

# SPANISH 1A

## Student Reference Guide



WV Virtual School  
2017-2018



## ¡Vocabulario para sobrevivir!

### Cortesía en la clase (Polite Classroom Phrases)

Buenos días/Buenas tardes	Good morning/good afternoon
¿cómo está usted?	How are you? * <b>Formal</b>
Por favor	Please
gracias	Thank you
De nada/ a la orden	You're welcome

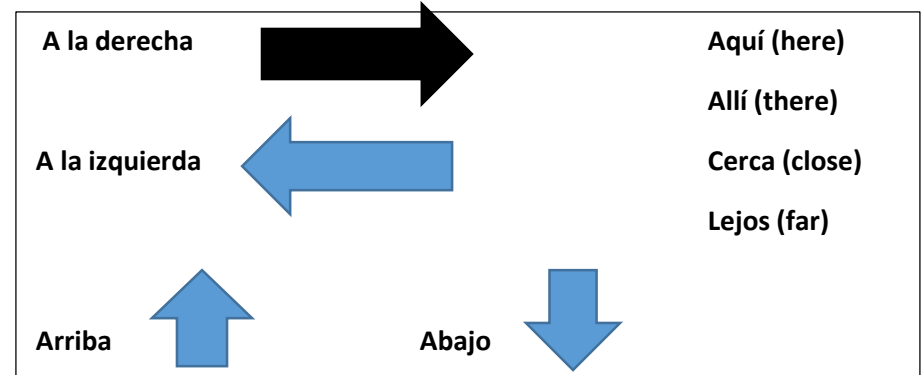
### Preguntas y respuestas (Questions and Answers)

¿cómo se dice ___ en inglés (en español)?	How do you say ___ in English (in Spanish)?
Se dice....	You say it...
¿cómo se escribe?	How do you write (spell) it?
¿Qué quiere decir _____?	What does ___ mean?
Quiere decir...	It means...
¿Qué ves?	What do you see?
Yo veo un/una...	I see a...
¿qué hay?	What is there...
¿Te gusta?	Do you like it?
Me gusta/no me gusta/ me encanta	I like it/I don't like it/I love it.
¿qué hacen ellos?	What are they doing?

### Los números

1 uno	6 seis	11 once	16 dieciséis	21 veintiuno	50 cincuenta	100 cien
2 dos	7 siete	12 doce	17 diecisiete	22 veintidós etc..	60 sesenta	101 ciento uno etc.
3 tres	8 ocho	13 trece	18 dieciocho	30 treinta	70 setenta	
4 cuatro	9 nueve	14 catorce	19 diecinueve	31 treinta y uno etc.	80 ochenta	
5 cinco	10 diez	15 quince	20 veinte	40 cuarenta	90 noventa	

### ¿dónde está? (Where is it?)



### lo básico (basics)

Abre	Open
Cierre	Close
Escucha	Listen
Responde/contesta	Answer
Pregúntame/ pregúntale	Ask me/ask her or him
Un repaso	A review
¿comprendes?	Do you understand?
No sé	I don't know
No comprendo/ no entiendo	I don't understand
¿En qué página?	On what page
¿cuál es la fecha de hoy?	What is today's date?

¡estupendo!

¡fantástico!

¡maravilloso!

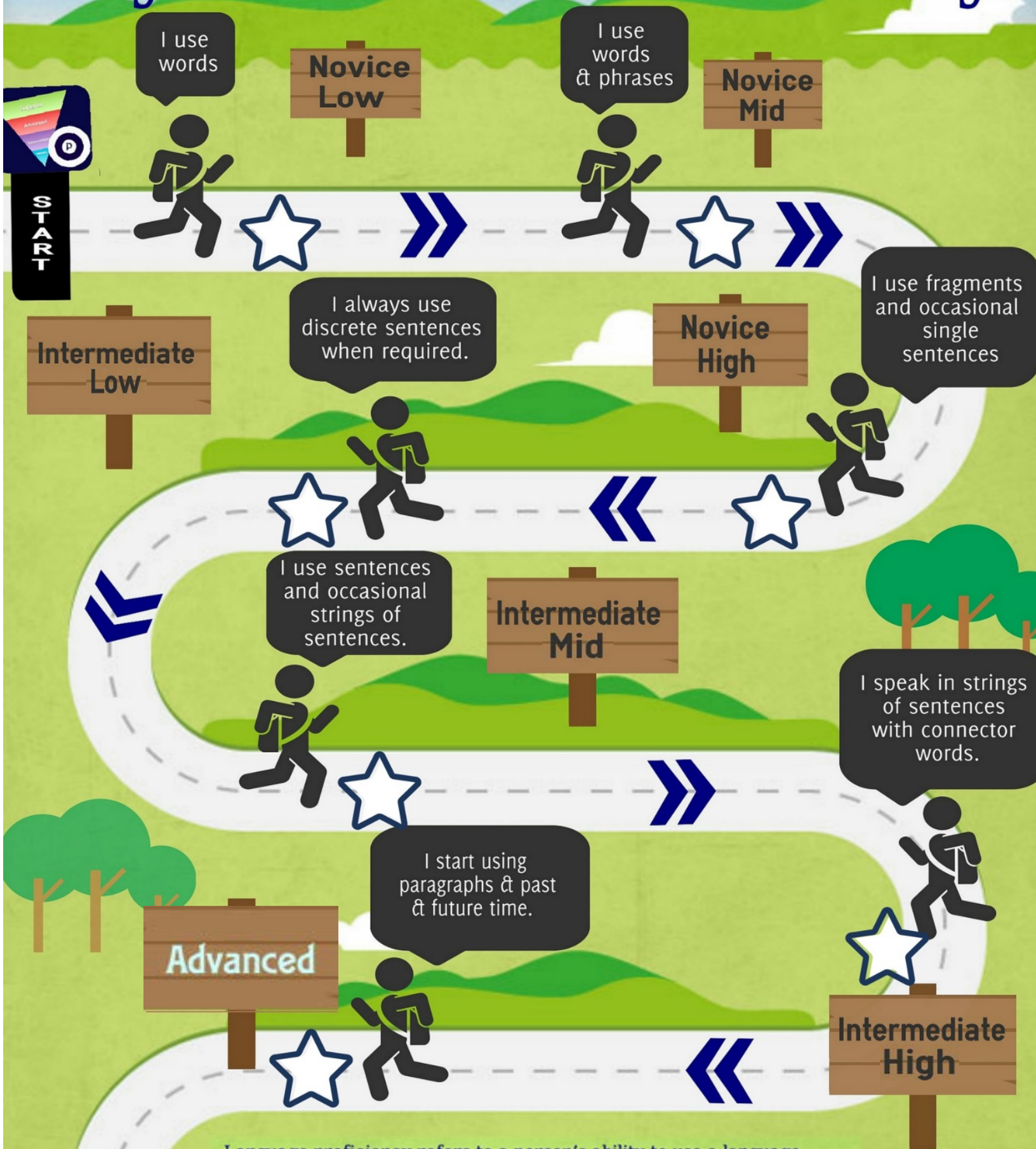
## WVVS Spanish 1A Notebook Table of Contents

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## Spanish 1A Content Units

#	Spanish Unit Title	English Unit Title	Grammar Focus
1	Los saludos	1. Greetings	Subject pronouns
2	La escuela	2. School	Nouns and articles
3	Las características	3. Characteristics	Adjectives
4	Países, nacionalidades, y números de 0-30	4. Countries, Nationalities, Numbers 0-30	Conjugating Verbs Ser (to be)
<b>Review &amp; Midterm Test Unit</b>			
5	La hora	5. Time	Estar (to be) Adverbs, Negative sentences
6	Verbos comunes – ar	6. Common AR verbs	Present tense AR verbs
7	Verbos comunes – er & -ir	7. Common ER & IR verbs	Present tense ER & IR verbs
8	Las estaciones y los números	8. Seasons and numbers 30-100	Asking questions / dates
9	<b>Review and Semester 1 Finals</b>		
10	Los pasatiempos	10. Hobbies & Pastimes	Gustar
11	La comida (1)	11. Food (1)	Possessive adj. & de
12	La comida (2)	12. Food (2)	Demonstrative adjectives
13	La familia	13. Family	2 verb combinations
<b>Review &amp; Midterm Test Unit</b>			
14	La Ciudad	14. The city	ir + a + infinitive (going to do...), acabar de (just did)
15	Animales	15. Animals	Stem changing verbs
16	Las Tiendas	16. Stores	Irregular tense yo verbs
17	El tiempo	17. Weather	Hay and Tener expressions
18	<b>Review and Semester 2 Finals</b>		

# My Path to Proficiency



Language proficiency refers to a person's ability to use a language for a variety of purposes, including speaking, listening, reading, and writing. Proficiency is commonly measured using guidelines developed by the American Council on the Teaching of Foreign Languages (ACTFL).

Adapted by WVVS 2016



Assignments, quizzes and tests are an important part of your learning. They help you measure your progress, and tell you whether you've learned the material or need further review. You and **only you** must do the work in order to learn Spanish. In this class, you must follow the WV Virtual School Spanish Academic Integrity Policy.

#### WV Virtual School Spanish Academic Integrity Policy

- You and only you do the assignments and take the quizzes or tests.
- You must never use an online translator for any assignment in this course.
- You will not use outside resources, the student reference guide, or information from classmates on any assignments.
- You will not copy or redistribute any part of the assessments in any way-electronically, verbally or on paper.
- You will not open other browsers during assessments.
- No graded assessment may be submitted from outside of the regular classroom setting or outside the presence of the classroom facilitator, nor left open past class period.

The following are examples of infractions of the Academic Integrity Policy that will result in a permanent zero on the assignment, and disciplinary actions that could include suspension or expulsion from the course .

- **Cheating** – Acting dishonestly, copying, or using someone else's work is an unacceptable educational practice. **This includes use of an online translator.**
- **Plagiarism** – The act of taking someone else's ideas, words, or writing, and attempting to pass them off as your own, or using them in any way without permission is an unacceptable educational practice. **This includes use of an online translator and copying/pasting from a website.**
- **Insubordination** –Refusing or failing to cooperate with WV Virtual School staff, communicating in a disrespectful tone or threatening manner, using inappropriate language and/or inappropriate slang, or using or referring to inappropriate media are unacceptable educational practices.

#### Consequences of Violations:

If any student violates the Academic Integrity Policy at any time, the following actions will be taken:

**Academic Referral Violation** will be issued for the **first and second offenses**. The student will earn a failing grade of a zero (0%) for the assignment in which the violation occurred, and written documentation (Academic Referral) will be issued. The student, principal and facilitator will be notified via e-mail and/or phone by the online teacher. On the **third offense** the student will be removed from the course. The online teacher will notify in writing the facilitator, principal and guidance counselor, and the school will send home a copy of the **Student Removal Letter**.

**Violation:** If any assignments, quizzes, exams, and/or major course requirements (including, but not limited to reflection assessments, speaking tests, written assignments, etc.), are in violation of the Academic Integrity Policy, this is considered an **Academic Referral Violation** and an Academic Referral will be issued.

**Insubordination** – Failure to follow directions or refusing to cooperate with on-site facilitators or WVVS Spanish online instructors are unacceptable. In accordance with the Acceptable Use Policy (AUP), students must not use inappropriate language or slang, or a disrespectful tone or threatening manner within the course. Students must not use or refer to inappropriate material, including media that is inappropriate for the school environment. Facilitators will be notified immediately if any student has posted inappropriately in an assignment or discussion board forum, or emailed or verbally communicated in an inappropriate manner with the online teacher or another student. The inappropriate dialogue will be removed from any public forum, and result in an Academic Referral Violation. A second offense will result in the student's permanent removal from the discussion board, email, and any other communication tool used, or another Academic Referral may be filed. On the **third offense** the student will be removed from the course. The online teacher will notify in writing the facilitator, principal and guidance counselor, and the school will send home a copy of the **Student Removal Letter**



ACADEMIC REFERRAL

Student Name:

Student ID:

Course Name:

Assessment Name:

Infraction of Academic Integrity Policy: Academic Referral Violation

Violation (include date and a brief description, including actions taken)

1<sup>st</sup> Academic Referral Violation

2<sup>nd</sup> Academic Referral Violation

3<sup>rd</sup> Academic Referral Violation

Action Taken by WV Virtual School:

On-Site Facilitator Signature:

Student Signature:

Representative Signature:

Academic Integrity Policy Highlights

1<sup>st</sup> Academic Referral Violation- Students will earn a 0% with a written warning, and facilitator notified.

2<sup>nd</sup> Academic Referral Violation - Students will earn a 0% with written warning and facilitator and principal notified.

3<sup>rd</sup> Academic Referral Violation - After three violations, students will be removed from the course.

## WV Virtual School Grading Scale

93 - 100	A
85 - 92	B
75 - 84	C
65 - 74	D
0 - 64	F

Remember that we use the WV Uniform Grading Scale. **This may vary from what your school utilizes, however, when created in WVEIS at the RESA the grading scale above is amended to match this scale.** All grades for the WVVS are cumulative. They do not restart each grading period or Semester.



This Scoring Guide will be used by your teacher to grade your speaking assignments. As you complete your assignments, you should do your best to incorporate these criteria into your responses.

