitación	invitation	390, 503
invitar	to invite	500
ir	to go	267

J

el jamón	ham	445
el jardín	garden	390
los jeans	jeans	322
joven	young	320
el juego	game	232
el jueves	Thursday	14, 272
jugar	to play	324, 383
julio	July	15, 271
junio	June	15, 271

L

la	her; it (for a feminine, singular noun)	498
la	the (feminine singular) 110, 168, 231, 270, 317, 385, 449, 497	
los lápices	pencils	104, 172, 390, 450, 503
el lápiz	pencil	104, 172, 390
las	them (for a feminine, plural noun)	498
las	the (feminine plural) 110, 168, 231, 270, 317, 385, 449, 497	
la lección	lesson	390
la leche	milk	445
leer	to read	324, 381, 500
las legumbres	vegetables	445
el libro	book ... 104, 172, 232, 326, 390, 450, 503	
los libros	books ... 104, 172, 326, 390, 450, 503	

limpiar	to clean	500
listo(a)	clever	320
llamar	to call <i>or</i> to name	324
llegar	to arrive	383, 500
lloviendo	raining	25
lo	him; it (for a masculine, singular noun)	498
los	them (for a masculine, plural noun)	498
los	the (masculine plural) 110, 168, 231, 270, 317, 385, 449, 497	
la lotería	lottery	233
luego	later	25
el lunes	Monday	14, 272
la luz	light	114

M

la madrastra	stepmother	316
la madre (la mamá)	mother (mom)	172, 313
la maestra, la profesora	teacher (female)	105
las maestras, las profesoras	teachers (females)	105
el maestro, el profesor	teacher (male)	105
los maestros, los profesores	teachers (all males or a mixed group)	105
mal	bad <i>or</i> badly	25, 172
malo(a)	bad	320
la mamá	mama <i>or</i> mom	107
la mañana	morning	25, 275
mañana	tomorrow	25, 272, 275
la mano	hand	169
la mantequilla ...	butter	445
la manzana	apple	390, 446
el mapa	map	104, 390
los mapas	maps	104
marrón	brown	323
el martes	Tuesday	14, 272
marzo	March	15, 271
las matemáticas	mathematics	25, 172, 326, 390, 503
mayo	May	15, 271
la mayúscula	upper case letter	25
me	me	275, 451

me gusta I like (singular or an activity) 324
 me gustan I like (plural) 324
 media half 26
 la media hermana half sister 316
 la medianoche ... midnight 26
 las medicinas medicines 108
 los médicos doctors (all males or a mixed group) 172
 el medio hermano half brother 316
 el mediodía noon 26, 275
 menos minus, less 26
 el mes month 26
 la mesa table 114, 172, 444
 los meses months 26
 los meses del año months of the year 15
 el metal metal 275
 el metro meter 172
 las mexicanas Mexicans (females) ... 172
 México Mexico 391
 mi my .. 26, 173, 327, 391, 503
 el miércoles Wednesday 14, 272
 la minúscula lower case letter 26
 mirar to look at *or* to watch 228, 324, 383, 500
 mis my (plural) 275, 327, 391, 503
 la mochila book bag ... 104, 173, 391
 las mochilas book bags 104
 el modelo model 26, 114, 173, 275, 327, 391, 451
 morado(a) purple 323
 moreno(a) dark-haired, brunet(te) 173, 320
 la moto motorcycle 114
 el muchacho boy 327
 mucho(a) much, a lot 26, 233, 391, 503
 muchos(as) much, a lot (plural) ... 391
 los muebles furniture 444, 451
 el museo museum 265
 la música music 233, 275, 327
 muy very 26, 173, 327

N

la nación nation 108
 nadar to swim 228, 268, 324, 500
 la nariz nose 169
 necesitar to need 268
 negativo(a) negative 275
 negro(a) black 323
 la nevera, el refrigerador refrigerator 444
 la niebla fog 26
 la nieta granddaughter 314
 el nieto grandson 314
 los nietos grandchildren (all grandsons or mixed group) 314
 no no 26, 233, 327, 391, 451, 503
 no me gusta I don't like (singular or an activity) 324
 no me gustan I don't like (plural) 324
 la noche evening *or* night .. 26, 276
 nosotras we (all females) 111, 230, 384, 495
 nosotros we (all males or a mixed group) 111, 230, 384, 495
 nosotras estamos we are (all females) 112, 496
 nosotros estamos we are (all males or a mixed group) 112, 496
 nosotras somos we are (all females) 167, 321
 nosotros somos we are (all males or a mixed group) 167, 321
 las novelas novels 503
 noventa 90 165
 noventa y cinco 95 165
 noventa y cuatro 94 165
 noventa y dos 92 165

noventa y nueve	99	165
noventa y ocho ..	98	165
noventa y seis	96	165
noventa y siete	97	165
noventa y tres	93	165
noventa y uno ...	91	165
noviembre	November	15, 271
nublado	cloudy <i>or</i> overcast	26
la nuera	daughter-in-law	316
nueve	9	7, 161
nuevo(a)	new	391
el número de teléfono	telephone number	26
los números	numbers	7, 27, 161
los números de teléfono	telephone numbers	27, 173

O

el océano	ocean	233
ochenta	80	165
ochenta y cinco	85	165
ochenta y cuatro	84	165
ochenta y dos	82	165
ochenta y nueve	89	165
ochenta y ocho ..	88	165
ochenta y seis	86	165
ochenta y siete ...	87	165
ochenta y tres	83	165
ochenta y uno	81	165
ocho	8	7, 161
octubre	October	15, 271
ocupar	to occupy	268
el oído	ear (inner)	169
el ojo	eye	169
once	11	7, 161
la opera	opera	504
optimista	optimistic	108
los opuestos	opposites	327
el otoño	fall	16

P

paciente	patient	320
el padrastro	stepfather	316
el padre (el papá)	father (dad)	313
los padres	parents (all fathers or a mixed group)	313, 504
la página	page	105, 173
las páginas	pages	105
el pan	bread	109, 276, 446
los pantalones ...	pants <i>or</i> shorts	322
el papá	dad	391, 504
las papas	potatoes	446
las papas fritas ..	french fries	446
el papel	paper	105, 173
los papeles	papers	105, 173, 451
para	for	504
el parque	park	391, 504
el parque de atracciones	amusement park	265
el parque zoológico	zoo	200, 266
el partido de fútbol	soccer game	266
pasado	past	27
el pasillo	hallway	443
el patio	patio	443
pelirrojo(a)	redheaded, red-haired	320
el pelo	hair	169
perezoso(a)	lazy	320
perfectamente	perfectly	504
el periódico	newspaper	391, 504
los periódicos ...	newspapers	504
pero	but	276
el perro	dog (male)	173
el pescado	fish	446
el piano	piano	391
el pie	foot	169
la pierna	leg	169
la pimienta	pepper	446
la piñata	piñata	276
la piscina	swimming pool	266, 504
la pizarra	chalkboard	105
las pizarras	chalkboards	105
la pizza	pizza	504

el plato	plate	447
la playa	beach	266
el punto	point	27
poder	to be able <i>or</i> can	269
el poema	poem	108
el pollo	chicken	446
popular	popular	320
por	for, by, in, <i>or</i> through	391
¿por qué?	why?	318, 386
porque	because	391
positivo	positive	108
el postre	dessert	391
los postres	desserts	391
la práctica	practice	27, 114, 173, 233, 276, 327, 392, 451, 504
practicar	to practice	228, 268, 383, 500
la pregunta	question	392, 504
las preguntas	questions ...	233, 327, 392
preparar	to prepare	500
presentar	to present	108
el presidente	president	108
pretender	to try	109
la prima	cousin (female) ..	173, 315
la primavera	spring	16
primero	first	27
el primo	cousin (male)	173, 315
los primos	cousins (all males or a mixed group)	315
el profesor, el maestro	teacher (male) ...	105, 173, 233, 276, 327, 451, 504
la profesora, la maestra	teacher (female)	105, 173, 327, 392
las profesoras, las maestras	teachers (females)	105, 327
los profesores, los maestros	teachers (all males or a mixed group)	105
la puerta	door	105, 392, 451, 504
las puertas	doors	105
el punto	dot	27
la puntuación	punctuation	27
el pupitre	desk (student)	105, 173, 451
los pupitres	desks (student)	105

Q

¿qué?	what? ...	27, 114, 174, 276, 318, 386
querer	to want	269, 381
el queso	cheese	446
¿quién?	who?	276, 318
quince	15	7, 161

R

el radio	radio	108
los radios	radios	108, 392
rápido	rapid	108
recibir	to receive	382, 500
el refrigerador, la nevera	refrigerator	392, 444
el regalo	gift	392
los regalos	gifts	392, 504
la regla	ruler	105
las reglas	rulers	105, 392
regular	regular <i>or</i> normal	27, 174
la relación	relation	327
las relámpagos ..	lightning	27
reparar	to repair	383
repitan	repeat ...	27, 114, 174, 233, 276, 327, 392, 451, 504
responder	to answer <i>or</i> to reply	381, 500
responsable	responsible	320
el restaurante	restaurant	108, 174, 266, 327
las revistas	reviews, magazines, <i>or</i> journals	504
rojo(a)	red	323, 392
romántico(a)	romantic	320
la ropa	clothing	322, 327
el ropero	closet	443
rosado(a)	pink	323
rubio(a)	blond(e), fair-haired	174, 320
rubios	fair-haired, blond (all males or a mixed group)	174