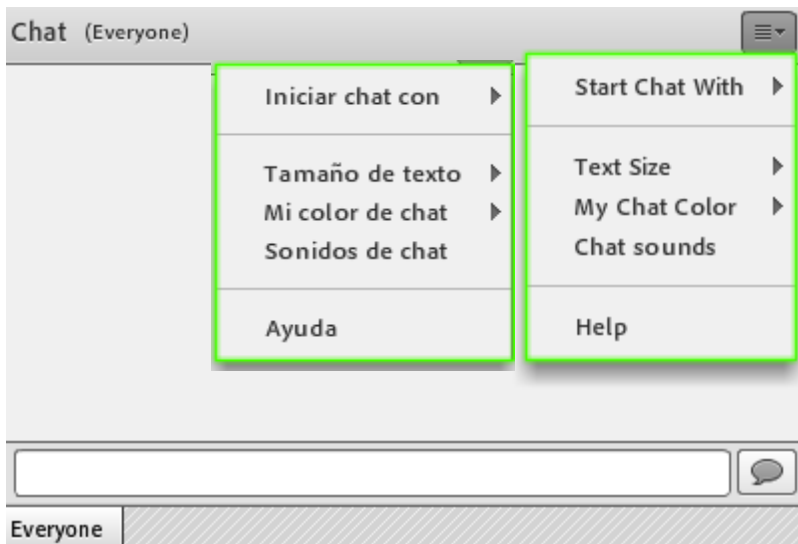
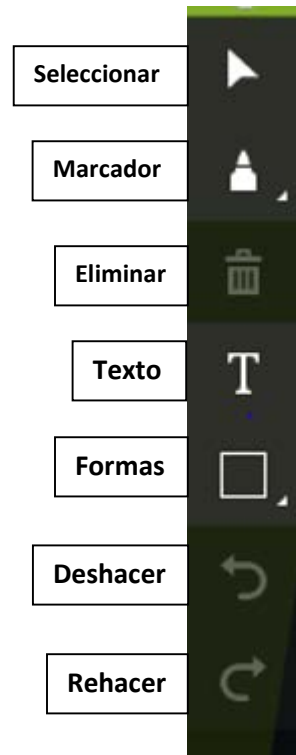
Score	Organization	Comprehensibility / Pronunciation	Accuracy	Vocabulary	Task Completion
5	Speaking is well-organized. Main ideas are presented clearly.	Listener can fully understand what the student is trying to communicate. Pronunciation is clear and accurate.	Speaking contains correct usage of grammatical patterns previously learned.	Student demonstrates high control of target vocabulary for this task.	Student completed all the requirements of the assignment.
4	Speaking is mostly organized. Most information is presented clearly.	Listener can mostly understand what the student is trying to communicate. Pronunciation has a few errors but can still be understood.	Speaking contains mostly correct usage of grammatical patterns previously learned.	Student demonstrates adequate control of target vocabulary for this task.	Student completed most of the requirements of the assignment.
3	Speaking is somewhat organized. Some information is presented in an illogical format.	Listener can understand about half of what the student is trying to communicate. Pronunciation has several errors and is somewhat difficult to understand.	Speaking contains frequent errors in usage of grammatical patterns previously learned.	Student demonstrates inconsistent control of target vocabulary for this task.	Student only completed some of the requirements of the assignment.
2	Speaking is poorly organized. Most information is confusing.	Listener can understand less than half of what the student is trying to communicate. Pronunciation has consistent errors and is very difficult to understand.	Speaking contains consistent errors in usage of grammatical patterns previously learned.	Student demonstrates weak control of target vocabulary for this task.	Student completed very few requirements of the assignment.
1	Speaking is unorganized. Information is incomplete.	Listener cannot understand what the student is trying to communicate. Pronunciation has major errors and cannot be understood.	Speaking is completely filled with errors. No attempt by student has been made to practice language concepts previously learned.	Student demonstrates lack of control of target vocabulary for this task. Little effort is made to utilize even basic vocabulary.	Student submitted incomplete work and made no attempt to fulfill the requirements of the assignment.

This Scoring Guide will be used by your teacher to grade your writing assignments. As you complete your assignments, you should do your best to incorporate these criteria into your responses.

Score	Organization	Comprehensibility	Accuracy	Vocabulary	Task Completion
5	Writing is well-organized. Main ideas are presented clearly.	Reader can fully understand what the student is trying to communicate.	Writing contains correct usage of grammatical patterns previously learned.	Student demonstrates high control of target vocabulary for this task.	Student completed all the requirements of the assignment.
4	Writing is mostly organized. Most information is presented clearly.	Reader can mostly understand what the student is trying to communicate.	Writing contains mostly correct usage of grammatical patterns previously learned.	Student demonstrates adequate control of target vocabulary for this task.	Student completed most of the requirements of the assignment.
3	Writing is somewhat organized. Some information is presented in an illogical format.	Reader can understand about half of what the student is trying to communicate.	Writing makes frequent errors in usage of grammatical patterns previously learned.	Student demonstrates inconsistent control of target vocabulary for this task.	Student only completed some of the requirements of the assignment.
2	Writing is poorly organized. Most information is confusing.	Reader can understand less than half of what the student is trying to communicate.	Writing contains consistent errors in usage of grammatical patterns previously learned.	Student demonstrates weak control of target vocabulary for this task.	Student completed very few requirements of the assignment.
1	Writing is unorganized. Information is incomplete.	Reader cannot understand what the student is trying to communicate.	Writing is completely filled with errors. No attempt by writer has been made to practice language concepts previously learned.	Student demonstrates lack of control of target vocabulary for this task. Little effort is made to utilize even basic vocabulary.	Student submitted incomplete work and made no attempt to fulfill the requirements of the assignment.

# La Pizarra Electrónica

Adobe Connect Versión 9



## Spanish Character Codes

á	Alt 160
é	Alt 130
í	Alt 161
ó	Alt 162
ú	Alt 163
ñ	Alt 164
¡	Alt 173
¿	Alt 168
Á	Alt 0193
É	Alt 144
Í	Alt 0205
Ó	Alt 0211
Ú	Alt 0218
Ñ	Alt 165

## **Study Techniques for 1A**

Unit 1- make paper flashcards for each of the vocabulary words

Unit 2-sticky notes/label the classroom items

Unit 3-make picture flashcards for each of the vocabulary words

Unit 4-studystack-print out the study stack flashcards

Unit 5-*taquitos* for time.

Unit 6-rainbow journal-verb charts for each verb

Unit 7-rainbow journal-verb charts for each verb

Units 8-18-escoge-choose the study technique that worked best for you

# Making Rainbow Journals

You will need 3 sheets of different colored paper.

For Spn 1A: the picture shows the titles for each tab created.

## Present Tense

- AR Verbs (Unit 6)
- ER verbs (Unit 7)
- IR Verbs (Unit 7)
- Stem Changing Verbs (Unit 15)
- Irregular Verbs (Unit 16)



1. Stagger the three sheets in steps as seen here, with about an inch or so above each other.



2. Then fold over to touch the other side aligning the flaps of the Journal to create the tabs. Once folded, staple the sheets together. Students will put their name in the right hand corner, and the Course: Spn 1A.



Follow the directions on the set up of what goes into the Rainbow Journal with the students as a whole group activity. Each student will then have a Rainbow Journal to use for studying. Students will add to the journal when they are introduced to verbs in future units.

## 1st Tab –AR Verbs:

Students will write the Verb conjugation and the meaning of the verb as hablar is done. Students will put all the -AR verbs from unit 6 on the front and/or back of the tab.

### -AR Verb: Hablar- to speak/talk

Yo Hablo - I speak

Tú Hablas - You speak

Él, Ella, Usted Habla — He/She/You (f) speak/s

Nosotros(as)Hablamos -We Speak

Vosotros(as) Habláis -You all speak

Ellos(as), Ustedes Hablan -They/You all Speak

### Cantar: to sing

Yo canto- I sing

Tú cantas-You sing

Él, Ella, Usted canta- He,she, You (form) sing/s

Nosotros(as) cantamos- We sing

Vosotros(as) cantáis- You all (Spn) sing

Ellos, Ellas, Ustedes cantan- They/all of you sing

### Enseñar: to teach

Enseño - I teach

Enseñas- you teach

Enseña- he, she you (form) teach

Enseñamos- We teach

Enseñáis- You all (Spn) teach

Enseñan- They/ all of you teach

### Escuchar: to listen

Escucho- I listen

Escuchas- You listen

Escucha- He, she you (f) listen

Escuchamos- We listen

Escucháis - You all (Spn) listen

Escuchan- They/ all of you listen

### Estudiar: to study

Estudio- I study

Estudias- You study

Estudia- He/she/ you f. study/s

Estudiamos- we study

Estudiáis- You all (Spn) study

Estudian- They/You all study

### The rest of the -AR Verbs to conjugate and put in the rainbow journal

Sacar- (una buena/mala nota): to get a good/bad grade, (Sacar fotos- to take potos)

Tocar- to play (an instrument); to touch

Trabajar- to work

Mirar- to look at/ watch

Necesitar- to need

Amar- to love

Ayudar- to help

Bailar- to dance

Comprar- to buy

Limpiar- to clean

Mirar- to look/watch

Preguntar- to ask a question

Tomar- to take something, or to drink something

Cerrar- to close

Dibujar- to draw

Pintar- to paint

Montar-to ride (bike/horse)

Navegar-to navigate (surf the internet)

Usar la computadora- to use the computer

Nadar- to swim

Cazar – to hunt

Pescar- to fish

Practicar- to practice

**\*\*On the back of the Journal, you will put the following:**

### Subject Pronouns

Yo –I

Tú –You

Él, Ella, Usted -He, She (it), You (formal)

Nosotros, Nosotras – We

Vosotros, Vosotras -You all- Spain

Ellos, Ellas, Ustedes -They, You all

## 2nd Tab –ER Verbs:

### **-ER verb: *Comer – to eat***

Yo -Como- I eat

Tú-Comes- you eat

Él, Ella, Usted- Come- He/She/you(f). eat/s

Nosotros(as) –Comemos- We eat

Vosotros(as) -Coméis- You all eat (SPN)

Ellos(as), Ustedes -Comen- They/ You all eat

### The rest of the -ER Verbs to conjugate and put in the rainbow journal

Beber- to drink

Comer-to eat

Comprender- to understand

Correr- to run

Creer- to believe

Deber- to owe, must, ought

Leer- to read

Vender- to sell

Coser –to sow

## 3rd Tab –IR Verbs:

### **-IR verb: *Vivir – to live***

Yo –Vivo- I live

Tú---Vives- You live

Él, Ella, Usted— Vive- He/she/You f. live/s

Nosotros(as) --- Vivimos- We live

Vosotros(as)--- Vivís- You all live (SPN)

Ellos(as), Ustedes---Viven- They/You all live

### The rest of the -IR Verbs to conjugate and put in the rainbow journal

Abrir- to open

Decidir- to decide

Describir- to describe

Escribir- to write

Recibir- to receive



## 4th Tab Stem Changing Verbs: (Boot Verbs)

### **Stem change: o -> ue**

dormir/ yo duermo to sleep  
 almorzar/ yo almuerzo to eat lunch  
 contar/ yo cuento to count/to tell  
 costar/ yo cuesta to cost  
 devolver/ yo devuelvo to return an item  
 poder/ yo puedo to be able to/can  
 morir/ yo muero to die  
 volar/ yo vuelo to fly  
 volver/ yo vuelvo to return

### **Stem change: e -> ie**

comenzar/ yo comienzo to start  
 divertirse/ yo me divierto to have fun  
 empezar/ yo empiezo to start/to begin  
 entender/ yo entiendo to understand  
 perder/ yo pierdo to lose

preferir/ yo prefiero to prefer  
 querer/ yo quiero to want/like/love  
 \*tener/ yo tengo/*tú tienes* to have  
 \*venir/ yo vengo/*tú vienes* to come

### **Stem change: e -> i**

pedir/ yo pido to ask for, request  
 \*decir/ yo digo/*tú dices* to tell  
 repetir/ yo repito to repeat  
 medir/ yo mido to measure

### **Stem change: i -> ie**

adquirir/ yo adquiero to acquire

### **Stem change: u -> ue**

jugar/ yo juego to play (sports/games)

### **Stem change: o -> hue**

oler/ yo huelo to smell

## 5th Tab Irregular Verbs: (Go verbs)

### **SER- to be** (Physical, Who you are, What you do, Where you are from)

Yo **soy** -I am

Tú **eres** -You are

Él, Ella, Usted **es** -He/She is, You **are** (formal)

Nosotros **somos**-- We are

Vosotros **sois** --You all **are**- Spain

Ellos, Ellas, Ustedes **son** --They, You all **are**

### **ESTAR- to be** (Emotions, How you feel, Where you are right now)

Yo **estoy** -I am

Tú **estás** -You are

Él, Ella, Usted **está** -He,she, it, is/You (formal) are

Nosotros **estamos** – We are

Vosotros **estáis**- You all are

Ellos, Ellas, Ustedes **están**-They/You all are

Dar- to give

Ir- to go

Ver- to see

Traducir- to translate

Conocer-to know someone, be familiar with a place

Saber- to know a fact

Hacer- to do/make

Tener- to have

Obtener- to obtain

Poner- to put or place

# **Spanish 1A Content**

## **Units 1-18**

## Unit 1 Los Saludos (Greetings)

### Saludos y despedidas Greetings and Good-byes

Hola.	Hello.
Buenos días.	Good morning.
Buenas tardes.	Good afternoon.
Buenas noches.	Good evening. Good night.
Adiós.	Good-bye.
Hasta luego.	See you later. (Until later.)
Hasta mañana.	See you tomorrow. (Until tomorrow.)
Nos vemos.	See you around.