S

el sábado	Saturday	14, 272, 392
saber	to know (knowledge)	381
el sacapuntas	pencil sharpener	106
los sacapuntas ...	pencil sharpeners	106
sacar (fotos)	to take (pictures)	228, 268, 383
la sal	salt	446
la sala	living room	443, 505
la salsa	salsa (type of dance)	233
los saludos	greetings	11, 27
el sandwich	sandwich ..	108, 174, 392, 446, 505
los sandwiches ..	sandwiches	505
seis	6	7, 114, 161
la semana	week	27
el señor (Sr.)	mister (Mr.)	27, 174, 328, 392
la señora (Sra.)...	lady (Mrs.)	27, 174
la señorita (Srta.)	young lady (Miss)	27
sentir	to feel sorry	269
septiembre	September	15, 271
ser	to be	167, 321
serio(a)	serious	320
la servilleta	napkin	447
sesenta	60	164
sesenta y cinco...	65	164
sesenta y cuatro	64	164
sesenta y dos	62	164
sesenta y nueve	69	164
sesenta y ocho ...	68	164
sesenta y seis	66	164
sesenta y siete	67	164
sesenta y tres	63	164
sesenta y uno	61	164
setenta	70	164
setenta y cinco ...	75	164
setenta y cuatro	74	164
setenta y dos	72	164
setenta y nueve	79	164
setenta y ocho	78	164
setenta y seis	76	164

setenta y siete	77	164
setenta y tres	73	164
setenta y uno	71	164
sí	yes	28, 174, 276
siete	7	7, 161, 392
la silla	chair	106, 174
las sillas	chairs	106
el sillón	armchair	444
simpático(a)	nice	174, 320
la sobrina	niece	315
el sobrino	nephew	315
los sobrinos	niece(s) and nephew(s) (all nephews or a mixed group)	315
el sofá	couch, sofa	444
la sopa	soup	446
su	his, her, or your	392
subir	to go up or get on (a bus, etc.)	382, 500
la sudadera	sweatshirt	322
la suegra	mother-in-law	316
el suegro	father-in-law	316
la suerte	luck	28
el suéter	sweater	322

T

los tacos	tacos	505
también	too or also	276
la tarde	afternoon or evening	28, 276
la taza	cup	447
el té	tea	446
el teatro	theater (plays)	266
la televisión	television ...	328, 393, 505
el televisor	television set	444
el tenedor	fork	447
tener	to have	500
los tenis	tennis shoes	322
la tía	aunt	315, 505
el tiburón	shark	114
el tiempo	time or weather	17, 28
la tienda	store	266, 393
el tío	uncle	315
los tíos	aunt(s) and uncle(s) (all uncles or a mixed group)	315, 505
tomar	to take	228
los tomates	tomatoes	328

trabajar to work 228, 268, 324,
 383, 500
 trece 13 7, 161
 treinta 30 8, 162
 treinta y cinco 35 8, 162
 treinta y cuatro 34 8, 162
 treinta y dos 32 8, 162
 treinta y nueve 39 8, 162
 treinta y ocho 38 8, 162
 treinta y seis 36 8, 162
 treinta y siete 37 8, 162
 treinta y tres 33 8, 162
 treinta y uno 31 8, 162
 tres 3 7, 114, 161, 393
 tú you (informal) .. 111, 230,
 384, 495
 tu your (singular) 28, 393
 tú eres you are (informal) 167,
 321
 tú estás you are (informal) 112,
 496
 la tuna prickly pear 109
 tus your (plural) 393

U

un a or an (masculine
 singular) 110, 168, 231,
 270, 317, 385, 449, 497
 una a or an (feminine
 singular) 110, 168, 231,
 270, 317, 385, 449, 497
 unas some (feminine plural)
 110, 168, 231, 270, 317,
 385, 449, 497
 uno 1 7, 161
 unos some (masculine plural)
 110, 168, 231, 270, 317,
 385, 449, 497
 usted you (formal) 111, 230,
 384, 495
 usted es you are (formal) 167, 321
 usted está you are (formal) 112,
 496
 ustedes you (plural) 111, 230,
 384, 495
 ustedes están you are (plural)
 112, 496

ustedes son you are (plural)
 167, 321

V

las vacaciones vacation 393
 el vaso glass 447
 el vegetal vegetable 328
 veinte 20 8, 162
 veinticinco 25 8, 162
 veinticuatro 24 8, 162
 veintidós 22 8, 162
 veintinueve 29 8, 162
 veintiocho 28 8, 162
 veintiséis 26 8, 162
 veintisiete 27 8, 162
 veintitrés 23 8, 162
 veintiuno 21 8, 162
 vender to sell 381, 500
 la ventana window 106, 451
 las ventanas windows 106
 ver to see 381, 448
 el verano summer 16, 174
 los verbos verbs 233
 verde green 323
 el vestido dress 322
 viajar to travel 228, 268
 viejo(a) old 320
 viento wind 28
 el viernes Friday 14, 272
 visitar to visit 228, 383, 500
 vivir to live 382, 500
 el vocabulario vocabulary 28, 114,
 174, 233, 276, 328, 393,
 451, 505

Y

y and 28, 114, 174, 233,
 328, 393, 451, 505
 el yerno son-in-law 316
 yo I 111, 230, 384, 495
 yo estoy I am 112, 496
 yo soy I am 167, 321

Z

el zaguán entry 443
 los zapatos shoes 322

Note: Most of the following have the page number(s) listed above each grouping instead of after each word.

**Los números (Numbers) 7-9;
.....161-163**

cero	0
uno	1
dos	2
tres	3
cuatro	4
cinco	5
seis	6
siete	7
ocho	8
nueve	9

diez	10
once	11
doce	12
trece	13
catorce	14
quince	15
dieciséis	16
diecisiete	17
dieciocho	18
diecinueve	19

veinte	20
veintiuno	21
veintidós	22
veintitrés	23
veinticuatro	24
veinticinco	25
veintiséis	26
veintisiete	27
veintiocho	28
veintinueve	29

treinta	30
treinta y uno	31
treinta y dos	32
treinta y tres	33
treinta y cuatro	34
treinta y cinco	35
treinta y seis	36
treinta y siete	37
treinta y ocho	38
treinta y nueve	39

cuarenta	40
cuarenta y uno	41
cuarenta y dos	42
cuarenta y tres	43
cuarenta y cuatro	44
cuarenta y cinco	45
cuarenta y seis	46
cuarenta y siete	47
cuarenta y ocho	48
cuarenta y nueve	49

cincuenta	50
cincuenta y uno	51
cincuenta y dos	52
cincuenta y tres	53
cincuenta y cuatro	54
cincuenta y cinco	55
cincuenta y seis	56
cincuenta y siete	57
cincuenta y ocho	58
cincuenta y nueve	59

Los números (Numbers) 164-165

sesenta	60
sesenta y uno	61
sesenta y dos	62
sesenta y tres	63
sesenta y cuatro	64
sesenta y cinco	65
sesenta y seis	66
sesenta y siete	67
sesenta y ocho	68
sesenta y nueve	69

setenta	70
setenta y uno	71
setenta y dos	72
setenta y tres	73
setenta y cuatro	74
setenta y cinco	75
setenta y seis	76
setenta y siete	77
setenta y ocho	78
setenta y nueve	79

ochenta	80
ochenta y uno	81
ochenta y dos	82
ochenta y tres	83
ochenta y cuatro	84
ochenta y cinco	85
ochenta y seis	86
ochenta y siete	87
ochenta y ocho	88
ochenta y nueve	89
noventa	90
noventa y uno	91
noventa y dos	92
noventa y tres	93
noventa y cuatro	94
noventa y cinco	95
noventa y seis	96
noventa y siete	97
noventa y ocho	98
noventa y nueve	99
cien; ciento	100
ciento veinte	120

El alfabeto *or* el abecedario (Alphabet) 10

A	(a)	[ah]
B	(be)	[beh]
C	(ce)	[seh]
D	(de)	[deh]
E	(e)	[eh]
F	(efe)	[eh-feh]
G	(ge)	[heh]
H	(hache)	[ah-cheh]
I	(i)	[ee]
J	(jota)	[ho-tah]
K	(ka)	[kah]
L	(ele)	[el-leh]
M	(eme)	[em-meh]
N	(ene)	[en-neh]
Ñ	(eñe)	[ehn-yeh]
O	(o)	[oh]
P	(pe)	[peh]
Q	(cu)	[coo]
R	(ere)	[ere]
RR	(erre)	[er-reh]
S	(ese)	[es-seh]
T	(te)	[teh]
U	(u)	[oo]
V	(ve or uve)	[veh]
W	(doble ve or doble uve)	
	.....	[doe-bleh veh]
X	(equis)	[eh-kis]
Y	(i griega or ye)	
	.....	[ee grie-gah]
Z	(zeta)	[seh-tah]
CH	(che)	[cheh]
LL	(elle)	[ehyeh]

Los días de la semana

(Days of the Week) 14, 272

el lunes	Monday
el martes	Tuesday
el miércoles	Wednesday
el jueves	Thursday
el viernes	Friday
el sábado	Saturday
el domingo	Sunday

Los meses del año

(Months of the Year) 15, 271

enero	January
febrero	February
marzo	March
abril	April
mayo	May
junio	June
julio	July
agosto	August
septiembre	September
octubre	October
noviembre	November
diciembre	December