¿Cómo estás?	How are you? (informal)
¿Cómo está usted?	How are you? (formal)
¿Qué tal?	What's up? How are things?
Muy bien, gracias.	Very good, thank you.
¿Y tú?	And you? (informal)
Muy bien, gracias. ¿Y usted?	Very good, thank you. And you? (formal)
más o menos	so so

¿Cómo te llamas?	What's your name? (informal)
¿Cómo se llama usted?	What's your name? (formal)
Me llamo ____.	My name is _____. <i>I call myself</i>
Mucho gusto.	Nice to meet you.
Igualmente.	Same here. (likewise)

### Las personas People

el muchacho	boy
la muchacha	girl
el niño	little boy
la niña	little girl
el señor	Mr.
la señora	Mrs.
la señorita	Miss
el amigo/la amiga	friend (male/female)

### Frases útiles Useful Phrases

¿Cómo se dice ____ en español?	How do you say ____ in Spanish?
Se dice _____.	You say _____.
¿Cómo se dice "Good morning" en español?	How do you say "Good morning" in Spanish?
Se dice "buenos días."	You say "Buenos días."
¿Qué quiere decir ____?	What does ____ mean?
Quiere decir _____.	It means _____.

### Pronouns

Yo	I
Tú	You
Él, Ella, Usted	He, She, You (formal)
Nosotros, Nosotras	We
Vosotros, Vosotras	You all- Spain
Ellos, Ellas, Ustedes	They, You all

### Become familiar with these words also.

#### ESTAR- to be

#### Emotions, How you feel, Where you are right now

Yo <b>estoy</b>	I am
s. Tú <b>estás</b>	You are
Él, Ella, Usted <b>está</b>	He, She, (it) is; You are (formal)

Nosotros <b>estamos</b>	We are
pl. Vosotros <b>estáis</b>	You all are- Spain
Ellos, Ellas, Ustedes <b>están</b>	They, You all are

#### SER- to be

#### Physical, Who you are, What you do, Where you are from

Yo <b>soy</b>	I am
s. Tú <b>eres</b>	You are
Él, Ella, Usted <b>es</b>	He, She (it) is, You are (formal)
Nosotros <b>somos</b>	We are
pl. Vosotros <b>sois</b>	You all are- Spain
Ellos, Ellas, Ustedes <b>son</b>	They, You all are

# I CAN STATEMENTS

## Unit 1 Los Saludos (Greetings)

- I can tell someone my name.
- I can answer a few simple questions.
- I can respond to yes/no questions.
- I can answer an either/or question.
- I can copy the characters that I am learning.
- I can copy a simple phrase like "Happy Birthday," "Happy Holidays," etc.
- I can recognize the sound of a few letters when they are spoken or spelled out.
- I can understand greetings.
- I can greet and leave people in a polite way.
- I can say hello and goodbye to someone my age or younger, an adult, and to someone I don't know.
- I can say hello and goodbye to my teacher, professor, or supervisor.
- I can say my name and ask someone's name.
- I can introduce myself to someone.
- \_\_\_\_\_
- \_\_\_\_\_



# Typing Spanish Characters

## Spanish Character Codes for PC

To type a specific Spanish character press and hold the <alt> key while typing the number for that specified character.

Spanish Character	Code	Spanish Character	Code
Á	Alt 0913	á	Alt 160
É	Alt 144	é	Alt 130
Í	Alt 0205	í	Alt 161
Ó	Alt 0211	ó	Alt 162
Ú	Alt 0218	ú	Alt 163
Ñ	Alt 165	ñ	Alt 164
¿ (inverted question mark)	Alt 168	¡ (inverted exclamation point)	Alt 173
Ü	Alt 154	ü	Alt 129
° (degree sign)	Alt 248		

## Spanish Character Codes for Mac computers

Spanish Character	Code	Spanish Character	Code
Á	Opt + e, then Shift + a	á	Opt + e, then a
É	Opt + e, then Shift + e	é	Opt + e, then e
Í	Opt + e, then Shift + i	í	Opt + e, then i
Ó	Opt + e, then Shift + o	ó	Opt + e, then o
Ú	Opt + e, then Shift + u	ú	Opt + e, then u
Ñ	Opt + n, then Shift + n	ñ	Opt + n, then n
¿ (inverted question mark)	Opt + shift + ?	¡ (inverted exclamation point)	Opt + 1
Ü	Opt + u, then Shift + u	ü	Opt + u, then u
° (degree sign)	Shift + Opt + 8		



# Subject Pronouns

A pronoun is a word that takes the place of a noun. Subject pronouns refer to pronouns acting as the subject of a sentence. Let's take a look.

	<u>Singular</u>	<u>Plural</u>
1 <sup>st</sup> person	I	we
2 <sup>nd</sup> person	you	you
3 <sup>rd</sup> person	he she it	they

This chart shows the subject pronouns in English. These pronouns are organized into the columns of singular, when you're just talking about one person, or plural, when you are talking about more than one person.

They are also organized into the rows of 1<sup>st</sup> person, when you are talking about yourself, 2<sup>nd</sup> person, when you are talking to others, and 3<sup>rd</sup> person, when you are talking about others.

Now let's see how Spanish conveys these same ideas.

The word for "I" in Spanish is **yo**.

**Yo** soy de México. I am from Mexico.

There are actually two ways to say "you": **tú** and **usted**. You'll learn later on when to use each one.

**Tú** eres mi amigo. You are my friend.

**Usted** es mi maestro. You are my teacher.

To say "he" use **él**, and "she" is **ella**.

**Él** es mi papá. He is my father.

**Ella** es mi mamá. She is my mother.

**Nosotros** and **nosotras** are the two different ways to say "we" in Spanish.

**Nosotros** somos estudiantes. We are students.

**Nosotras** somos hermanas. We are sisters.

Can you believe that there are actually three different ways to say "you all?" There's **vosotros**, **vosotras**, and **ustedes**. Again, you'll learn about the differences a little later.

**Vosotros** sois mis compañeros de clase. You all are my classmates.

**Vosotras** habláis español. You all speak Spanish.

**Ustedes** comprenden inglés. You all understand English.

Finally, the Spanish words for "they" are **ellos** and **ellas**.

**Ellos** son altos. They are tall.

**Ellas** son inteligentes. They are intelligent.

Here's a summary chart with all the Spanish subject pronouns together.

yo	nosotros nosotras
tú usted	vosotros vosotras ustedes
él ella	ellos ellas



# Subject Pronouns

Let's review the subject pronouns again and also learn about the special circumstances surrounding **tú** and **usted**, **nosotros** and **nosotras**, **vosotros** and **vosotras**, and **ustedes**, **ellos** and **ellas**.

Let's start with **yo**.

Use **yo** when you are talking about yourself.

**Yo soy una mujer.** I am a woman.

Use **tú** or **usted** when talking to someone. Both words mean “you” in English. However, be careful because there are certain situations when you can use **tú** and other situations when you should use **usted**.

**Tú** is used for informal situations. That is, when you are familiar with the person you are talking to.

Generally speaking, you can use **tú** when talking to...

- friends,
- family members,
- kids, and
- pets.

For example:

**Hola, Juan. ¿Cómo estás tú?** Hi, Juan. How are you?

On the other hand, **usted** (which is often abbreviated as **Ud.** in writing) is used in formal situations.

You should use **usted** when talking to...

- people to whom you want to show respect,
- people older than you,
- people in positions of authority, and
- people you are meeting for the first time.

**Buenos días, Dr. Ramírez. ¿Cómo está usted?** Good morning, Dr. Ramirez. How are you?

**Él** means “he” and **ella** means “she.”

**Él es guapo.** He is handsome.  
**Ella es bonita.** She is pretty.

As we mentioned earlier, there are two ways to say “we” in Spanish: **nosotros** and **nosotras**.

If you are a boy, use **nosotros** when

- you are in a group of just boys, or
- you are in a group of boys and girls together.



In fact, most simply put, if you are a boy, you will ALWAYS use the word **nosotros** to mean “we.”  
**Nosotros somos una familia.** We are a family.

However, if you are a girl, you have a few other things to consider.

- Use **nosotras** when you are in a group of just girls.
- Use **nosotros** if you are in a group of boys and girls together.

**Nosotras somos amigas.** We are friends.

Our next set of subject pronouns deals with the different ways to say “you all” in Spanish. Knowing when to use each one is actually very easy.

The first two pronouns, **vosotros** and **vosotras**, are only used in Spain. They follow similar guidelines as what we used for **nosotros**.

- Use **vosotros** when you are talking to a group of guys, or when you are talking to a group of both guys and girls.

**Vosotros sois de España.** You all are from Spain.

- Use **vosotras** if you are talking to a group made up of only girls.

**Vosotras sois muy inteligentes.** You all (girls) are very intelligent.

**Ustedes** (often abbreviated as Uds. in writing) is the word used to express the idea of “you all” in the rest of the Spanish-speaking world. It is used when speaking to a group of guys, a group of girls, or a group with both guys and girls.

**Ustedes son de Venezuela.** You all are from Venezuela.

Finally, we have **ellos** and **ellas**. Both words mean “they” but like **nosotros** and **vosotros**, knowing when to use which term depends on whether you are talking about a group of guys, a group of girls, or a mixed group.

- Use **ellos** when you are talking about a group of guys, or when you are talking to a group of both guys and girls.
- Use **ellas** when you are talking about a group of just girls.

**Ellos se graduaron de la universidad.** They graduated from the university.  
**Ellas están usando la computadora.** They are using the computer.



# Subject Pronouns

Let's look at a few more examples of subject pronouns.

***Yo soy inteligente.*** I am intelligent.

***Tú eres de Colombia.*** You are from Colombia.

***Él es doctor.*** He is a doctor.

***Nosotros terminamos la lección.*** We finished the lesson.

***Ustedes son estudiantes.*** You (all) are students.

You will soon come to notice that although Spanish has words for subject pronouns, they often are not used, or they are only used for emphasis or clarification.

This is because the conjugations of the verbs in Spanish already indicate who is doing the action. So, unless clarification and emphasis are needed, the subject pronouns are frequently left out. Let's take a look.

“***Yo soy inteligente***” simply becomes “***Soy inteligente.***”

“***Tú eres de Colombia***” changes to “***Eres de Colombia.***”

“***Él es doctor***” is now “***Es doctor.***”

“***Nosotros terminamos la lección***” is reduced to “***Terminamos la lección.***”

And “***Ustedes son estudiantes***” is simply “***Son estudiantes.***”

This may seem a bit strange at first, but as you get used to Spanish, it will start to become more and more natural.

## Unit 2 La Escuela (School)

### La escuela School

la clase	class
el aula	classroom
la mochila	backpack
la computadora	computer
el escritorio	desk
la silla	chair
la pizarra	chalkboard
el mapa	map

### Unas cosas Some Things

el libro	book
el calendario	calendar
el reloj	clock
el diccionario	dictionary
el borrador	eraser
la luz	light
el cuaderno	notebook
el papel	paper
el bolígrafo	pen
el lápiz	pencil
el estudiante	student (male)
la tarea	homework
la lección	lesson
el examen	test
la palabra	word
el maestro	teacher (male)

### Las materias Subjects

el arte	art
el inglés	English
la historia	history
las matemáticas	math
la música	music
las ciencias	science
el español	Spanish
la educación física	physical education/gym

### Verbos útiles Useful Verbs

sacar una buena nota	to get a good grade
aprender	to learn
prestar atención	to pay attention
hablar	to speak, to talk
estudiar	to study
enseñar	to teach
escuchar	to listen
practicar	to practice

### Definite Articles

el	the (m s)
la	the (f s)
los	the (m pl)
las	the (f pl)

### Indefinite Articles

un, uno	a, an (m s)
una	a, an (f s)
unos	some (m pl)
unas	some (f pl)

### Examples

**El** muchacho es **un** estudiante. The boy is a student. **La** muchacha es **una** estudiante. The girl is a student.  
 Tengo **unos** libros. I have some books.  
**Los** libros son interesantes. The books are interesting.  
 Tengo **unas** clases hoy. I have some classes today.  
**Las** clases son interesantes. The classes are interesting.

### Vocabulario suplementario

la ventana- window  
 la puerta- door

# I CAN STATEMENTS

## Unit 2 La Escuela (School)

- I can list items I see every day.
- I can label items in a room.
- I can recognize the sound of a few letters when they are spoken or spelled out.
- I can copy the characters that I am learning.
- I can identify names of classes and instructors in a school schedule.
- I can list my classes and tell what time they start and end.
- I can talk about my school or where I work.
- I can describe my school.
- I can tell what I do in class or at work.
- I can write what I do in class or at work.
- I can describe my school and what classes I have
- I can understand questions about my work or class schedule.
- I can talk with someone about school or work.
- I can describe what I need for school or work.
- \_\_\_\_\_
- \_\_\_\_\_



# El abecedario (The Alphabet)

The Spanish alphabet includes 27 letters. It is the same as the English alphabet with the addition of the letter **ñ**.

A – árbol	J – jaguar	R – rosa
B – bote	K – karate	S – sopa
C – casa	L – león	T – trompeta
D – dado	M – manzana	U – uvas
E – elefante	N – naranja	V – venado
F – foca	Ñ – niña	W – kiwi
G – gato	O – oso	X – xilófono
H – hilo	P – papalote	Y – yo-yo
I – iguana	Q – queso	Z – zorro

In 2010, the Real Academia Española (an institution that revises and regulates the Spanish language) made some changes to the Spanish alphabet. Letters like **ch** and **ll** were deleted from the alphabet.

The names of a few letters were also changed.

For example, “y” was known as **i griega**. It is now simply called **ye**.

Letters like “b” and “v”, used to be known as **be** and **ve**. Other names given to them were **b larga** and **b grande** or **v corta** and **v chica**. Now they are simply known as: **be** for “b” and **uve** for “v”. Therefore, the “w” will simply be known as **doble uve**.

You’ll probably continue to hear native Spanish speakers refer to these letters the old way. It may take a few years for most people to get accustomed to the new changes.



# Nouns

Nouns represent people, places, things, and ideas. In Spanish, they express gender as well as number.

## Gender

All Spanish nouns are either masculine or feminine. As a point of clarification, there are **two** kinds of gender in Spanish:

1. Natural Gender
2. Grammatical Gender

## Natural gender

This kind of gender comes from the gender of the noun. If you are talking about a male person, the noun will be masculine. If you are talking about a female person, the noun will be feminine. For example, the brother is **el hermano**, while the sister is **la hermana**.

## Grammatical Gender

This kind of gender cannot come from the gender of the noun because most nouns are not male or female. The reasons why certain nouns are masculine and others are feminine are not perfectly clear.

For example:

<b>el libro</b> (masculine)	book
<b>la mesa</b> (feminine)	table
<b>la corbata</b> (feminine)	necktie
<b>el vestido</b> (masculine)	dress

These words don't give any clues as to why they are masculine or feminine. They simply were assigned a gender.

Don't despair, though! There are some simple patterns and rules to help you. The following table is meant to help you understand when nouns are USUALLY masculine or feminine. Remember that there are exceptions to these patterns, and they are only meant as a general guide.

<u>USUALLY MASCULINE</u>		<u>USUALLY FEMININE</u>	
Nouns ending in <b>-o</b>		Nouns ending in <b>-a</b>	
<u>Masculine</u>	<u>Exception</u>	<u>Feminine</u>	<u>Exception</u>
<i>el libro</i>	<i>la mano</i>	<i>la casa</i>	<i>el día</i>
<i>el niño</i>	<i>la foto</i>	<i>la niña</i>	<i>el problema</i>

That explains gender, but we have two more topics to cover before we are done with nouns.

## Number

First, let's talk about number. In English, a noun is usually made plural by simply adding **-s** or **-es**. When we change a noun from singular to plural in Spanish, we must consider a few things.

General Rule: Add **-s** to nouns ending in an unstressed vowel.

**el perro** → *los perros*

**la puerta** → *las puertas*

General Rule: Add **-es** to nouns ending in a consonant.

**el animal** → *los animales*

**el rey** → *los reyes*

General Rule: When nouns end in **-z**, change to **-c** and add **-es**.

**la luz** → *las luces*

**el lápiz** → *los lápices*

General Rule: For single-syllable words ending in **-s**, add **-es**.

**el mes** → *los meses*

**la tos** → *las toses*

Final note: There are times when the noun form does not change when it is plural. For example, the days of the week: **el jueves** → **los jueves**. This is often because the word already ends in **-s** or **-es**. It should be clear from the context of the sentence whether the noun is singular or plural.



# Definite and Indefinite Articles

Definite articles refer to nouns that are specific.

In English, we only have one definite article: *the*. Spanish has four different definite articles to help us know if there is more than one thing being described, and if that thing or those things are masculine or feminine. The Spanish definite articles are **el**, **la**, **los** and **las**.

If you have one masculine item, (like **libro**), we use **el libro** to say “the book.” If we have more than one book, we have to use the plural masculine article **los** to say “the books” (**los libros**).

The same is true for feminine nouns. We use **la** to talk about one feminine noun **la silla** (the chair), and **las** if there is more than one: **las sillas** (the chairs).

Examples:

<b>el libro</b>	the book
<b>los libros</b>	the books
<b>la silla</b>	the chair
<b>las sillas</b>	the chairs

## Indefinite Articles

Indefinite articles refer to nouns that are not specific.

In English, we have three indefinite articles: *a*, *an*, and *some*. Spanish has four indefinite articles to help us know if there is more than one non-specific thing being described and if that thing or those things are masculine or feminine. The Spanish indefinite articles are **un**, **una**, **unos**, and **unas**.

If you have one masculine item, (like **libro**), we use **un libro** to say “a book.” If we have more than one book, we have to use the plural masculine article **unos** to say “some books” (**unos libros**).

The same is true for feminine nouns. We use **una** to talk about one feminine noun- **una silla** (a chair)- and **unas** if there is more than one- **unas sillas** (some chairs).

Examples:

<b>un libro</b>	a book, one book
<b>unos libros</b>	some books
<b>una clase</b>	a class, one class
<b>unas clases</b>	some classes



Let's look at a few more examples of definite and indefinite articles.

<b><i>la mochila</i></b>	the backpack
<b><i>las mochilas</i></b>	the backpacks
<b><i>una mochila</i></b>	a backpack, one backpack
<b><i>unas mochilas</i></b>	some backpacks

<b><i>el cuaderno</i></b>	the notebook
<b><i>los cuadernos</i></b>	the notebooks
<b><i>un cuaderno</i></b>	a notebook, one notebook
<b><i>unos cuadernos</i></b>	some notebooks

## Unit 3 Las Características (Characteristics)

### Grupo #1 Las características Characteristics

bueno	good
malo	bad
paciente	patient
impaciente	impatient
rubio	blond
moreno	dark hair and skin
pelirrojo	redhead
cansado	tired

### Grupo #2 Las características Characteristics

guapo	handsome
feo	ugly
aburrido	boring
divertido	fun
nervioso	nervous
perezoso	lazy
grande	big
pequeño	small

### Grupo #3 Las características Characteristics

bonito	pretty
serio	serious
bajo	short
alto	tall
débil	weak
fuerte	strong
interesante	interesting
simpático	nice

### Grupo #4 Las características Characteristics

feliz	happy
triste	sad
enfermo	sick
inteligente	intelligent
gordo	fat
delgado	thin
viejo	old
joven	young
rosado	pink
morado	purple

### ESTAR- to be

#### Emotions, How you feel

Yo estoy	I am
Tú estás	You are
Él, Ella, Usted está	He, She (it) is You are (formal)

### SER- to be

#### Physical, What you are like

Yo soy	I am
Tú eres	You are
Él, Ella, Usted es	He, She (it) is, You are (formal)

### Grupo #5 Los colores Colors

blanco	white
negro	black
azul	blue
rojo	red
verde	green
amarillo	yellow
anaranjado	orange
marrón	brown
gris	gray

### Frases útiles Useful Phrases

¿De qué color es ____?	What color is ____?
los colores	colors
¿Cómo estás?	How are you?
¿Cómo está ella?	How is she?
Estoy _____. (to describe emotions)	I am _____.
Ella está _____. (to describe emotions)	She is _____.
Él está _____. (to describe emotions)	He is _____.
¿Cómo eres?	What are you like?
¿Cómo es ella?	What is she like?
¿Cómo es él?	What is he like?
Soy _____. (to describe physical characteristics)	I am _____.
Ella es _____. (to describe physical characteristics)	She is _____.
Él es _____. (to describe physical characteristics)	He is _____.

Most adjectives can use ser or estar, but it changes the meaning. If I say "soy feliz" then I am considered a happy person, if I say "estoy feliz" then I am feeling happy (right now). Another example is: "eres bonita"- you are pretty  
"estás bonita"- you look pretty (today/in that outfit/with makeup)

Remember that adjectives and verbs become plural when talking about more than one person.

Ex. somos inteligentes, son amarillos, estáis cansadas, estamos enfermos

Nosotros <b>estamos</b>	We are
Vosotros <b>estáis</b>	You all are- Spain
Ellos, Ellas, Ustedes <b>están</b>	They, You all are

Nosotros <b>somos</b>	We are
Vosotros <b>sois</b>	You all are- Spain
Ellos, Ellas, Ustedes <b>son</b>	They, You all are

# I CAN STATEMENTS

## Unit 3 Las Características (Characteristics)

I can say or write something about friends and classmates.

I can recognize some color words.

I can say what I look like.

I can say what I am like.

I can say what someone looks like.

I can say what someone is like.

\_\_\_\_\_

\_\_\_\_\_



# Adjectives

Adjectives are words that add information about nouns. For example, the noun “teacher” can be accompanied by the adjective “tall” as in “the tall teacher.” Because of the adjective “tall,” you now know more about this teacher.

From your study of nouns, you know that each noun has a gender associated with it (*el libro* but *la madre*). Adjectives are more flexible. Adjectives can be masculine or feminine, singular or plural: **alto, alta, altos, altas**.

*Bert es alto. Bert es atractivo. Heather es alta. Heather es atractiva.*

Since “Bert” is a singular masculine noun, the adjective that describes him (*alto*) must also be singular and masculine. Since the noun “Heather” is singular and feminine, the adjective that describes her (*alta*) must agree. This concept is known as **noun-adjective agreement**.

**Adjectives need to agree in gender and number with the noun they modify.**

*El chico es alto.* The boy is tall.  
*La chica es alta.* The girl is tall.

*Los chicos son altos.* The boys are tall.  
*Las chicas son altas.* The girls are tall.

Some adjectives only have two forms: one for singular (masculine and feminine) and one for plural (masculine and feminine).

*El chico es inteligente.* The boy is intelligent.  
*La chica es inteligente.* The girl is intelligent.  
*Los chicos son inteligentes.* The boys are intelligent.  
*Las chicas son inteligentes.* The girls are intelligent.

For phonetic reasons (the way they sound), adjectives that end in -z change to -ces in the plural form:

<i>el chico feliz</i>	the happy boy	<i>los chicos felices</i>	the happy boys
<i>la chica feliz</i>	the happy girl	<i>las chicas felices</i>	the happy girls

## Adjective: Word Order

In English, adjectives precede nouns: blue paper, red ball  
In Spanish, adjectives usually follow nouns: *papel azul, balón rojo*

**Note:** When an adjective speaks of a quality that is inherent and usually taken for granted, the adjective precedes the noun. Sometimes the meaning changes a little bit as well. In these cases, the adjectives sometimes have a short form.

*El hombre grande* the big man  
*El gran hombre* the great man



# Rules of Accentuation

The rules of accentuation are simple, but applying them can be complicated. Sometimes it will be easier to memorize which words have written accent marks. Spanish accent marks are used to show a break from the norm.

These are the norms:

If the word ends in **n**, **s**, or a **vowel**, the stress (the emphasis) will usually fall on the next to last syllable. These words will not have a written accent mark. For example:

hablo      perro      papas      cazan

If the word ends in any consonant other than **n** or **s**, the stress will fall on the last syllable. These words will not have a written accent mark. For example:

hablar      papel      salud      verdad

When words break one of these norms, they have a written accent mark. For example:

canción      difícil      comí      lápiz

Note: most words that end in **-sión** or **-ción** will have written accent marks.

All words that have emphasis on the second and third to last syllable will have accent marks. For example:

película      miércoles      permítamelo      eléctrico

Words that are formed by only one syllable are usually not accentuated, except when there is a word that is spelled in the same way and has a different meaning. For example:

<b>él</b> (he)	<b>el</b> (the)	<b>tú</b> (you)	<b>tu</b> (your)	<b>más</b> (more)	<b>mas</b> (but)
<b>mí</b> (me)	<b>mi</b> (my)	<b>sí</b> (yes)	<b>si</b> (if)	<b>aún</b> (yet, still)	<b>aun</b> (even)

Words with more than one syllable can also have words that are spelled the same but have a different meaning. For example:

**Papa** (Pope, potato)      **papá** (father)

Interrogative and exclamation words are always accentuated.

For example:

<b>¿Qué quieres?</b>	What do you want?
<b>¿Quién está allí?</b>	Who is there?
<b>¡Qué suerte!</b>	What luck!



# Becoming a Life-long Learner

## Becoming a Life-long Learner

Learning a language opens doors to a world of opportunity. Of course, in order to really benefit from your studies, you'll need to do more than just complete assignments. You'll need to set habits that will tie you to Spanish and its cultures even beyond the classroom. Students who become life-long learners of Spanish have some basic characteristics and habits that you should develop if you want to get the most from your experience learning Spanish.

### Lifelong learners:

- Have friends with whom they regularly converse in the target language. (This could be friends in school, neighbors or friends in the community.)
- Regularly get information from target language sources (newspapers, magazines, Internet Spanish related news group (with parent's approval), TV programs, radio, etc. that are produced by and for native speakers.)
- Participate in activities of the target culture (celebrating holidays, seeing movies or plays in the target culture, preparing or eating dishes from the target culture, reading books or magazines from the target culture, etc.)

We use and see Spanish in the classroom and outside of the classroom. What are some ways you can use Spanish and learn more Spanish outside of class this semester? What would you like to do with your Spanish?

Write three goals for using and learning Spanish outside of class **THIS SEMESTER**.

Please describe your goal. Tell when you plan to do this goal and what you'll need to accomplish it.

**Example Goal 1:** I will learn 10 new words on a shopping trip to Lowes with my parents. I will go in November. I'll use the signs on the ends of the aisles that are in Spanish and English.

**Example Goal 2:** Every Friday in October I will look up the weather for my town in Spanish on [espanol.weather.com](http://espanol.weather.com) and make a weather journal.

**Example Goal 3:** I will look up and cook a recipe of a food from Spain for my Mom's birthday on December 5th. I will use the site <http://www.tienda.com/recipes/recipes.html>.