Las estaciones (Seasons) 16

el invierno	winter
la primavera	spring
el verano	summer
el otoño	fall

En la clase

(In the Classroom) 103-106

la bandera	flag
las banderas	flags
el bolígrafo	pen
la calculadora	calculator
las calculadoras	calculators
la computadora	computer
las computadoras	computers
el cuaderno	notebook
los cuadernos	notebooks

el diccionario	dictionary
los diccionarios	dictionaries
el escritorio	desk (teacher)
los escritorios	desks (teacher)
la escuela, el colegio	school
las escuelas	schools
el estante	bookcase
los estantes	bookcases
la estudiante, la alumna	

..... student (female)
las estudiantes, las alumnas students
(females)

el estudiante, el alumno student
(male)

los estudiantes, los alumnos students
(all males or a mixed group)

el lápiz	pencil
los lápices	pencils
el libro	book
los libros	books
el mapa	map
los mapas	maps
la mochila	book bag
las mochilas	book bags
la página	page
las páginas	pages
el papel	paper
los papeles	papers
la pizarra	chalkboard
las pizarras	chalkboards
el profesor, el maestro	teacher (male)
los profesores, los maestros	teachers (all males or a mixed group)
la profesora, la maestra ...	teacher (female)
las profesoras, las maestras	teachers (females)

la puerta	door
las puertas	doors
el pupitre	desk (student)
los pupitres	desks (student)
la regla	ruler
las reglas	rulers
el sacapuntas	pencil sharpener
los sacapuntas	pencil sharpeners
la silla	chair
las sillas	chairs
la ventana	window
las ventanas	windows

El cuerpo humano (Human Body) 169

la boca	mouth
el brazo	arm
la cabeza	head
el cuello	neck
el dedo	finger or toe
los dedos	fingers or toes
la espalda	back
el estómago	stomach
la garganta	throat
la mano	hand
la nariz	nose
el oído	ear (inner)
el ojo	eye
el pelo	hair
el pie	foot
la pierna	leg

Places 265-266

el aeropuerto	airport
el banco	bank
la biblioteca	library
el cine	movie theater
el circo	circus
el concierto	concert
la discoteca	dance club
la fiesta	party <i>or</i> celebration
la escuela, el colegio	school
el estadio	stadium
la iglesia	church
el museo	museum
el parque de atracciones	amusement park
el partido de fútbol	soccer game
la piscina	swimming pool
la playa	beach
el restaurante	restaurant
el teatro	theater (plays)
la tienda	store
el zoológico	zoo

La familia (Family) 313-316

los padres	parents, father(s) and mother(s) (all fathers or a mixed group)
el padre (el papá)	father (dad)
la madre (la mamá)	mother (mom)
los hijos ...	children, son(s) and daughter(s) (all sons or a mixed group)
el hijo	son
la hija	daughter
los hermanos	siblings, brother(s) and sister(s) (all brothers or a mixed group)
el hermano	brother
la hermana	sister
los abuelos ..	grandparents, grandfather(s) and grandmother(s) (all grandfathers or a mixed group)
el abuelo	grandfather
la abuela	grandmother
los nietos	grandchildren, grandson(s) and granddaughter(s) (all grandsons or a mixed group)
el nieto	grandson
la nieta	granddaughter
los bisabuelos	great-grand parents, great-grandfather(s) and great-grandmother(s) (all great- grandfathers or a mixed group)
el bisabuelo	great-grandfather
la bisabuela	great-grandmother
los bisnietos	great-grand children, great-grandson(s) and great- granddaughter(s) (all great-grandsons or a mixed group)
el bisnieto	great-grandson
la bisnieta	great-granddaughter
los tíos	aunt(s) and uncle(s) (all uncles or a mixed group)
el tío	uncle
la tía	aunt

los primos	cousins (all males or a mixed group)
el primo	cousin (male)
la prima	cousin (female)
los sobrinos	niece(s) and nephew(s) (all nephews or a mixed group)
el sobrino	nephew
la sobrina	niece
el padrastro	stepfather
la madrastra	stepmother
el hijastro	stepson
la hijastra	stepdaughter
el medio hermano	half brother
la media hermana	half sister
el hermanastro	stepbrother
la hermanastra	stepsister
los esposos	spouses, husband(s) and wife (wives)
el esposo	husband
la esposa	wife
el suegro	father-in-law
la suegra	mother-in-law
el yerno	son-in-law
la nuera	daughter-in-law

La ropa (Clothing) 322

la blusa	blouse
los calcetines	socks
la camisa	shirt
la camiseta	T-shirt or undershirt
la chaqueta	jacket
la falda	skirt
los jeans	jeans
los pantalones	pants or shorts
la sudadera	sweatshirt
el suéter	sweater
los tenis	tennis shoes
el vestido	dress
los zapatos	shoes

Rooms in the House 443

el baño	bathroom
la cocina	kitchen
el comedor	dining room
el dormitorio	bedroom
el pasillo	hallway
el patio	patio
el ropero	closet
la sala	living room
el zaguán	entry

Los muebles (Furniture) 444

la alfombra	rug
la cama	bed
el cuadro	painting
la estufa	stove
la mesa	table
la nevera, el refrigerador	refrigerator
el sillón	armchair
el sofá	couch, sofa
el televisor	television set

La comida (Food) 445-446

el agua	water
el arroz	rice
el azúcar	sugar
el café	coffee
la carne de res	beef
la ensalada	salad
la fruta	fruit
las galletas	cookies
la hamburguesa	hamburger
el helado	ice cream
los huevos	eggs
el jamón	ham
la leche	milk
las legumbres	vegetables
la mantequilla	butter
la manzana	apple
el pan	bread
las papas	potatoes
las papas fritas	french fries
el pescado	fish
la pimienta	pepper
el pollo	chicken

el queso	cheese
la sal	salt
el sandwich	sandwich
la sopa	soup
el té	tea

Eating Utensils 447

la cuchara	spoon
el cuchillo	knife
el plato	plate
la servilleta	napkin
la taza	cup
el tenedor	fork
el vaso	glass

True Cognates 107-108

la ambulancia	ambulance
la banana	banana
la bicicleta	bicycle
los chocolates	chocolates
el color	color
contento	content <i>or</i> happy
delicioso	delicious
el dentista	dentist (male)
la dentista	dentist (female)
excelente	excellent
la foto	photo
horrible	horrible
el hospital	hospital
imposible	impossible
inteligente	intelligent
la mamá	mama <i>or</i> mom
las medicinas	medicines
la nación	nation
optimista	optimistic
el poema	poem
positivo	positive
presentar	to present
el presidente	president
la radio	radio
las radios	radios
rápido	rapid
el restaurante	restaurant
el sandwich	sandwich

False Cognates 109

bizarro	brave
el éxito	success
el pan	bread
pretender	to try
la tuna	prickly pear

Los adjetivos (Adjectives)

..... 319-320

aburrido(a)	boring
alto(a)	tall
ambicioso(a)	ambitious
antipático(a)	unpleasant, disagreeable
bajo(a)	short
bonito(a)	pretty
bueno(a)	good
calvo(a)	bald
cómico(a)	comical
delgado(a)	thin
divertido(a)	amusing, funny
feo(a)	ugly
gordo(a)	fat
grande	great, big
guapo(a)	good-looking
hermoso(a)	beautiful
impaciente	impatient
inteligente	intelligent, smart
interesante	interesting
joven	young
listo(a)	clever
malo(a)	bad
moreno(a)	dark-haired, brunet(te)
paciente	patient
pelirrojo(a)	redheaded, red-haired
perezoso(a)	lazy
popular	popular
responsable	responsible
romántico(a)	romantic
rubio(a)	blond(e), fair-haired
serio(a)	serious
simpático(a)	nice
viejo(a)	old

Los colores (Colors) 323

amarillo(a)	yellow
anaranjado(a)	orange
azul	blue
blanco(a)	white
gris	gray
marrón	brown
morado(a)	purple
negro(a)	black
rojo(a)	red
rosado(a)	pink
verde	green

Interrogative Words 318, 386

¿adónde?	(to) where?
¿cómo?	how? <i>or</i> what?
¿cuál?	what? <i>or</i> which (one)?
¿cuándo?	when?
¿cuánto(a)?	how much?
¿dónde?	where?
¿por qué?	why?
¿qué?	what?
¿quién?	who?

**Definite Articles 110, 168, 231,
..... 270, 317, 385, 449, 497**

el	the (masculine singular)
la	the (feminine singular)
los	the (masculine plural)
las	the (feminine plural)

**Indefinite Articles 110, 168, 231,
..... 270, 317, 385, 449, 497**

un	a <i>or</i> an (masculine singular)
una	a <i>or</i> an (feminine singular)
unos	some (masculine plural)
unas	some (feminine plural)

**Subject Pronouns 111, 230,
..... 384, 495**

yo	I
tú	you (informal)
usted	you (formal)
él	he
ella	she
nosotros	we (all males or a mixed group)
nosotras	we (all females)
ustedes	you (plural)
ellos	they (all males or a mixed group)
ellas	they (all females)

Direct Object Pronouns 498

lo ..	him; it (for a masculine, singular noun)
la	her; it (for a feminine, singular noun)
los	them (for a masculine, plural noun)
las	them (for a feminine, plural noun)

This, That, These, and Those 448**Singular**

este / esta	this
ese / esa	that
aquel / aquella	that over there

Plural

estos / estas	these
esos / esas	those
aquellos / aquellas	those over there

Useful Time Expressions 19

¿Qué hora es? What time is it?
Es medianoche. It is midnight.
Son las tres y cuarto en punto.
..... It is 3:15 on the dot.
Salimos a las nueve.
..... We leave at 9:00.

Useful Time-Related Expressions 20-21

de la mañana in the morning
(de la = specific time)
por la mañana in the morning
(por la = no specific time)

de la tarde in the afternoon
(de la = specific time)
por la tarde in the afternoon
(por la = no specific time)

a la medianoche at midnight
al mediodía at noon
de la noche in the evening *or* night
(de la = specific time)
por la noche in the evening *or* night
(por la = no specific time)
ayer yesterday
la mañana *or* mañana morning *or* tomorrow

mañana por la mañana
..... tomorrow morning
pasado mañana the day after tomorrow

el año pasado last year
anoche last night
la semana pasada last week

el año que viene next year
el domingo que viene next Sunday
la semana que viene next week

Day or Night 272

de la mañana in the morning (a.m.)
de la tarde in the afternoon or evening (p.m.)
de la noche in the night (p.m.)
mañana tomorrow

Time 273

a la una at 1 o'clock
a las dos at 2 o'clock
a las tres at 3 o'clock
a las cuatro at 4 o'clock
a las cinco at 5 o'clock
a las seis at 6 o'clock
a las siete at 7 o'clock
a las ocho at 8 o'clock
a las nueve at 9 o'clock
a las diez at 10 o'clock
a las once at 11 o'clock
a las doce de la noche at 12 midnight
a las doce del mediodía at 12 noon

"Yes" Responses 279

¡Claro! Of course!
Seguro. ¿Porqué no? Sure. Why not?
¡Sí, gracias! Yes, thank you!
Sí, me gustaría. Yes, I would like to.

"No" Responses 279

Hoy no, lo siento. Not today, I am sorry.
No, estoy ocupado(a). No, I am busy.
¡Qué lástima! No puedo.
..... What a shame! I can't.
Quiero, pero no puedo.
..... I want to, but I can't.

**The Verb *estar* (To Be) 112,
..... 166, 496**

yo estoy I am
tú estás you are (informal)
usted está you are (formal)
él está he is
ella está she is
nosotros estamos we are
(all males or a mixed group)
nosotras estamos we are (all females)
ustedes están you are (plural)
ellos están they are
(all males or a mixed group)
ellas están they are (all females)

The Verb *ser* (To Be) 167, 321

yo soy I am
tú eres you are (informal)
usted es you are (formal)
él es he is
ella es she is
nosotros somos we are
(all males or a mixed group)
nosotras somos we are (all females)
ustedes son you are (plural)
ellos son they are
(all males or a mixed group)
ellas son they are (all females)

**Examples of the Limited Usage of
ser (To Be) 177**

Paco es alto. Paco is tall.
Paco es simpático. Paco is nice.
Paco es mi primo. Paco is my cousin.
Paco es profesor. Paco is a teacher.
El libro es de España. The book is from
Spain.
Es el libro de Ana. It is Ana's book.
Es la fiesta de Pilar. It is Pilar's party.
Son los papeles de los chicos.
..... They are the boys' papers.
(or a mixed group of boys and girls)
Paco es americano. Paco is American.
Son las tres. It is three o'clock.
Es la una. It is one o'clock.

The Verb *ir* (To Go) 267

yo voy I go, I am going, I do go
tú vas you go, you are going, you do go
(informal)
usted va you go, you are going,
you do go (formal)
él va he goes, he is going, he does go
ella va she goes, she is going,
she does go
nosotros vamos ... we go, we are going, we
do go (all males or a mixed
group)
nosotras vamos ... we go, we are going, we
do go (all females)
ustedes van you go, you are going,
you do go (plural)
ellos van they go, they are going,
they do go (all males or a mixed
group)
ellas van they go, they are going,
they do go (all females)

-ar Verbs

bailar to dance 227, 268, 499
buscar to look for .. 227, 383, 499
caminar to walk 227
cantar to sing 227, 268, 499
cocinar to cook 227, 268,
..... 383, 499
comprar to buy 227, 383
contestar to answer 227, 383
desear to want 227
enseñar to teach 227
entrar to enter 227
escuchar to listen to 227, 268
estudiar to study 227, 268, 324,
..... 383, 499
ganar to win *or* to earn 227,
..... 268, 383
gustar to like 268, 324, 448
hablar to speak *or* to talk 228,
..... 268, 383, 499
jugar to play 324, 383
llegar to arrive 383, 500
mirar to look at *or* to watch
..... 228, 324, 383, 500

nadar	to swim	228, 229, 268, 324, 500
necesitar	to need	268
ocupar	to occupy	268
practicar	to practice	228, 268, 383, 500
reparar	to repair	383
sacar (fotos)	to take (pictures)	228, 268, 383
tomar	to take	228
trabajar	to work	228, 268, 324, 383, 500
viajar	to travel	228, 268
visitar	to visit	228, 500

Present Tense Form of *nadar*—To Swim 229

yo nado	I swim, I am swimming, I do swim
tú nadas	you swim, you are swimming, you do swim (informal)
usted nada	you swim, you are swimming, you do swim (formal)
él nada	he swims, he is swimming, he does swim
ella nada	she swims, she is swimming, she does swim
nosotros nadamos	we swim, we are swimming, we do swim (all males or a mixed group)
nosotras nadamos	we swim, we are swimming, we do swim (all females)
ustedes nadan	you swim, you are swimming, you do swim (plural)
ellos nadan	they swim, they are swimming, they do swim (all males or a mixed group)
ellas nadan	they swim, they are swimming, they do swim

Me gusta, no me gusta (I Like, I Don't Like) 324

me gusta	I like (singular or an activity)
me gustan	I like (plural)
no me gusta	I don't like (singular or an activity)
no me gustan	I don't like (plural)

-er Verbs

aprender	to learn	381, 499
beber	to drink	381, 499
comer	to eat ...	324, 381, 448, 499
comprender	to understand	381, 499
correr	to run	381, 499
creer	to believe <i>or</i> to think	381, 499
leer	to read	324, 381, 500
querer	to want	269, 381
responder	to answer <i>or</i> to reply	381, 500
saber	to know (knowledge)	381
vender	to sell	381, 500
ver	to see	381, 448

-ir Verbs

abrir	to open	382, 499
cubrir	to cover	382
describir	to describe	382
dividir	to divide	382, 499
escribir	to write	382, 499
recibir	to receive	382, 500
subir	to go up <i>or</i> to get on (a bus, etc.)	382, 500
vivir	to live	382, 500

Verbs

abrir	to open	382, 499
aprender	to learn	381, 499
bailar	to dance	227, 268, 449
beber	to drink	381, 499
buscar	to look for ..	227, 383, 499
caminar	to walk	227
cantar	to sing	227, 268, 499

cocinar	to cook	227, 268, 383, 499	sacar (fotos)	to take (pictures)	228, 268, 383
comer	to eat ...	324, 381, 448, 499	sentir	to feel sorry	269
comprar	to buy	227, 268, 383, 499	ser	to be	167, 177, 321
comprender	to understand	381, 499	subir	to go up <i>or</i> to get on (a bus, etc.)	382, 500
contestar	to answer	227, 383	tener	to have	500
correr	to run	381, 499	tomar	to take	228
creer	to believe <i>or</i> to think	381, 499	trabajar	to work	228, 268, 324, 383, 500
decir	to say <i>or</i> to tell	269	vender	to sell	381, 500
desear	to want	227	ver	to see	381, 448
dividir	to divide	382, 499	viajar	to travel	228, 268
enseñar	to teach	227	visitar	to visit	228, 500
entrar	to enter	227	vivir	to live	382, 500
escribir	to write	382, 499			
escuchar	to listen to	227, 268			
estar	to be	112, 166, 269, 448, 496			
estudiar	to study	227, 268, 324, 383, 499			
ganar	to win <i>or</i> to earn	227, 268, 383			
gustar	to like	268, 324, 448			
hablar	to talk <i>or</i> to speak	228, 268, 383, 499			
invitar	to invite	500			
ir	to go	367			
jugar	to play	324, 383			
leer	to read	324, 381, 500			
limpiar	to clean	500			
llamar	to call <i>or</i> to name	324			
llegar	to arrive	383, 500			
mirar	to look at <i>or</i> to watch	228, 324, 383, 500			
nadar	to swim	228, 229, 268, 324, 500			
necesitar	to need	268			
ocupar	to occupy	268			
poder	to be able <i>or</i> can	269			
practicar	to practice	228, 268, 383, 500			
preparar	to prepare	500			
querer	to want	269			
recibir	to receive	382, 500			
reparar	to repair	383			
responder	to answer <i>or</i> to reply	381, 500			

Sentences 29-31

¡Bienvenidos a la clase de español!
..... Welcome to Spanish class!
¡Buena suerte! Good luck!

¿Cuál es tu número de teléfono?
..... What is your telephone number?
Es el It is

¿Cuántos años tienes? ... How old are you?
Tengo años.
..... I am years old.

¿Cómo se escribe “Gerardo”?
..... How do you spell “Gerardo”?
G mayúscula, e, r, a, r, d, o.
..... Capital G, e, r, a, r, d, o.

¿Cómo te llamas? What is your name?
Me llamo
..... My name is

¿Qué día es hoy? What day is today?
Hoy es miércoles. Today is Wednesday.

¿Cuál es la fecha? What is the date?
Es el cinco de mayo. .. It is the fifth of May.