After you write your goals, go back and check if each one tells what you'll do, when you'll do it, and what Spanish resources you'll need. Notice that each example is different, but each example has all 3 parts.

\*We encourage you to discuss your goals with your classmates and facilitator.

**\*Start your plan next week, you can create a draft on the next page. This assignment is worth 20 points. \*\*You will report on this assignment towards the end of the semester. The final report will be worth 50 points.**

**Lifelong Learner Goals Draft**

Example Goal 1: I will learn 10 new words on a shopping trip to Lowes with my parents. I will go in November. I'll use the signs on the ends of the aisles that are in Spanish and English.

**My Goal 1:**

---

---

---

Example Goal 2: Every Friday in October I will look up the weather for my town in Spanish on espanol.weather.com and make a weather journal.

**My Goal 2:**

---

---

---

Example Goal 3: I will look up and cook a recipe of a food from Spain for my Mom's birthday on December 5th. I will use the site <http://www.tienda.com/recipes/recipes.html>.

**My Goal 3:**

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# Unit 4 Países, Nacionalidades, y Números de 0-30 (Countries, Nationalities, Numbers)

## Grupo #1 Los continentes Continents

el mundo	the world
América del Norte	North America
América del Sur	South America
Europa	Europe/European
Asia	Asia/Asian
África	Africa/African
Australia	Australia/Australian
Antártica	Antarctica

## Grupo #2 Los países y nacionalidades Countries and Nationalities

los Estados Unidos/estadounidense	the United States/from the United States
México/mexicano(a)	Mexico/Mexican
Costa Rica/costarricense	Costa Rica/Costa Rican
la Argentina/argentino(a)	Argentina/Argentine
Brasil/brasileño(a)	Brazil/Brazilian
España/español(a)	Spain/Spanish
Alemania/alemán(a)	Germany/German
Japón/japonés(a)	Japan/Japanese

## Grupo #3 Los números 0-10 Numbers 0-10

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

## Grupo #4 Los números 11-20 Numbers 11-20

once	11
doce	12
trece	13
catorce	14
quince	15
dieciséis	16
diecisiete	17
dieciocho	18
diecinueve	19
veinte	20
¿Cuántos años tienes?	How old are you?
Tengo ___ años.	I am _____ years old.
Tiene ___ años.	He/She is _____ years old.

## Grupo #5 Los números 21-30 Numbers 21-30

veintiuno	21
veintidós	22
veintitrés	23
veinticuatro	24
veinticinco	25
veintiséis	26
veintisiete	27
veintiocho	28
veintinueve	29
treinta	30

## Frases útiles Useful Phrases

¿De dónde eres?	Where are you from? (familiar)
¿De dónde es usted?	Where are you from? (formal)
Soy de _____.	I am from _____.
Es de _____.	He/She is from _____.
Soy _____.	I am _____.

## Las Matemáticas

más	plus
menos	minus
por	times
dividido por	divided by

## Los Verbos

infinitivo	infinitive/end in -ar, -er, -ir
conjugado	conjugated/changed
hablar	to speak (inf)
Yo hablo	I speak (conj)

## SER

### Where you are from, Nationality

Yo soy (de)	I am (from)
Tú eres (de)	You are (from)
Él, Ella, Usted es (de)	He, She (it) is You are (frm) (from)

Nosotros somos (de)	We are (from)
Vosotros sois (de)	You all are (from)
Ellos, Ellas, Ustedes son (de)	They, You all are (from)

## Examples

Yo soy <u>de</u> (place)	Yo soy (nationality)
Él es <u>de</u> (place)	Tú eres (nationality)
Ella es <u>de</u> (place)	



# I CAN STATEMENTS

## Unit 4 Países, Nacionalidades, y Números de 0-30 (Countries, Nationalities, Numbers)

- I can count from 0-30
- I can name countries on a map.
- I can give my phone number.
- I can write numbers such as my phone number.
- I can understand some numbers.
- I can ask and say someone's nationality.
- \_\_\_\_\_
- \_\_\_\_\_



# Ser

## The Basics

**Ser** is generally used to describe **what** a noun is (essential characteristics).

**Estar** is generally used to describe **how** a noun is (condition).

For example:

It is useful to have two ways of saying “to be.” Consider this English sentence:

The tomato is green.

This sentence could mean one of two things:

1. The tomato is of a variety that produces tomatoes that are green in color.
2. The tomato is not ripe.

This situation is avoided in Spanish because if the verb **ser** is used, we know that the speaker means that it is a green variety of tomato. On the other hand, if the verb **estar** is used, we can safely say that the tomato is simply not ripe. Here are the two sentences in Spanish:

*El tomate **es** verde.*

The tomato is green in color.

*El tomate **está** verde.*

The tomato is unripe.

## Ser

**Ser** is an irregular verb, so you must simply memorize the different forms. Here are the present tense conjugations of **ser** for the different subjects:

### Ser

yo → soy

tú → eres

él, ella, usted (Ud.) → es

nosotros, nosotras → somos

vosotros, vosotras → sois

ellos, ellas, ustedes (Uds.) → son

When learning verb conjugations, they are usually presented in a chart. The first column contains the conjugations for **yo**, **tú** and **él-ella-usted**, and the second column contains the conjugations for **nosotros-nosotras**, **vosotros-vosotras**, and **ellos-ellas-ustedes**. Setting up the verbs conjugations this way makes it easier to study and remember them.

soy	somos
eres	sois
es	son

### Ser. Uses

<u>Use</u>	<u>Example</u>	
Essential Characteristics	<i>Yo <b>soy</b> inteligente.</i>	I <b>am</b> intelligent.
Telling time	<i><b>Son</b> las dos y veinte de la tarde.</i>	It <b>is</b> 2:20 PM.
Origin/nationality	<i>Carlos <b>es</b> guatemalteco.</i>	Carlos <b>is</b> Guatemalan.
Occupation/religion	<i>Nosotros <b>somos</b> carpinteros.</i>	We <b>are</b> carpenters.
Composition (made of)	<i>La mesa <b>es</b> de madera.</i>	The table <b>is</b> (made of) wood.
Possession/ownership	<i>La chaqueta amarilla <b>es</b> mía.</i>	The yellow jacket <b>is</b> mine.
Relationships	<i>Jorge <b>es</b> el esposo de Juana.</i>	Jorge <b>is</b> Juana's husband.
Impersonal expressions	<i><b>Es</b> importante respirar todos los días.</i>	It <b>is</b> important to breathe every day.
Location of events	<i>La reunión <b>es</b> en la sala de conferencia.</i>	The meeting <b>is</b> in the conference room.



# Conjugating Verbs

In English, we can often use a verb without making any changes to it. The verb "walk" is used in the same form in all of these sentences.

I walk.  
 You walk.  
 They walk.  
 My neighbors walk.  
 Their dogs walk.

But sometimes we have to add **-s** or **-es** to the end of a verb. We do that when the subject is **he**, **she**, **it** or a singular noun:

She walks.  
 He walks.  
 It walks.  
 My neighbor walks.  
 Her dog walks.

You can see that there are only two forms of the verb: "walk" and "walks." And those are the only two ways we change a normal English verb to make it fit different people or subjects. Spanish verbs, on the other hand, do a lot of changing to fit different subjects. This changing of the verb is called *conjugating*.

All verbs have a basic or unconjugated form. This is called an *infinitive*. In English, infinitives start with the word "to." "To walk" is the infinitive form of "walk" and "walks." "To be" is the infinitive form of "is," "are," and "am." Spanish infinitives are always just one word, and they always end in **r**. In fact, in Spanish all infinitives end in **ar**, **er**, or **ir**. When you take a Spanish infinitive and change it to fit the subject of a sentence, that's called conjugating the verb. Some examples of infinitives in Spanish are ***estudiar***, ***aprender*** and ***escribir***.

# MIDTERM REVIEW

Notes:

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# I CAN STATEMENTS MIDTERM REVIEW

- I can tell someone my name.
- I can answer a few simple questions.
- I can respond to yes/no questions.
- I can answer an either/or question.
- I can copy the characters that I am learning.
- I can copy a simple phrase like "Happy Birthday," "Happy Holidays," etc.
- I can recognize the sound of a few letters when they are spoken or spelled out.
- I can understand greetings.
- I can greet and leave people in a polite way.
- I can say hello and goodbye to someone my age or younger, an adult, and to someone I don't know.
- I can say hello and goodbye to my teacher, professor, or supervisor.
- I can say my name and ask someone's name.
- I can introduce myself to someone.
- I can list items I see every day.
- I can label items in a room.
- I can recognize the sound of a few letters when they are spoken or spelled out.
- I can copy the characters that I am learning.
- I can identify names of classes and instructors in a school schedule.
- I can list my classes and tell what time they start and end.
- I can talk about my school or where I work.
- I can describe my school.
- I can tell what I do in class or at work.
- I can write what I do in class or at work.
- I can describe my school and what classes I have
- I can understand questions about my work or class schedule.
- I can talk with someone about school or work.
- I can describe what I need for school or work.
- I can say or write something about friends and classmates.
- I can recognize some color words.
- I can say what I look like.
- I can say what I am like.
- I can say what someone looks like.
- I can say what someone is like.
- I can count from 0-30
- I can name countries on a map.
- I can give my phone number.
- I can write numbers such as my phone number.
- I can understand some numbers.
- I can ask and say someone's nationality.
- \_\_\_\_\_
- \_\_\_\_\_

## Unit 5 La Hora (Time)

### La hora Time

¿Qué hora es?	What time is it?
Es la una.	It is one o'clock.
Son las dos.	It is two o'clock.
...y cinco	...and five (minutes)
...y diez	...and ten (minutes)
...y cuarto	...quarter past the hour
...y media	...half past the hour
...menos cinco	...minus five (minutes)/ <i>five minutes until</i>

...menos diez	...minus ten (minutes)/ <i>ten minutes until</i>
(cinco) menos cuarto	...quarter to (five)
de la mañana	in the morning
de la tarde	in the afternoon
de la noche	at night
¿A qué hora?	(At) what time?
a la una	at one o'clock
a las dos	at two o'clock

ahora	now
ahora mismo	right now
a tiempo	on time
un momento	a moment
la hora	hour
el minuto	minute
el segundo	second
en punto	on the dot

ayer	yesterday
hoy	today
mañana	tomorrow
anoche	last night
a mediodía	at noon
a medianoche	at midnight
temprano	early
tarde	late

### Adverbios Adverbs

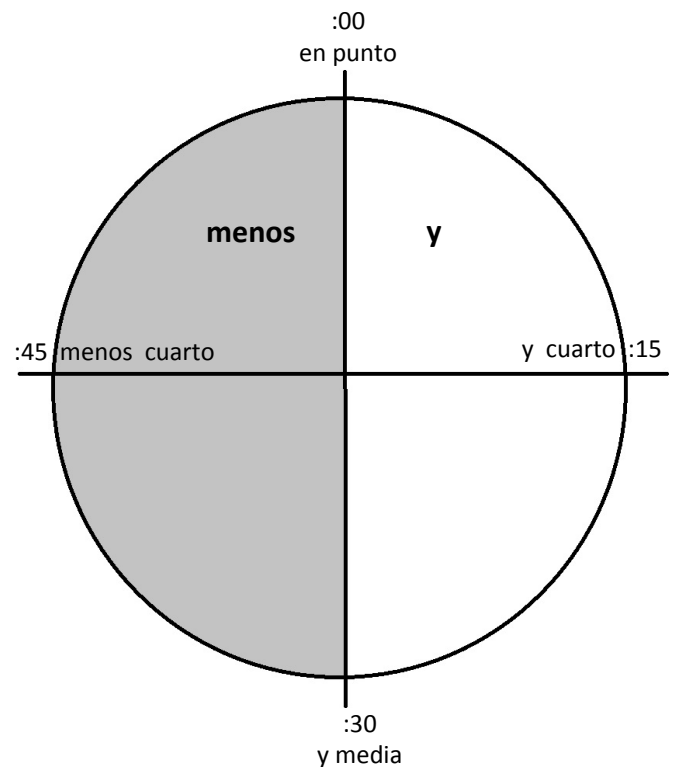
después (de)	after
antes (de)	before
de nuevo, otra vez	again
nunca, jamás	never
a veces	sometimes
a menudo	often
siempre	always
quizás, tal vez	maybe, perhaps

### ESTAR

#### Emotions, How you feel, Where you are right now

Yo estoy *I am*  
 Tú estás *You are*  
 Él, Ella, Ud está *He, She (it) is, You are (formal)*

Nosotros estamos *We are*  
 Vosotros estáis *You all are- Spain*  
 Ellos, Ellas, Uds están *They, You all are*



# I CAN STATEMENTS

## Unit 5 La Hora (Time)

- I can give times.
- I can name activities and their times in my daily schedule.
- I can fill out a simple schedule.
- I can list my classes and tell what time they start and end.
- I can label activities and their times in my daily schedule.
- \_\_\_\_\_
- \_\_\_\_\_





# Telling Time

To talk about time, the verb **ser** is used. To ask what time it is, say **¿Qué hora es?** To reply, you use **es** for one o'clock and **son** for all other times.

Consider these examples:

**Es la una y cinco.**

1: 05 It's one oh five.

**Son las doce menos diez.**

11:50 It's ten to twelve. (Literally, this means "It's twelve minus ten.")

As you can see, if the minute hand is on the first half of the clock, you use **y** and then the number of minutes past the hour. **Son las cuatro y diez.**

If the minute hand is on the left half of the clock use **menos** and then the minutes that are needed to get to an hour. You are subtracting the minutes. **Son las cinco menos diez.** (**Menos** means "minus.")