¿Cuál fecha es hoy?
..... What is the date today?
Hoy es el primero de noviembre.
..... Today is November first.

¿Cuándo es tu cumpleaños?
 When is your birthday?
 Mi cumpleaños es el ocho de abril.
 My birthday is April 8.

¿Cuál es tu mes favorito?
 Which is your favorite month?
 Mi mes favorito es
 My favorite month is

¿Cuál es tu estación favorita?
 Which is your favorite season?
 Mi estación favorita es
 My favorite season is

Los meses del año son
 The months of the
 year are

Hace calor en los meses de
 It is hot in the months of
 Hace frío en los meses de
 ... It is cold in the months of

María tiene un examen el martes.
 Maria has a test on Tuesday.
 Ella tiene que estudiar. ... She has to study.
 No es fácil aprender matemáticas.
 It isn't easy to learn mathematics.
 Hay que practicar mucho.
 It is necessary to practice a lot.

Sentences 115-116

¿Cómo se dice *chair* en español?
 .. How does one say *chair* in Spanish?
 Se dice silla. One says chair.

¿Cuántos lápices hay?
 How many pencils are there?
 Hay siete. There are seven.

¿Cuántos libros hay?
 How many books are there?
 Hay un libro en la mesa.
 There is one book on the table.
 Hay dos libros en la mesa.
 There are two books on the table.

Tengo un lápiz. I have a pencil.
 Tengo una calculadora.
 I have a calculator.

Hola. ¿Qué tal? ¿Cómo estás?
 Hi. How's it going? How are you?
 Bien, gracias. Adiós.
 Fine, thanks. Goodbye.

Ella está en la clase.
 She is in the classroom.
 Ella está bien. She is fine.
 Yo estoy bien. I am fine.
 Nosotros estamos contentos.
 We are happy.

Sentences 175-176

Yo estoy bien. I feel well.
 Tú estás bien. You feel well. (informal)
 Usted está bien. You feel well. (formal)
 Ella está bien. She feels well.
 Nosotros estamos bien. We feel well.
 (all males or a mixed group)
 Nosotras estamos bien. We feel well.
 (all females)
 Yo estoy mal. I feel bad or ill.
 Él está mal. He feels bad or ill.
 Ella está mal. She feels bad or ill.
 Ustedes están mal. You feel bad or ill.
 (plural)
 Ellos están mal. They feel bad or ill.
 (all males or a mixed group)

Yo estoy regular.
 I feel regular or normal.
 Tú estás regular.
 You feel regular or normal.
 (informal)
 Usted está regular.
 You feel regular or normal.
 (formal)
 Ella está regular.
 She feels regular or normal.

Nosotros estamos así, así. ... We feel so-so.
 (all males or a mixed group)
 Nosotras estamos así, así. We feel so-so.
 (all females)
 Ellas están así, así. They feel so-so.
 (all females)
 Ustedes están así, así. You feel so-so.
 (plural)

¿Qué pasa? What's the matter?
 Me siento mal. I feel bad.
 ¿Qué te duele? What hurts?
 ¡Ay! ¡Me duele la cabeza!
 Oh! My head hurts!
 ¿Te duele la cabeza? Your head hurts?
 Sí, me siento mal; me duele la cabeza.
 Yes, I feel bad; my head hurts.
 ¡Qué lástima! What a shame!
 ¿Cómo te sientes? How do you feel?
 Me siento bien. I feel well.

Yo estoy en la clase.
 I am in the classroom.
 Tú estás en la clase.
 You are in the classroom.
 Ella está en el restaurante.
 She is in the restaurant.
 Los libros están en la mochila.
 The books are in the book bag.

Sentences 277-278

¡Feliz cumpleaños! Happy birthday!
 Feliz cumpleaños a ti.
 Happy birthday to you.

Yo voy a estudiar. I am going to study.
 Él va a practicar. He is going to practice.
 Él va a nadar. He is going to swim.
 Ella va a nadar. She is going to swim.
 Ellos van a bailar.
 They are going to dance.
 Ellos van a escuchar música.
 They are going to listen to music.

¿Adónde vas el lunes?
 Where are you going Monday?
 Voy a la biblioteca.
 I am going to the library.

¿Adónde van? Where are they going?
 ¿Quién va? Who is going?

¡No me digas! Necesito ir también.
 You don't say! I need to go too.
 ¿A qué hora vas?
 What time are you going?
 Voy a las cuatro de la tarde.
 I am going at 4 p.m.

¿Te gustaría ir a la biblioteca conmigo?
 Would you like to go to the library
 with me?

¿Contigo? Sí, me gustaría.
 With you? Yes, I would like to.
 Lo siento. Me gustaría, pero no puedo.
 I am sorry. I would like to, but
 I can't.

Sentences 329-331

Pilar es mi prima.
 Pilar is my cousin. (female)
 Carlos y Luisa son primos.
 Carlos and Luisa are cousins.

¿Quién es Isabel? Who is Isabel?
 ¿Cómo se llama el abuelo de Pilar?
 What is Pilar's
 grandfather's name?
 Se llama José. His name is José.

¿Qué relación hay entre Alberto y Carlos?
 How are Alberto and
 Carlos related?
 ¿Cómo se llaman los tíos de Pilar?
 What are Pilar's aunt's
 and uncle's names?

Julio es alto y simpático.
 Julio is tall and nice.
 Ana es alta y simpática.
 Ana is tall and nice.

Juan es rubio. Juan is blond.
 Elena es rubia. Elena is blonde.

El profesor es aburrido.
 The teacher (male) is boring.
 La clase es aburrida. The class is boring.

Alberto es ambicioso.
 Alberto is ambitious.
 Julia es ambiciosa. Julia is ambitious.

Juan es guapo y listo.
 Juan is good-looking and clever.
 María es guapa y divertida.
 María is good-looking and funny.

Juan y Miguel son guapos.
 ... Juan and Miguel are good-looking.
 Ana y Susana son guapas.
 Ana and Susana are good-looking.

Paula es inteligente. ... Paula is intelligent.
 Paula y Elena son inteligentes.
 Paula and Elena are intelligent.

Me gusta el libro. I like the book.
 Me gustan los libros. I like the books.

Me gusta el chocolate. I like chocolate.
 Me gustan los chocolates.
 I like chocolates.

Me gusta leer. I like to read.
 No me gusta leer. I don't like to read.

Me gusta comer. I like to eat.
 Me gusta jugar al fútbol.
 I like to play soccer.

Me gusta nadar. I like to swim.

Sentences 394-395

Como mucho. I eat a lot.
 Tienes dos hermanos.
 You have two brothers.

Tengo que estudiar. I have to study.
 Tenemos que ir al colegio.
 We have to go to school.

Ella no tiene que cocinar.
 She does not have to cook.

Tengo un libro. I have a book.
 Tengo que leer un libro.
 I have to read a book.

Tenemos una clase a la una.
 We have class at one o'clock.
 Tenemos que ir a clase a la una.
 We have to go to class at
 one o'clock.

Tienes una mochila.
 You have a bookbag.
 Tienes que comprar una mochila.
 You have to buy a bookbag.

Tienes un libro. You have a book.
 ¿Tienes un libro? Do you have a book?

Buscas tu cuaderno.
 Look for your notebook.
 ¿Buscas tu cuaderno?
 Are you looking for
 your notebook?

Él estudia mucho. He studies a lot.
 ¿Estudia él mucho? ... Does he study a lot?

María camina por el parque.
 María walks through the park.
 ¿Camina María por el parque?
 .. Does María walk through the park?

¿Cuándo estudias? .. When do you study?
 ¿Dónde está Miguel? Where is Miguel?
 ¿Adónde vas?
 Where are you going? (to where)

¿Cómo vas al colegio?
 How are you going to school?
 ¿Por qué vas? Why are you going?
 ¿Qué estudian ellos?

..... What are they studying?
 ¿A qué hora come usted?
 At what time do you eat?

Sentences 453

Hay una hamburguesa y unas papas fritas.
..... There is a hamburger and some french fries.
No hay un cuchillo. There is no knife.

Me gusta el pan. I like bread.
No me gusta el pan. I do not like bread.

Me gustan las papas fritas.
..... I like french fries.
No me gustan las papas fritas.
..... I do not like french fries.

Veo esta puerta. I see this door.

¿Qué falta? What's missing?

Sentences 506-508

Yo estoy estudiando. I am studying.
Ella está comiendo. She is eating.
Nosotros estamos escribiendo.
..... We are writing.

Yo estoy bailando. I am dancing.
Tú estás bailando. You are dancing.
(informal)

Usted está bailando. You are dancing.
(formal)

Él está bailando. He is dancing.
Ella está bailando. She is dancing.
Nosotros estamos bailando.
..... We are dancing.
(all males or a mixed group)

Nosotras estamos bailando.
..... We are dancing. (all females)

Ustedes están bailando. .. You are dancing.
(plural)

Ellos están bailando. They are dancing.
(all males or a mixed group)

Ellas están bailando. They are dancing.
(all females)

Yo estoy corriendo. I am running.
Tú estás corriendo. You are running.
(informal)

Usted está corriendo. You are running.
(formal)

Él está corriendo. He is running.

Ella está corriendo. She is running.

Nosotros estamos corriendo.
..... We are running.
(all males or a mixed group)

Nosotras estamos corriendo.
..... We are running. (all females)

Ustedes están corriendo.
..... You are running. (plural)

Ellos están corriendo. They are running.
(all males or a mixed group)

Ellas están corriendo. They are running.
(all females)

Yo estoy leyendo un buen libro.
..... I am reading a good book.
Ella no está creyendo el cuento.
..... She is not believing the story.