Use **y media** for half past the hour. **Son las cuatro y media.**

Use **y cuarto** for a quarter past the hour. **Son las cuatro y cuarto.** And use **menos cuarto** for a quarter till the hour. **Son las cinco menos cuarto.**

You can also use **y** for minutes after the half hour.

For example:

**Son las tres menos veinte.**

It's twenty minutes till three.

Or, **Son las dos y cuarenta.**

It's two forty.

Notice that on both sentences we are expressing the same time, it's just said in two different ways.

To express "a.m." say **de la mañana**. To express "p.m." say **de la tarde** (for the afternoon) and when it gets dark, use **de la noche**.

Notice that the word **mañana** can mean "tomorrow" or "morning". Usually you'll be able to tell through the context which one is meant. To express "tomorrow morning" then, the translation is **mañana por la mañana**, **mañana en la mañana** or, in some countries, **mañana a la mañana**, with the most common being **mañana por la mañana**.

To ask when something is taking place, say **¿A qué hora...?**

For example:

**¿A qué hora es la clase de español?**

Literally: At what time is Spanish class?

**La clase de español es a las diez de la mañana.**

Spanish class is at 10 a.m.



# Estar

You have learned that **ser** is generally used to describe **what** a noun is (essential characteristics). On the other hand, **estar** is generally used to describe **how** a noun is (condition).

## Conjugation

Like **ser**, **estar** is also an irregular verb.

In the case of **estar**, it only has two small catches: (1) it has an irregular **yo** form, and (2) the **tú**, **él**, and **ellos** forms need an accent for phonetic reasons (and to make sure they aren't confused with other words with the same spelling.) Remember that the **vosotros** conjugation always carries an accent mark in this tense. Here are the present tense conjugations of **estar** for the various subjects:

### Estar

yo → estoy

tú → estás

él, ella, usted (Ud.) → está

nosotros, nosotras → estamos

vosotros, vosotras → estáis

ellos, ellas, ustedes (Uds.) → están

When learning verb conjugations, they are usually presented in a chart. The first column contains the conjugations for **yo**, **tú** and **él-ella-usted**, and the second column contains the conjugations for **nosotros-nosotras**, **vosotros-vosotras**, and **ellos-ellas-ustedes**. Setting up the verb conjugations this way makes it easier to study and remember them.

estoy	estamos
estás	estáis
está	están

Use	Example	
Condition	<i>Mis hermanos <b>están</b> enfermos.</i>	My brothers are sick.
Progressive actions	<i>Tú <b>estás</b> tocando el piano.</i>	You are playing the piano.
Idiomatic expressions	<i><b>Estamos</b> de acuerdo.</i>	We agree. (We are in agreement.)
Physical location	<i>¿Dónde <b>está</b> Raúl?</i>	Where is Raul?

Now that you have learned the uses of each one, note that the use of **ser** or **estar** can change the meaning of a sentence, particularly when used with adjectives. Here are some examples:

<i>Patricia <b>es</b> aburrida.</i>	Patricia is boring.
<i>Patricia <b>está</b> aburrida.</i>	Patricia is bored.
<i>Roberto <b>es</b> guapo.</i>	Roberto is handsome.
<i>Roberto <b>está</b> guapo.</i>	Roberto looks handsome.
<i>Los niños <b>son</b> listos.</i>	The children are bright/smart.
<i>Los niños <b>están</b> listos.</i>	The children are ready.

As you can see, the use of the verb **ser** with adjectives implies what they are, and the use of **estar** with adjectives implies how they currently are or currently seem.



# Negative Sentences

Placing a **no** before the verb makes the sentence negative.

For example:

**Yo hablo español.**

Yo **no** hablo español.

I speak Spanish.

I do not speak Spanish.

**Ella estudia inglés.**

Ella **no** estudia inglés.

She studies English.

She does not study English.

**¿Eres de Costa Rica?**

¿**No** eres de Costa Rica?

Are you from Costa Rica?

Aren't you from Costa Rica?

## Unit 6 Verbos Comunes –ar (Common –ar Verbs)

### Verbos comunes –ar Common -ar Verbs

amar	to love
ayudar	to help
bailar	to dance
cantar	to sing
comprar	to buy
enseñar	to teach
escuchar	to listen to
estudiar	to study

### Verbos comunes –ar Common -ar Verbs

hablar	to speak
limpiar	to clean
mirar	to look at
necesitar	to need
preguntar	to ask a question
tocar	to touch, to play (*an instrument)
tomar	to take, to drink
trabajar	to work
jugar/ yo juego	to play (*a sport/game)
buscar	to look for

### Preposiciones Prepositions

a	to, at
arriba de/ encima de	above, on top of
cerca de	near
lejos de	far from
debajo de	under
delante de	in front of
dentro de	inside of, within
detrás de	behind

### Preposiciones Prepositions 2

en	in, at
entre	between
fuera de	outside of
hacia	until, toward
para	for
por	for, by
sin	without
sobre	on, on top of, about, above

### Conjunciones Conjunctions

y	and
o	or
ni	nor
pero	but
sino	but rather
sin embargo	nevertheless
excepto	except
aunque	although
con	with

### Conjugation of –ar verb: -o, -as, -a, -amos, -áis, -an

Yo hablo I speak/*am speaking/do speak*

Tú hablas You speak/*are speaking*

Él, Ella, Usted habla He, She, You speaks/*is speaking*

Nosotros hablamos We speak/*are speaking*

Vosotros habláis You all speak/*are speaking*

Ellos, Ellas, Uds. hablan They, You all speak/*are speaking*

### Pronouns

Yo I

Tú You

Él, Ella, Usted He, She, You (formal)

Nosotros, Nosotras We

Vosotros, Vosotras You all- Spain

Ellos, Ellas, Ustedes They, You all

# I CAN STATEMENTS

## Unit 6 Verbos Comunes –ar (Common –ar Verbs)

- I can tell someone what I am doing.
- I can talk about what I do on the weekends.
- I can tell what I do in class or at work.
- I can write about what I do on the weekends.
- \_\_\_\_\_
- \_\_\_\_\_



# Regular Present Tense, -ar Verbs

## Infinitive Verbs

All verbs have an infinitive form. In Spanish, infinitive forms end in **-ar**, **-er**, or **-ir**. The infinitive always means "to do something."

**hablar** - to speak

**comer** - to eat

**vivir** - to live

In order to make a verb agree with the subject of the sentence, it must be conjugated.

## Regular Verbs

For most Spanish verbs, there is a consistent conjugation pattern. These verbs are considered to be "regular" verbs. This is very important because once you learn the pattern, you are well on your way to mastery of Spanish verbs in general.

Remember that verb charts are typically used to teach conjugations. Each box refers to a particular subject. Take a look again at which subjects belong to each box.

yo	nosotros, nosotras
tú	vosotros, vosotras
él, ella, usted (Ud.)	ellos, ellas, ustedes (Uds.)

## The -ar Verb Conjugation

In order to conjugate an **-ar** verb in the present tense, you must remove the **-ar** ending. What you have left is called the verb stem. Then simply add on the appropriate ending according to the subject.

-o	-amos
-as	-áis
-a	-an

For example:

In the case of the regular **-ar** verb **hablar**, take off the **-ar** to get the verb stem **habl**. Then, simply add the ending that agrees with the subject of the sentence.

To say "I speak," look to the top left box to find the ending (**-o**) and then add it to the verb stem.

habl + o = *hablo*                      **Yo hablo.**    I speak.

To say "she speaks," look to the bottom left box to find the ending (**-a**) and then add it to the verb stem.

habl + a = *habla*                      ***Ella habla.*** She speaks.

Let's look at all the present tense conjugations for ***hablar***:

yo hablo	nosotros/nosotras hablamos
tú hablas	vosotros/vosotras habláis
él/ella/usted habla	ellos/ellas hablan

### The Present Tense

The Present Tense in Spanish is usually used to talk about an action that is happening now, but it can also mean two slightly different things.

In the case of the verb ***hablar***, it can mean:

***yo hablo***        I speak

***yo hablo***        I am speaking

***yo hablo***        I do speak

Note: Since the verb changes to match the subject of the sentence, it is possible to leave the subject pronoun out of the sentence entirely. In fact, it is very common among native speakers.

For example, instead of saying ***yo hablo*** (I speak) you can just say ***hablo***.



## Unit 7 Verbos Comunes –er/ir (Common –er/ir Verbs)

### Verbos comunes –er Common -ER Verbs

aprender	to learn
beber	to drink
comer	to eat
comprender	to understand
correr	to run
creer	to believe
deber	to owe, must, ought
hacer/ *yo hago	to do, to make

### Verbos comunes -er & -ir Common -ER and -IR Verbs

leer	to read
obtener/ *yo obtengo	to obtain, to get
parecer/ *yo parezco	to seem, to appear
perder/ *yo pierdo	to lose
poder/ *yo puedo	to be able, can
poner/ *yo pongo	to put, to place
querer/ *yo quiero	to want
saber/ *yo sé	to know, to know how

tener/ *yo tengo	to have
vender	to sell
ver/ *yo veo	to see
volver/ *yo vuelvo	to return, to go back
abrir	to open
asistir	to attend
corregir/ *yo corrijo/ tú corriges	to correct
cumplir años	to have a birthday

### Verbos comunes –ir Common -IR Verbs

decidir	to decide
decir/ *yo digo	to say, to tell
describir	to describe
divertirse/ *yo me divierto	to have a good time
dormir/ *yo duermo	to sleep
escribir	to write
ir/ *yo voy	to go
oír/ *yo oigo	to hear

### Verbos comunes –ir Common -IR Verbs

preferir/ *yo prefiero	to prefer
recibir	to receive
salir/ *yo salgo	to go out, to leave
sentir/ *yo siento	to feel sorry, to feel
sentirse/ *yo me siento	to feel (well, sick)
traducir/ *yo traduzco	to translate
venir/ *yo vengo	to come
vivir	to live

\*Verbs marked with an asterisk are irregular, Yo form is given.

### Conjugation of –er verb: -o, -es, -e, -emos, -éis, -en

Yo como I eat /am eating/do eat  
 Tú comes You eat  
 Él, Ella, Usted come He, She eats, You eat (formal)

Nosotros comemos We eat  
 Vosotros coméis You all eat  
 Ellos, Ellas, Uds. comen They, You all eat

### Conjugation of –ir verb: -o, -es, -e, -imos, -ís, -en

Yo escribo I write /am writing/do write  
 Tú escribes You write  
 Él, Ella, Usted escribe He, She writes You write

Nosotros escribimos We write  
 Vosotros escribís You all write  
 Ellos, Ellas, Uds. escriben They, You all write

### Using 2 verbs

When you use two verbs you can conjugate the first and leave the second in the infinitive:

Yo necesito dormir- I need to sleep

Yo quiero saber- I want to know

Me gusta leer- I like to read

# I CAN STATEMENTS

## Unit 7 Verbos Comunes –er/ir (Common –er/ir Verbs)

- I can talk about what I eat, learn, and do.
- I can talk about what I do on the weekends.
- I can tell someone what I am doing.
- I can write about what I do on the weekends.
- I can tell what I do in class or at work.
- \_\_\_\_\_
- \_\_\_\_\_



# Present Tense, -er and -ir Verbs

In Spanish, the **-er** and **-ir** verbs (like **comer** [to eat] and **vivir** [to live]) follow their own pattern. Remember that in order to make a verb agree with the subject of the sentence, it must be conjugated.

## The -er and -ir Verb Conjugations

Regular **-er** and **-ir** verbs follow a very similar pattern to regular **-ar** verbs: You must first remove the ending (either **-er** or **-ir**) from the verb stem and then add the appropriate ending.

For example, with the verb **comer** (to eat), you are left with the stem **com-**, and with the verb **vivir** (to live), you are left with the stem **viv-**.

Then, simply add the ending that agrees with the subject of the sentence.

The **-er** present tense endings are:

-o	-emos
-es	-éis
-e	-en

The **-ir** present tense endings are:

-o	-imos
-es	-ís
-e	-en

Note that the **-ir** verb endings are nearly identical to **-er** endings. The only differences are in the **nosotros** and **vosotros** forms (**-emos/-imos** and **-éis/ís**).

Examples:

To say "she eats," look to the bottom left box to find the ending (**-e**) and then add it to the verb stem.  
com + e = **come**      **Ella come.**      She eats.

To say "we eat", look to the top right box to find the ending (**-emos**) and then add it to the verb stem.  
com + **emos** = **comemos**      **Nosotros comemos.**      We eat.

To say "I live in Chicago," look to the top left box of the **-ir** verb endings to find the ending (**-o**) and then add it to the verb stem.

viv + o = **vivo**      **Yo vivo en Chicago.**      I live in Chicago.

To say "We are living in Chile", look to the top right box to find the ending (**-imos**) and then add it to the verb stem.

viv + **imos** = **vivimos**      **Nosotros vivimos en Chile.**      We are living in Chile.