Marco lee el libro.
..... Mark is reading the book.
Marco lo lee. Mark is reading it.

Marco lee los libros.
..... Mark is reading the books.
Marco los lee. Mark is reading them.

Yo visito a mi abuela.
..... I visit my grandmother.
Yo la visito. I visit her.

Yo visito a mis abuelos.
..... I visit my grandparents.
Yo los visito. I visit them.

English to Spanish

Numbers

0	cero	7, 161
1	uno	7, 161
2	dos	7, 113, 161, 389
3	tres	7, 114, 161, 393
4	cuatro	7, 113, 161
5	cinco	7, 161, 388
6	seis	7, 114, 161
7	siete	7, 161, 392
8	ocho	7, 161
9	nueve	7, 161
10	diez	7, 113, 161, 388
11	once	7, 161
12	doce	7, 161
13	trece	7, 161
14	catorce	7, 161
15	quince	7, 161
16	dieciséis	7, 161
17	diecisiete	7, 161
18	dieciocho	7, 161
19	diecinueve	7, 161
20	veinte	8, 162
21	veintiuno	8, 162
22	veintidós	8, 162
23	veintitrés	8, 162
24	veinticuatro	8, 162
25	veinticinco	8, 162
26	veintiséis	8, 162
27	veintisiete	8, 162
28	veintiocho	8, 162
29	veintinueve	8, 162
30	treinta	8, 162
31	treinta y uno	8, 162
32	treinta y dos	8, 162
33	treinta y tres	8, 162
34	treinta y cuatro	8, 162
35	treinta y cinco	8, 162
36	treinta y seis	8, 162
37	treinta y siete	8, 162
38	treinta y ocho	8, 162
39	treinta y nueve	8, 162

40	cuarenta	9, 163
41	cuarenta y uno	9, 163
42	cuarenta y dos	9, 163
43	cuarenta y tres	9, 163
44	cuarenta y cuatro	9, 163
45	cuarenta y cinco	9, 163
46	cuarenta y seis	9, 163
47	cuarenta y siete	9, 163
48	cuarenta y ocho	9, 163
49	cuarenta y nueve	9, 163
50	cincuenta	9, 163
51	cincuenta y uno	9, 163
52	cincuenta y dos	9, 163
53	cincuenta y tres	9, 163
54	cincuenta y cuatro	9, 163
55	cincuenta y cinco	9, 163
56	cincuenta y seis	9, 163
57	cincuenta y siete	9, 163
58	cincuenta y ocho	9, 163
59	cincuenta y nueve	9, 163
60	sesenta	164
61	sesenta y uno	164
62	sesenta y dos	164
63	sesenta y tres	164
64	sesenta y cuatro	164
65	sesenta y cinco	164
66	sesenta y seis	164
67	sesenta y siete	164
68	sesenta y ocho	164
69	sesenta y nueve	164
70	setenta	164
71	setenta y uno	164
72	setenta y dos	164
73	setenta y tres	164
74	setenta y cuatro	164
75	setenta y cinco	164
76	setenta y seis	164
77	setenta y siete	164
78	setenta y ocho	164
79	setenta y nueve	164

80	ochenta	165	among	entre	325
81	ochenta y uno	165	amusement park		
82	ochenta y dos	165	.....	el parque de atracciones	
83	ochenta y tres	165	.....		265
84	ochenta y cuatro	165	amusing	divertido(a)	319
85	ochenta y cinco	165	an (feminine singular)		
86	ochenta y seis	165	.....	una	110, 168, 231, 270,
87	ochenta y siete	165	.....		317, 385, 449, 497
88	ochenta y ocho	165	an (masculine singular)		
89	ochenta y nueve	165	.....	un	110, 168, 231, 270,
			.....		317, 385, 449, 497
90	noventa	165	and	y	28, 114, 174, 233, 328,
91	noventa y uno	165	.....		393, 451, 505
92	noventa y dos	165	animal	el animal	274
93	noventa y tres	165	to answer	contestar	227, 383
94	noventa y cuatro	165	to answer	responder	381, 500
95	noventa y cinco	165	apartment	el apartamento	387, 501
96	noventa y seis	165	apple	la manzana	390, 446
97	noventa y siete	165	April	abril	15, 271
98	noventa y ocho	165	arm	el brazo	169
99	noventa y nueve	165	armchair	el sillón	444
			to arrive	llegar	383, 500
100	cien; ciento	165	at	a	274, 501
120	ciento veinte	165	at 1 o'clock	a la una	273, 387
			at 12 midnight		
			.....	a las doce de la noche	
			.....		273
			at 12 noon	a las doce del mediodía	
			.....		273
			at 2 o'clock	a las dos	273
			at 7:30	a las siete y media	387
			at what time? ...	¿a qué hora?	386
			August	agosto	15, 271
			aunt	la tía	315, 505
			aunts	las tías	315, 505
			avenue	la avenida	170
A					
a (feminine singular)					
.....	una	110, 168, 231, 270,			
.....		317, 385, 449, 497			
a (masculine singular)					
.....	un	110, 168, 231, 270,			
.....		317, 385, 449, 497			
a lot	mucho(a)	26, 233,			
.....		391, 503			
a lot (plural)	muchos(as)	391			
accent	el acento	22			
address	la dirección	171			
adjectives	los adjetivos	319, 325			
afternoon	la tarde	28, 276			
airport	el aeropuerto	265			
alphabet	el abecedario, el alfabeto				
.....		10, 22			
also	también	276			
ambitious	ambicioso(a)	319			
ambulance	la ambulancia	107			
			B		
			baby	el bebé	387
			back	la espalda	169
			bad	malo(a)	320
			bad	mal	25, 172
			badly	mal	25, 172
			bald	calvo(a)	319
			ballad	el corrido	23
			banana	la banana	107, 501

bank el banco 265
bathroom el baño 443
to be estar 112, 166, 269,
..... 448, 496
to be ser 167, 321
to be able poder 269
beach la playa 266
beautiful hermoso(a) 319
because porque 391
bed la cama 444
bedroom el dormitorio 443
beef la carne de res 445
to believe creer 381, 499
bicycle la bicicleta 107, 232,
..... 387, 501
bicycles las bicicletas 387
big grande 172, 319
big (plural) grande(s) 389
birthday el cumpleaños 23, 274
black negro(a) 323
blond(e), fair-haired
..... rubio(a) 174, 320
blouse la blusa 322
blue azul 323
book el libro . 104, 172, 232, 326,
..... 390, 450, 503
book bag la mochila ... 104, 173, 391
book bags las mochilas 104
bookcase el estante 104, 171,
..... 389, 450
bookcases los estantes 104
books los libros 104, 172, 326,
..... 390, 450, 503
boring aburrido(a) 319
boy el chico 325, 502
boy el muchacho 327
boys (all males or a mixed group)
..... los chicos 23, 170, 388
brave bizarro 109
bread el pan 109, 276, 446
brother el hermano .. 172, 313, 390
brothers los hermanos (all brothers
or a mixed group) 313,
..... 390, 503
brown marrón 323
bus el bus 388, 502
but pero 276
butter la mantequilla 445
to buy comprar 227, 383, 499

by por 391
bye chao 23

C

cafeteria la cafetería 388
calculator la calculadora 103,
..... 170, 388
calculators las calculadoras 103
calendar el calendario 22
to call llamar 324
can poder 269
candies los dulces 389
car el carro 232, 388, 502
cars los carros 325
cat el gato 389, 503
celebration la fiesta 171, 265, 275
celebrations las fiestas 275
Celsius or centigrade
..... centígrado 170
centimeters los centímetros 170
chair la silla 106, 174
chairs las sillas 106
chalkboard la pizarra 105
chalkboards las pizarras 105
cheese el queso 446
chicken el pollo 446
children, son(s) and daughter(s) (all sons
or a mixed group)
..... los hijos 313
chocolate el chocolate 325, 388
chocolates los chocolates 107, 325
church la iglesia 265
circus el circo 265
city la ciudad 113, 388, 502
class or classroom
..... la clase ... 23, 113, 171, 232,
..... 325, 388, 502
classes las clases 325
to clean limpiar 500
clever listo(a) 320
closet el ropero 443
clothing la ropa 322, 327
cloudy nublado 26
coffee el café 445, 502
cold el frío 25
Colombian (male)
..... el colombino 170
color el color 107, 274
colors los colores 23, 323, 325

comical cómico(a) 319
compact disk (CD)
..... el disco compacto 502
composition la composición 388
computer la computadora 103,
..... 388, 450
computers las computadoras 103
concert el concierto 265
content *or* happy
..... contento 107
to cook cocinar 227, 268, 383
cookies las galletas 445
cool el fresco 25
couch, sofa el sofá 444
cousin (female)
..... la prima 173, 315
cousin (male) ... el primo 173, 315
cousins (all males or a mixed group)
..... los primos 315
to cover cubrir 382
cup la taza 447

D

dad el papá 391, 504
to dance bailar 227, 268, 499
dance club la discoteca 265
dark-haired, brunet(te)
..... moreno(a) 173, 320
date la fecha 24
daughter la hija 313
daughters las hijas 313
daughter-in-law
..... la nuera 316
day el día 24
days los días 24
days of the week
..... los días de la semana 14
December diciembre 15, 271
delicious delicioso 107
dentist (female)
..... la dentista 107
dentist (male) .. el dentista 107
to describe describir 382
desk (student)
..... el pupitre 105, 173, 451
desk (teacher)
..... el escritorio 103
desks (student)
..... los pupitres 105

desks (teacher)
..... los escritorios 103
dessert el postre 391
desserts los postres 391
dictionaries los diccionarios ... 103, 171
dictionary el diccionario 103, 388,
..... 502
dining room el comedor 443
disagreeable antipático(a) 319
distance la distancia 274
to divide dividir 382, 499
doctors (all males or a mixed group)
..... los médicos 172
dog (male) el perro 173
dollar el dólar 24
door la puerta 105, 392,
..... 451, 504
doors las puertas 105
dot el punto 27
dress el vestido 322
to drink beber 381, 499

E

ear (inner) el oído 169
to earn ganar 227, 268, 383
easy fácil 24
to eat comer ... 324, 381, 448, 499
eggs los huevos 445
English el inglés 232, 326,
..... 390, 503
to enter entrar 227
entry el zaguán 443
evening la noche 26, 276
exam el examen 24, 326
exams los exámenes 326
excellent excelente 24, 107
eye el ojo 169

F

fair así, así 22, 170
fair-haired, blond (all males or a mixed
group) rubios 174
fall el otoño 16
false falso 326
family la familia 313, 326, 450
famous famoso(a) 275
fat gordo(a) 319
father el padre (papá) 313

fathers (all fathers or a mixed group)
 los padres 313, 504
 father-in-law el suegro 316
 favorite favorito(a) 24
 February febrero 15, 271
 to feel sorry sentir 269
 fine bien 113, 170, 232,
 387, 501
 finger el dedo 169
 first primero 27
 fish el pescado 446
 flag la bandera 103, 170
 flags las banderas 103
 fog la niebla 26
 food la comida 445, 450, 502
 foot el pie 169
 for para 504
 for por 391
 fork el tenedor 447
 french fries las papas fritas 446
 Friday el viernes 14, 272
 friend (female)
 la amiga 170
 friend (male) el amigo 113
 friends (all males or a mixed group)
 los amigos 274, 387
 fruit la fruta 389, 445
 fruits las frutas 389, 445
 funny divertido(a) 319
 furniture los muebles 444, 451

G

game el juego 232
 garden jardín 390
 get on (a bus, etc.)
 subir 382, 500
 gift el regalo 392
 gifts los regalos 392, 504
 girl la chica 170, 325
 girls las chicas 23, 325
 glass el vaso 447
 to go ir 267
 to go up subir 382, 500
 good bien 22, 232, 501
 good buen 22, 170, 502
 good bueno(a) 22, 170, 319
 good-looking ... guapo(a) 172, 319

goodbye adiós 22, 113
 goodbyes las despedidas 13, 23
 grandchildren (all grandsons or mixed
 group) los nietos 314
 granddaughter
 la nieta 314
 grandfather el abuelo 314
 grandfathers (all grandfathers or a mixed
 group) los abuelos 314, 501
 grandmother ... la abuela 314, 387, 501
 grandparents (all grandfathers or a mixed
 group) los abuelos 314, 501
 grandson el nieto 314
 gray gris 323
 great excelente 24, 107
 great grande 319
 great grande(s) 389
 great-grand children (all great-grandsons
 or a mixed group)
 los bisnietos 314
 great-grand parents (all great-grandfathers
 or a mixed group)
 los bisabuelos 314
 great-granddaughter
 la bisnieta 314
 great-grandfather
 el bisabuelo 314
 great-grandmother
 la bisabuela 314
 great-grandson
 el bisnieto 314
 green verde 323
 greetings los saludos 11, 27
 guitar la guitarra 389

H

hail el granizo 25
 hair el pelo 169
 half media 26
 half brother el medio hermano 316
 half sister la media hermana 316
 hallway el pasillo 443
 ham el jamón 445
 hamburger la hamburguesa ... 390, 445
 hamburgers las hamburguesas 390
 hand la mano 169
 happy feliz 275

to have	tener	500	in the classroom		
he	él	111, 230, 384, 495	 en la clase	103	
he is	él es	167, 321	in the evening (p.m.)		
he is	él está	112, 496	 de la tarde	272	
head	la cabeza	169	in the morning (a.m.)		
heat	el calor	22	 de la mañana	272	
hello	hola	25, 114	in the night (p.m.)		
her (for a feminine, singular noun)			 de la noche	272	
..... la	498		intelligent	inteligente ...	107, 172, 320
her	su	392	interesting	interesante	320, 503
hi	hola	25, 114	invitation	la invitación	390, 503
him (for a masculine, singular noun)			to invite	invitar	500
..... lo	498		iron (metal)	el hierro	450
his	su	392	is	es	24, 326
history	la historia	326	it (for a feminine, singular noun)		
horrible	horrible	25, 107	 la	498	
hospital	el hospital	107, 503	it (for a masculine, singular noun)		
			 lo	498	
hour	la hora	18, 25			
house	la casa	388, 450	J		
houses	las casas	502	jacket	la chaqueta	322
how many?	¿cuántos(as)?	23, 113	January	enero	15, 271
how much?	¿cuánto(a)?	318	jeans	los jeans	322
how?	¿cómo?	23, 113, 171,	journals	las revistas	504
		318, 386	July	julio	15, 271
human body ...	el cuerpo humano	169	June	junio	15, 271
husband	el esposo	316	kitchen	la cocina	443
I			knife	el cuchillo	447
I	yo	111, 230, 384, 495	to know (knowledge)		
I am	yo estoy	112, 496	 saber	381	
I am	yo soy	167, 321	L		
I don't like (plural)			lady (Mrs.)	la señora (Sra.)	27, 174
..... no me gustan	324		last night	anoche	22
I don't like (singular or an activity)			later	luego	25
..... no me gusta	324		lazy	perezoso(a)	320
I like (plural) ...	me gustan	324	to learn	aprender	381, 499
I like (singular or an activity)			leg	la pierna	169
..... me gusta	324		less	menos	26
ice cream	el helado	445	lesson	la lección	390
idealism	el idealismo	275	library	la biblioteca	232, 265,
impatient	impaciente	320	.....	274, 387, 501	
impossible	imposible	107	light	la luz	114
in	por	391	lightning	los relámpagos	27
in	en ...	24, 113, 171, 232, 389,	to like	gustar	268, 324, 448
		450, 502	listen	escuchen	24, 113, 171,
in the afternoon (p.m.)			.....	232, 274, 326, 389, 450, 502	
..... de la tarde	272		to listen to	escuchar	227, 268

to live vivir 382, 500
 living room la sala 443, 505
 to look at mirar 228, 324, 383, 500
 to look for buscar 227, 383, 499
 lottery la lotería 233
 lower case letter
 la minúscula 26
 luck la suerte 28
 lunch el almuerzo 387, 501

M

magazines las revistas 504
 mama la mamá 107
 man el hombre 326
 map el mapa 104, 390
 maps los mapas 104
 March marzo 15, 271
 mathematics las matemáticas 25, 172,
 326, 390, 503
 May mayo 15, 271
 me me 275, 451
 medicines las medicinas 108
 metal el metal 275
 meter el metro 172
 Mexicans (females)
 las mexicanas 172
 Mexico México 391
 midnight la medianoche 26
 milk la leche 445
 minus menos 26
 mister (Mr.) el señor (Sr.) 27, 174,
 328, 392
 model el modelo 26, 114, 173,
 275, 327, 391, 451
 Monday el lunes 14, 272
 money el dinero 24, 389
 month el mes 26
 months los meses 26
 months of the year
 los meses del año 15
 morning la mañana 25, 275
 mother la madre (la mamá)
 172, 313
 mother-in-law
 la suegra 316
 motorcycle la moto 114
 mouth la boca 169
 movie theater .. el cine 265

much mucho(a) 26, 233,
 391, 503
 much (plural) .. muchos(as) 391
 museum el museo 265
 music la música 233, 275, 327
 my mi 26, 173, 327, 391, 503
 my (plural) mis 275, 327, 391, 503

N

to name llamar 324
 napkin la servilleta 447
 narrative song
 el corrido 23
 nation la nación 108
 neck el cuello 169
 to need necesitar 268
 negative negativo(a) 275
 nephew el sobrino 315
 nephews los sobrinos (all nephews
 or a mixed group) 315
 new nuevo(a) 391
 newspaper el periódico 391, 504
 newspapers los periódicos 504
 nice simpático(a) 174, 320
 niece la sobrina 315
 nieces las sobrinas 315
 night la noche 26, 276
 no no 26, 233, 327, 391,
 451, 503
 noon el mediodía 26, 275
 normal regular 27, 174
 nose la nariz 169
 notebook el cuaderno 103, 388
 notebooks los cuadernos 103
 novels las novelas 503
 November noviembre 15, 271
 now ahora 501
 numbers los números 7, 27, 161
 nurses (females)
 las enfermeras 171

O

to occupy ocupar 268
 ocean el océano 233
 October octubre 15, 271
 of de ... 23, 171, 232, 274, 325,
 388, 450, 502
 of the (masculine singular)
 del (de + el) 23, 171

old viejo(a) 320
on en ... 24, 113, 171, 232, 389,
..... 450, 502
to open abrir 382, 499
opera la ópera 504
opposites los opuestos 327
optimistic optimista 108
orange anaranjado(a) 323
overcast nublado 26