Here's a summary of **comer** conjugations:

yo como	nosotros/nosotras comemos
tú comes	vosotros/vosotras coméis
él/ella/usted come	ellos/ellas/ustedes comen

Now let's take a look at the **vivir** conjugations:

yo vivo	nosotros/nosotras vivimos
tú vives	vosotros/vosotras vivís
él/ella/usted vive	ellos/ellas/ustedes viven

## Unit 8 Las estaciones y los números (Seasons and Numbers)

### Los días de la semana Days of the Week

el domingo	Sunday
el lunes	Monday
el martes	Tuesday
el miércoles	Wednesday
el jueves	Thursday
el viernes	Friday
el sábado	Saturday

### 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

*\*Note: Days and months are not capitalized in Spanish.*

### Las estaciones y los números The Seasons and Numbers

la estación	season
el otoño	fall
el invierno	winter
la primavera	spring
el verano	summer
treinta	30
treinta y uno	31
treinta y dos	32

### Los números Numbers

cuarenta	40
cuarenta y uno	41
cincuenta	50
sesenta	60
setenta	70
ochenta	80
noventa	90
cien	100

### Palabras útiles Useful Words

hoy	today
mañana	tomorrow
ayer	yesterday
la semana	week
el mes	month
el año	year
el fin de semana	the weekend
la fecha	the date

### Giving Dates

Hoy es jueves. (día)

Hoy es el diez de octubre. (#, mes)

Hoy es jueves, el diez de octubre. (día, #, mes)

Hoy es el primero de julio. (1st of month)

### Interrogatives

¿Qué? What?

¿Quién? Who?

¿Por qué? Why?

¿Cuándo? When?

¿Dónde? Where?

¿A dónde? To where?

¿De dónde? From where?

¿Cómo? How?

¿Cuál? Which?

¿Cuánto/a? How much?

¿Cuántos/as? How many?

\* porque because

# I CAN STATEMENTS

## Unit 8 Las estaciones y los números (Seasons and Numbers)

- I can ask *who, what, when, where* questions.
- I can say the date and the day of the week.
- I can list the months and seasons.
- I can state my name, age, and where I live.
- I can write the date and the day of the week.
- I can write the months and seasons.
- I can give dates.
- I can fill out a form with my name, address, phone number, birth date, and nationality.
- I can understand days of the week and the hour.
- I can recognize when I hear a date.
- \_\_\_\_\_
- \_\_\_\_\_



## Asking Questions using Interrogatives

Interrogatives are question words that ask for information such as who, what, when, where, and why.

Let's take a look at some Spanish interrogatives. Notice that all of them have accent marks. You will probably notice that you have already used many of these question words.

<b>qué</b>	what
<b>quién</b>	who
<b>por qué</b>	why
<b>cuándo</b>	when
<b>dónde</b>	where
<b>cómo</b>	how
<b>cuál</b>	which
<b>cuánto/a</b>	how much
<b>cuántos/as</b>	how many

To ask a question about someone or something plural, the words **quién** and **cuál** have to change to the plural forms **quiénes** and **cuáles**.

For example:

<b>¿Quién es él?</b>	Who is he?
<b>¿Quiénes son ellos?</b>	Who are they?

**Cuánto** has two singular forms: **cuánto** and **cuánta**, and two plural forms: **cuántos** and **cuántas**. There is a masculine/feminine difference in addition to the singular/plural difference. Remember then, that the interrogative has to agree with the word that follows it.

For example:

<b>¿Cuánto dinero?</b>	How much money?
<b>¿Cuánta comida?</b>	How much food?
<b>¿Cuántos rectángulos?</b>	How many rectangles?
<b>¿Cuántas personas?</b>	How many people?

**Cuánto** can also be used before verbs, as in

<b>¿Cuánto cuesta?</b>	How much does it cost?
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There are a few things to keep in mind when forming questions in Spanish.

First, prepositions (for example, the word **de**) are never put at the end of a sentence in Spanish. This is also the case in formal English.

For example, "Where are you from?" can't be translated as *¿Dónde eres **de**?* It has to be *¿**De** dónde eres?* (From where are you?)

Second, it's important to keep in mind the difference between **por qué**, which means "why," and **porque** which means "because."

Let's take a look.

*¿**Por qué** quieres ir a California?  
**Porque** mi madre vive ahí.*

Why do you want to go to California?  
Because my mother lives there.

Notice that **por qué**, the interrogative, has an accent and is two words.

Finally, as with yes or no questions, when you begin a Spanish question with one of the question words (such as *adónde*, *cuándo*, *por qué*, etc.), it is often necessary to switch the subject and the verb.

For example:

*¿**Cuándo** vas **tú** a la escuela?  
**vas a la escuela?**)*

When do you go to school? (Not "*¿**Cuándo** tú*





## Asking Yes/No Questions

To ask a yes or no question (a question that can be answered by saying yes or no), simply change the intonation of your voice. End the sentence by going up with your voice.

For example:

The statement ***Estás enfermo*** (You are sick) can be made into a question by adding question marks and changing the intonation: ***¿Estás enfermo?*** (Are you sick?)

\* Don't forget that written Spanish questions always begin with an upside-down question mark and end with a regular question mark.

If there is a subject or subject pronoun in the statement, the word order gets changed around.

For example:

***Juan es alto.*** Juan is tall.

To ask "Is Juan tall?" you would switch the order of the verb and the subject, placing the verb first:  
***¿Es Juan alto?***

You could also say ***¿Es alto Juan?***

When ***no*** is used to make a Spanish question or sentence negative, it always goes before the verb.

For example:

***¿No estás enfermo?*** Aren't you sick?

***¿No es alto Juan?*** Isn't Juan tall?

You can also add tag questions to statements, like when in English you say "does she?", "right?", etc. In Spanish you can add ***¿verdad?*** or ***¿no?***

For example:

***Estás enfermo, ¿no?*** You are sick, aren't you?

***Juan es alto, ¿verdad?*** Juan is tall, right?

Answers to yes/no questions in Spanish often use the word ***no*** twice in a row. The first ***no*** answers the question, and the second one makes the sentence negative.

For example:

***¿Es tu hermana?*** Is she your sister?

***No, no es mi hermana.*** No, she is not my sister.



# Giving Dates

To ask “What day is it?” say “¿**Qué día es?**” or to be more specific “¿**Qué día es hoy?**” (What day is today?)

To respond, you simply say “**Hoy es (day).**”

For example:

**Hoy es lunes.** (Today is Monday.)

To ask for the date, say “¿**Cuál es la fecha de hoy?**” (Literally, what is the date of today?)

To respond, use this pattern:

**Hoy es el (day number) de (month).**

Let’s look at a couple of examples.

<b>Hoy es el 15 de junio.</b>	Today is June 15 <sup>th</sup> .	(Literally, “Today is the 15 <sup>th</sup> of June.”)
<b>Hoy es el 4 de agosto.</b>	Today is August 4 <sup>th</sup> .	(Literally, “Today is the 4 <sup>th</sup> of August.”)

For complete dates, follow this pattern:

**Hoy es (week day), el (day number) de (month).**

For example:

**Hoy es miércoles, el 30 de abril.** Today is Wednesday, April 30<sup>th</sup>.

There is one exception: When saying it is the first day of the month, instead of using **uno**, use **primero** (first).

For example:

<b>el primero de julio</b> (NOT <b>el uno de julio</b> )	July 1 <sup>st</sup>
<b>Hoy es el primero de enero.</b>	Today is the first of January (or January 1 <sup>st</sup> ).

# SEMESTER 1 FINAL REVIEW

Notes:

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# I CAN STATEMENTS FINAL REVIEW

- |   |   |
|---|---|
| <input type="checkbox"/> I can tell someone my name.<br><input type="checkbox"/> I can answer a few simple questions.<br><input type="checkbox"/> I can respond to yes/no questions.<br><input type="checkbox"/> I can answer an either/or question.<br><input type="checkbox"/> I can copy the characters that I am learning.<br><input type="checkbox"/> I can copy a simple phrase like "Happy Birthday," "Happy Holidays," etc.<br><input type="checkbox"/> I can recognize the sound of a few letters when they are spoken or spelled out.<br><input type="checkbox"/> I can understand greetings.<br><input type="checkbox"/> I can greet and leave people in a polite way.<br><input type="checkbox"/> I can say hello and goodbye to someone my age or younger, an adult, and to someone I don't know.<br><input type="checkbox"/> I can say hello and goodbye to my teacher, professor, or supervisor.<br><input type="checkbox"/> I can say my name and ask someone's name.<br><input type="checkbox"/> I can introduce myself to someone.<br><input type="checkbox"/> I can list items I see every day.<br><input type="checkbox"/> I can label items in a room.<br><input type="checkbox"/> I can identify names of classes and instructors in a school schedule.<br><input type="checkbox"/> I can list my classes and tell what time they start and end.<br><input type="checkbox"/> I can talk about my school or where I work.<br><input type="checkbox"/> I can describe my school.<br><input type="checkbox"/> I can tell what I do in class or at work.<br><input type="checkbox"/> I can write what I do in class or at work.<br><input type="checkbox"/> I can describe my school and what classes I have.<br><input type="checkbox"/> I can understand questions about my work or class schedule.<br><input type="checkbox"/> I can talk with someone about school or work.<br><input type="checkbox"/> I can describe what I need for school or work.<br><input type="checkbox"/> I can say or write something about friends and classmates.<br><input type="checkbox"/> I can recognize some color words.<br><input type="checkbox"/> I can say what I look like.<br><input type="checkbox"/> I can say what I am like. | <input type="checkbox"/> I can say what someone looks like.<br><input type="checkbox"/> I can say what someone is like.<br><input type="checkbox"/> I can count from 0-30<br><input type="checkbox"/> I can name countries on a map.<br><input type="checkbox"/> I can give my phone number.<br><input type="checkbox"/> I can write numbers such as my phone number.<br><input type="checkbox"/> I can understand some numbers.<br><input type="checkbox"/> I can ask and say someone's nationality.<br><input type="checkbox"/> I can give times.<br><input type="checkbox"/> I can name activities and their times in my daily schedule.<br><input type="checkbox"/> I can fill out a simple schedule.<br><input type="checkbox"/> I can list my classes and tell what time they start and end.<br><input type="checkbox"/> I can label activities and their times in my daily schedule.<br><input type="checkbox"/> I can tell someone what I am doing.<br><input type="checkbox"/> I can talk about what I do on the weekends.<br><input type="checkbox"/> I can tell what I do in class or at work.<br><input type="checkbox"/> I can write about what I do on the weekends.<br><input type="checkbox"/> I can talk about what I eat, learn, and do.<br><input type="checkbox"/> I can talk about what I do on the weekends.<br><input type="checkbox"/> I can tell someone what I am doing.<br><input type="checkbox"/> I can write about what I do on the weekends.<br><input type="checkbox"/> I can tell what I do in class or at work.<br><input type="checkbox"/> I can ask <i>who, what, when, where</i> questions.<br><input type="checkbox"/> I can say the date and the day of the week.<br><input type="checkbox"/> I can list the months and seasons.<br><input type="checkbox"/> I can state my name, age, and where I live.<br><input type="checkbox"/> I can write the date and the day of the week.<br><input type="checkbox"/> I can write the months and seasons.<br><input type="checkbox"/> I can give dates.<br><input type="checkbox"/> I can fill out a form with my name, address, phone number, birth date, and nationality.<br><input type="checkbox"/> I can understand days of the week and the hour.<br><input type="checkbox"/> I can recognize when I hear a date.<br><br><input type="checkbox"/> _____<br><br><input type="checkbox"/> _____ |
|---|---|

## Unit 10 Los pasatiempos (Pastimes and Hobbies)

### Los pasatiempos Hobbies and Pastimes

una fiesta	a party
el parque de atracciones	amusement park
el ajedrez	chess
el concierto	concert
el amigo, la amiga	friend
ir al museo	to go to the museum
la película	movie, film
tocar el piano	to play the piano

dibujar	to draw
bailar	to dance
ir al parque	to go to the park
ir a la tienda	to go to the store
ir al teatro	to go to the theater
leer	to read

escuchar música	to listen to music
pintar	to paint
practicar deportes	to play sports
jugar videojuegos	to play videogames
tocar un instrumento	to play an instrument
cantar	to sing

leer el periódico/ la revista	to read the newspaper/ the magazine
relajarse	to relax
montar en bicicleta	to ride a bike
montar a caballo	to ride horseback
coser	to sew
divertirse	to have fun

tomar el sol	to sunbathe
navegar la Internet	to surf the Internet
sacar fotos	to take pictures
usar la computadora	to use the computer
mirar la tele	to watch TV
escribir	to write

### Vocabulario suplementario

cazar	to hunt
pescar	to fish
montar en ATV	to ride a four-wheeler
nadar	to swim
animar	to cheer(lead)
el baloncesto	basketball
el fútbol americano	football
pasar tiempo con	spend time with (hangout)

### Gustar: "I like..." or "It pleases..."

Me gusta(n)	I like
Te gusta(n)	You like
Le gusta(n)	He/She likes
Nos gusta(n)	We like
Os gusta(n)	You all like
Les gusta(n)	They/You all like

*a mí*

*a ti*

*a él, a ella, a usted*                      *phrases to add emphasis*

*a nosotros*

*a vosotros*

*a ellos, a ellas, a*

*ustedes*

*Me gusta can go with a verb or noun, singular or plural objects, with a clarifying phrase or without.*

### Examples

Me gusta correr. I like to run.

A mí me gusta la escuela. (To me) I like school.

¿Te gustan las clases? Do you like the classes?

A ti te gusta aprender. (To you) You like to learn.

A Carlos le gusta escribir. Carlos likes to write.

A ella le gustan los estudiantes. She likes the students.