P

page la página 105, 173
pages las páginas 105
painting el cuadro 444
pants los pantalones 322
paper el papel 105, 173
papers los papeles... 105, 173, 451
parents (all fathers or a mixed group)
..... los padres 313, 504
park el parque 391, 504
parties las fiestas 275
party la fiesta 171, 265, 275
past pasado 27
patient paciente 320
patio el patio 443
pen el bolígrafo .. 103, 170, 387
pencil el lápiz 104, 172, 390
pencil sharpener
..... el sacapuntas 106
pencil sharpeners
..... los sacapuntas 106
pencils los lápices ... 104, 172, 390,
..... 450, 503
pens los bolígrafos 387
pepper la pimienta 446
perfectly perfectamente 504
photo la foto 107
photos las fotos 232, 389
piano el piano 391
picture la foto 107
pictures las fotos 232, 389
piñata la piñata 276
pink rosado(a) 323
pizza la pizza 504
plate el plato 447
to play jugar 324, 383
poem el poema 108
point el punto 27
popular popular 320

positive positivo 108
potatoes las papas 446
practice la práctica 27, 114, 173,
..... 233, 276, 327, 392, 451, 504
to practice practicar 228, 268, 383,
..... 500
to prepare preparar 500
to present presentar 108
president el presidente 108
pretty bonito(a) 319
prickly pear la tuna 109
punctuation la puntuación 27
purple morado(a) 323

Q

quarter(1/r) cuarto 23
question la pregunta 392, 504
questions las preguntas
..... 233, 327, 392

R

radio el radio 108
radios los radios 108, 392
raining lloviendo 25
rapid rápido 108
to read leer 324, 381, 500
to receive recibir 382, 500
red rojo(a) 323, 392
redheaded, red-haired
..... pelirrojo(a) 320
refrigerator el refrigerador, la nevera
..... 392, 444
regular regular 27, 174
relation la relación 327
to repair reparar 383
repeat repitan 27, 114, 174, 233,
..... 276, 327, 392, 451, 504
to reply responder 381, 500
responsible responsable 320
restaurant el restaurante 108, 174,
..... 266, 327
reviews las revistas 504
rice el arroz 445
romantic romántico(a) 320
rug la alfombra 444
ruler la regla 105
rulers las reglas 105, 392
to run correr 381, 499

S

sons, son(s) and daughter(s)
(all sons or a mixed group)
..... los hijos 313
son-in-law el yerno 316
soup la sopa 446
Spain España 171
Spanish el español 24, 113, 232,
..... 326, 389, 502
to speak hablar ... 228, 268, 383, 499
spoon la cuchara 447
spouses, husband(s) and wife (wives)
..... los esposos 316
spring la primavera 16
stadium el estadio 265
stepbrother el hermanastro 316
stepdaughter ... la hijastra 316
stepfather el padrastro 316
stepmother la madrastra 316
stepsister la hermanastra 316
stepson el hijastro 316
stomach el estómago 169
store la tienda 266, 393
story el cuento 503
stove la estufa 444
student (female)
..... la estudiante, la alumna
..... 104, 171
student (male)
..... el alumno, el estudiante
..... 104, 326, 502
students (all males or a mixed group)
..... los alumnos,
..... los estudiantes 104, 171,
..... 326, 389, 450
students (females)
..... las alumnas,
..... las estudiantes 104
to study estudiar 227, 268, 324,
..... 383, 499
success el éxito 109
sugar el azúcar 445
summer el verano 16, 174
Sunday el domingo 14, 272
sweater el suéter 322
sweatshirt la sudadera 322
to swim nadar ... 228, 268, 324, 500
swimming pool
..... la piscina 266, 504

T

T-shirt	la camiseta	322
table	la mesa	114, 172, 444
tacos	los tacos	505
to take	tomar	228
to take (pictures)		
.....	sacar (fotos) ..	228, 268, 383
to talk	hablar ...	228, 268, 383, 499
tall	alto(a)	170, 319
tall (all males or a mixed group)		
.....	altos	170
tea	el té	446
to teach	enseñar	227
teacher (female)		
.....	la profesora, la maestra	
.....		105, 173, 327, 392
teacher (male) ..	el profesor, el maestro	
.....		105, 173, 233, 276, 327,
.....		451, 504
teachers (all males or a mixed group)		
.....	los profesores,	
.....	los maestros	105
teachers (females)		
.....	las profesoras,	
.....	las maestras	105, 327
telephone number		
.....	el número de teléfono ..	26
telephone numbers		
.....	los números de teléfono	
.....		27, 173
television	la televisión ..	328, 393, 505
television set	el televisor	444
to tell	decir	269
tennis shoes	los tenis	322
test	el examen	24, 326
tests	los exámenes	326
thank you	gracias	25, 113, 275, 389
thanks	gracias	25, 113, 275, 389
that	ese/ esa	448
that (over there)		
.....	aquel/ aquella	448
the (feminine plural)		
.....	las	110, 168, 231, 270,
.....		317, 385, 449, 497
the (feminine singular)		
.....	la	110, 168, 231, 270,
.....		317, 385, 449, 497
the (masculine plural)		
.....	los	110, 168, 231, 270,
.....		317, 385, 449, 497
the (masculine singular)		
.....	el	110, 168, 231, 270,
.....		317, 385, 449, 497
theater (plays)		
.....	el teatro	266
them (for a feminine, plural noun)		
.....	las	498
them (for a masculine, plural noun)		
.....	los	498
there is or there are		
.....	hay ...	25, 114, 172, 326, 450
these	estos/ estas	448
they (all females)		
.....	ellas	111, 230, 384, 495
they (all males or a mixed group)		
.....	ellos	111, 230, 384, 495
they are (all females)		
.....	ellas están	112, 496
they are (all females)		
.....	ellas son	167, 321
they are (all males or a mixed group)		
.....	ellos están	112, 496
they are (all males or a mixed group)		
.....	ellos son	167, 321
thin	delgado(a)	319
to think	creer	381, 499
those	esos/ esas	448
those (over there)		
.....	aquellos/ aquellas	448
throat	la garganta	169
through	por	391
Thursday	el jueves	14, 272
time	la hora	18, 25
time	el tiempo	17, 28
to	a	232, 274, 501
to the (feminine singular)		
.....	a la	274
to the (masculine singular)		
.....	al (a + el)	274, 387, 501
to you	a ti	276
today	hoy	25, 275
toe	el dedo del pie	169
tomatoes	los tomates	328
tomorrow	mañana	25, 272, 275

too también 276
to travel viajar 228, 268
tree el árbol 387, 501
true cierto 325
to try pretender 109
Tuesday el martes 14, 272

U

ugly feo(a) 319
uncle el tío 315
uncles los tíos (all uncles or a
..... mixed group) 315
undershirt la camiseta 322
to understand .. comprender 381, 499
United States ... los Estados Unidos 171
unpleasant antipático(a) 319
upper case letter
..... la mayúscula 25

V

vacation las vacaciones 393
vegetable el vegetal 328
vegetables las legumbres 445
verbs los verbos 233
very muy 26, 173, 327
to visit visitar 228, 383, 500
vocabulary el vocabulario 28, 114,
..... 174, 233, 276, 328, 393,
..... 451, 505

W

to walk caminar 227
to want desear 227
to want querer 269, 381
to watch mirar 228, 324, 383, 500
water el agua 387, 445, 501
we (all females)
..... nosotras 111, 230,
..... 384, 495
we (all males or a mixed group)
..... nosotros 111, 230,
..... 384, 495
we are (all females)
..... nosotras estamos
..... 112, 496
we are (all males or a mixed group)
..... nosotros estamos
..... 112, 496

we are (all females)
..... nosotras somos 167, 321
we are (all males or a mixed group)
..... nosotros somos 167, 321
weather el tiempo 17, 28
Wednesday el miércoles 14, 272
week la semana 27
welcome bienvenido(a) 22
well bien 113, 170, 232,
..... 387, 501
well bueno(a) 22, 319
what? ¿cómo? 23, 113, 318, 386
what? ¿cuál? 23, 318
what? ¿qué? 27, 114, 276,
..... 318, 386
when? ¿cuándo? 23, 318, 386
where? ¿dónde? 318, 386
(to) where? ¿adónde? 274, 386
which (one)? ... ¿cuál? 23, 318
white blanco(a) 323
who? ¿quién? 276, 318
why? ¿por qué? 318, 386
wife la esposa 316
to win ganar 227, 268, 383
wind viento 28
window la ventana 106, 451
windows las ventanas 106
winter el invierno 16
with con 23, 232
with me conmigo 274
with you (informal)
..... contigo 274
to work trabajar 228, 268, 324,
..... 383, 500
write *or* spell ... escribe 24
to write escribir 382, 499

Y

year el año 22
years los años 22
yellow amarillo(a) 323
yes sí 28, 174, 276
yesterday ayer 22
you (formal) usted 111, 230, 384, 495
you (informal)
..... tú 111, 230, 384, 495
you (plural) ustedes .. 111, 230, 384, 495
you are (formal)
..... usted es 167, 321

you are (formal)	
..... usted está	112, 496
you are (informal)	
..... tú eres	167, 321
you are (informal)	
..... tú estás	112, 496
you are (plural)	
..... ustedes están	112, 496
you are (plural)	
..... ustedes son.....	167, 321
young	joven 320
young lady (Miss)	
..... la señorita (Srta.)	27
your	su 392
your (plural)	tus 393
your (singular) tu	28, 393

Z

zero	cero 23
zoo	el parque zoológico 266

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