# I CAN STATEMENTS

## Unit 10 Los pasatiempos (Pastimes and Hobbies)

- I can answer questions about what I like and dislike.
- I can talk about what I do on the weekends.
- I can list my likes and dislikes such as favorite subjects, sports, or free-time activities.
- I can write about what I do on the weekends.
- I can talk about others' likes and dislikes.
- I can talk about others' free-time activities.
- \_\_\_\_\_
- \_\_\_\_\_



# Gustar - Part 1

The verb **gustar** means “to please.” Spanish has a different way of expressing positive feelings about people and things. In English, the subject of a sentence “likes” something or someone else. In Spanish, that thing or person “pleases” the subject.

Instead of saying that people like chocolate, for example, you would say that chocolate pleases them. It seems a little backwards at first, but it’s really just two ways of expressing the same idea: people have good feelings about chocolate.

Consider the following sentence:

***Me gusta el chocolate.***

This sentence means “I like chocolate,” but to get the literal translation, you almost have to read it backwards...“Chocolate pleases me.” The subject of the sentence is “chocolate,” not “I.” That is why **gustar** in this case is conjugated as **gusta**, NOT **gusto**.

Consider these examples:

***Me gusta la pizza.***

I like pizza. (Pizza pleases me)

***Nos gusta la pizza.***

We like pizza. (Pizza pleases us)

You have learned to conjugate verbs based on who is performing the action, but as you can see here, the verb form is the same in both sentences. This is because the pizza is actually the subject of the sentence, not “I” or “we.”

When you understand who the subject of the sentence is, it is clear how the verb **gustar** will be conjugated in most cases. It is almost always conjugated as **gusta** (when one thing is “liked”) or **gustan** (when more than one thing is “liked”). The form **gusta** is also used with infinitive verbs.

Examples:

***Me gusta la comida mexicana.*** (singular noun)

***Me gustan los pantalones.*** (plural noun)

***Me gusta jugar al tenis.*** (infinitive verb)

The part of the sentence that will change based on who has positive feelings is the object pronoun. These are the object pronouns you will use in this type of sentence construction:

me	nos
te	os
le	les

We will further discuss these object pronouns in part 2 of this lesson.



## Gustar - Part 2

Remember that **gustar** means “to please” and that we typically only use the third person conjugations, **gusta o gustan**. **Gusta** is used for singular subjects or infinitives and **gustan** is used for plural subjects. Keep in mind that it is what you like that becomes the subject of the sentence.

To express that you like pizza (a singular subject), you would say **Me gusta la pizza**. (Literally, “Pizza pleases me.”)

To express that we like apples (a plural subject), you would say **Nos gustan las manzanas**. (Literally, “Apples please us.”)

### Other People

Notice that the pronoun changes depending on the person.

These are the object pronouns you will use in this type of sentence construction:

me	nos
te	os
le	les

Notice that the pronoun "le" is used to refer to "she", "he" and "usted." To specify who is being “pleased,” it is often necessary to use clarifying or emphasizing phrases.

The following phrases are used to clarify or emphasize the people in **gustar** phrases:

a mí	a nosotros
a ti	a vosotros
a él    a ella    a usted	a ellos    a ellas    a ustedes

In the following examples, the underlined words specify whom you are talking about. Remember, they are not necessary but you may use them to avoid confusion or to emphasize who is pleased. Also, notice the use of **gusta** or **gustan** depending on if the subject is singular or plural.

**A mí me gusta el chocolate.**

I like chocolate.

**A ti te gusta la pizza.**

You like pizza.

**A ella le gustan las flores.**

She likes flowers.

**A él le gusta dibujar.**

He likes to draw.

**A Carlos le gusta pintar.**

Carlos likes to paint (or color).

**A usted le gusta la fruta.**

You (formal) like fruit.

**A nosotros nos gustan los deportes.**

We like sports.

**A ellos les gusta ir al cine.**

They like to go to the movies.

**A ellas les gustan los postres.**

They (girls) like desserts.

**A ustedes les gusta cantar.**

You all like to sing.



Negation

To make a negative sentence, simply put **no** before the pronoun.

**No me gustan las manzanas.** I don't like apples.

**No nos gustan las manzanas.** We don't like apples.

Questions and Answers

To make yes or no questions with **gustar**, follow the pattern you have learned.

**¿Te gusta jugar deportes?**

Do you like to play sports?

**Sí, me gusta jugar deportes.**

Yes, I like to play sports.

**No, no me gusta jugar deportes.**

No, I don't like to play sports.

**¿A ella le gustan las verduras?**

Does she like vegetables?

**Sí, le gustan las verduras.**

Yes, she likes vegetables.

**No, no le gustan las verduras.**

No, she doesn't like vegetables.

To find out what someone likes to do, say:

**¿Qué te gusta hacer?**

What do you like to do?

**Me gusta jugar deportes.**

I like to play sports.

## Unit 11 La Comida 1 (Food Part 1)

### La comida The Food

la manzana	apple
el plátano	banana
la uva	grape
el limón	lemon
la naranja	orange
el durazno	peach
la pera	pear
la piña	pineapple

la fresa	strawberry
la sandía	watermelon
el aguacate	avocado
el frijol	bean (dried)
los frijoles	beans (dried)
el brócoli	broccoli
la zanahoria	carrot
el maíz	corn

el ajo	garlic
la cebolla	onion
el jugo de naranja	orange juice
la res	beef
el pollo	chicken
el pescado	fish
el jamón	ham
los mariscos	seafood (all but fish)

el cerdo	pork
el bistec	steak
el café	coffee
el jugo	juice
la limonada	lemonade
la leche	milk
el tomate	tomato
la cena	dinner

el agua	water
el té	tea
el desayuno	breakfast
el almuerzo	lunch
la merienda	snack (light afternoon meal)
el refresco	soda
el jugo de carne	gravy

### Vocabulario suplementario

el venado	deer meat
las judías verdes	green beans
las habichuelas	green beans
la papa/patata	potato
frito/a	fried
el tocino/beicon	bacon
los fideos	noodles
la manteca de maní	peanut butter
la jalea/mermelada	jelly

### Possessive Adjectives

mi/mis	my
tu/tus	your
su/sus	his, her, its, your
nuestro/a/os/as	our
vuestro/a/os/as	your (plural)
su/sus	their, your (plural)

### Possession using 'de/del'

El libro de Juan. Juan's book.

Los libros del muchacho. The boy's books.

El escritorio de la maestra. The teacher's desk.

La mochila del estudiante. The student's backpack.

# I CAN STATEMENTS

## Unit 11 La Comida 1 (Food Part 1)

- I can talk about what I eat.
- I can list items I see every day.
- I can understand some food items.
- I can identify some menu items.
- \_\_\_\_\_
- \_\_\_\_\_



# Possessive Adjectives

Possessive adjectives are used to show ownership. In Spanish, they must agree in gender as well as number with the noun they modify.

In English, there are seven possessive adjectives: my, your, his, her, its, our, their. In Spanish, there are only five, but they have different forms to match the gender and number of the noun they modify:

mi (mis)	nuestro/nuestra (nuestros/nuestras)
tu (tus)	vuestro/vuestra (vuestros/vuestras)
su (sus)	su (sus)

Notice that only 2 of the possessive adjectives in Spanish match gender: **nuestro** and **vuestro**.

Remember that possessive adjectives agree with the noun they modify, NOT the owner of that noun. Also, they are always placed before the noun they modify. Look at these examples:

**Mi** coche es nuevo.

My car is new.

**Tus** hermanas son bonitas.

Your sisters are pretty.

**Sus** zapatos están de moda.

Your/Her/His/Their shoes are in style.

**Nuestro** pan es delicioso.

Our bread is delicious.

Esta es **vuestra** merienda.

This is your snack. [Notice that although **vuestra** refers to more than one person, because **merienda** is singular and feminine, the possessive adjective also has to be singular and feminine.]

Note that the adjectives **su** and **sus** could mean your (formal), her, his, or their. The context of the sentence or conversation will make this clear.

For example:

María no tiene **su** bicicleta hoy.

María does not have **her** bike today.

Usted no tiene **su** bicicleta hoy.

You (formal) do not have your bike today.



## Possession Using *de*

Possession, or to whom something belongs, is often shown using the word **de**.

In English, an apostrophe is normally used with the letter 's' to show ownership or possession. For example, if the car belonged to Mary, we would say “Mary’s car.”

A less common way of showing possession in English is to use this construction: “the \_\_\_\_\_ of \_\_\_\_\_” as in “the car of Mary”

Since you can't use an apostrophe with the letter 's' in Spanish to show possession, you have to use the second construction from above, using the word **de**.

For example:

John's book	(You can't do this in Spanish.)
the book of John	<i>el libro <b>de</b> Juan</i>

the girl's house	(You can't do this in Spanish.)
the house of the girl	<i>la casa <b>de</b> la niña</i>

The two phrases above mean the same thing, but only the second one is allowed in Spanish.

Note: A contraction is formed when **de** and **el** are next to each other.

*de + el = **del***

For example:

the boy's car	<i>el carro <del>de el</del> chico</i>	<i>el carro <b>del</b> chico</i>
the man's lunch	<i>el almuerzo <del>de el</del> hombre</i>	<i>el almuerzo <b>del</b> hombre</i>

## Unit 12 La Comida 2 (Food Part 2)

### La comida The Food

el pan	bread
la mantequilla	butter
el pastel	cake
el cereal	cereal
el queso	cheese
el arroz	rice
la sal	salt
los huevos	eggs

el helado	ice cream
la pimienta	pepper
las galletas	cookies
el vaso	glass
el sándwich	sandwich
el azúcar	sugar
la servilleta	napkin
la cuenta	bill

la cuchara	spoon
la taza	cup
el tenedor	fork
el postre	dessert
el cuchillo	knife
el plato principal	main dish
el menú	menu
el yogur, el yogurt	yogurt

el plato	plate; dish
querer	to want
el camarero, el mesero	waiter
la camarera, la mesera	waitress
pedir	to ask for / to request
tener hambre	to be hungry
tener sed	to be thirsty
cocinar	to cook

comprar	to buy
beber	to drink
comer	to eat
tener	to have
gustar/ me gusta	to like
preferir/ yo prefiero	to prefer
preparar	to prepare
compartir	to share

### Frases extras Useful Phrases

me falta	I lack (I need, I'm missing)
quisiera, me gustaría	I would like
¿Algo más?	Anything else?
de nada	you are welcome
por favor	please
gracias	thank you

### Demonstrative Adjectives

This/These (near speaker)

	Singular	Plural
Masculine	este	estos
Feminine	esta	estas

That/Those (farther from speaker)

	Singular	Plural
Masculine	ese	esos
Feminine	esa	esas

That Over There/Those Over There (farthest from speaker)

	Singular	Plural
Masculine	aquel	aquellos
Feminine	aquella	aquellas

### Examples

Este queso es delicioso. This cheese is delicious.

Ese queso es frío. That cheese is cold.

Aquel queso es bueno. That cheese over there is good.

Esta manzana es deliciosa. This apple is delicious.

Esa manzana es mala. That apple is bad.

Aquella manzana es buena. That apple over there is good.

### Plural

Estos quesos/Esos quesos/Aquellos quesos son deliciosos.

Estas manzanas/Esas manzanas/Aquellas manzanas son deliciosas.

# I CAN STATEMENTS

## Unit 12 La Comida 2 (Food Part 2)

- I can list items I see every day.
- I can understand some food items.
- I can identify some menu items.
- I can talk about what I eat.
- I can order a meal.
- \_\_\_\_\_
- \_\_\_\_\_



# Demonstrative Adjectives

Adjectives are words that add information about nouns. In the case of demonstrative adjectives, the information added is regarding spatial relationships.

Demonstrative adjectives, then, clarify which object the speaker is referring to. They must agree in gender and number with the noun they are referring to, and they always are placed right before the noun.

In English, the demonstrative adjectives are *this*, *that*, *these* and *those*.

English only has two options. To refer to things near to the speaker, *this* and *these* are used. To refer to things farther from the speaker, *that* and *those* are used.

In Spanish, there are three options: close to the speaker (***este/esta/estos/estas***), far from the speaker but close to the listener (***ese/esa/esos/esas***), and far from the speaker **and** the listener (***aquel/aquella/aquellos/aquellas***). Don't forget to choose the form of each that matches the noun!

Let's take a look at all the forms. Here they are in a chart:

Masculine-singular	Feminine-singular	Masculine-plural	Feminine-plural
este (this)	esta (this)	estos (these)	estas (these)
ese (that)	esa (that)	esos (those)	esas (those)
aquel (that over there)	aquella (that over there)	aquellos (those over there)	aquellas (those over there)

Examples:

***Esta*** manzana es dulce.

**This** apple is sweet.

***Esa*** manzana es más dulce.

**That** apple is sweeter.

Remember that in Spanish there is an additional option: a far away object.

For example:

***Aquella*** manzana es la más dulce de todas. That (far away) apple is the sweetest of all.

Let's see a few more examples:

Remember that demonstrative adjectives must agree in gender and number with the nouns they are modifying.

<b><i>este</i></b> libro	this book
<b><i>estos</i></b> libros	these books
<b><i>esta</i></b> silla	this chair
<b><i>estas</i></b> sillas	these chairs
<b><i>ese</i></b> plato	that plate
<b><i>esos</i></b> platos	those plates
<b><i>esa</i></b> chica	that girl



<i>esas chicas</i>	those girls
<i>aquel carro</i>	that car (way over there)
<i>aquellos carros</i>	those cars (way over there)
<i>aquella casa</i>	that house (way over there)
<i>aquellas casas</i>	those houses (way over there)

Note: Notice that these adjectives can also be used as pronouns, meaning they can replace the noun they accompany, similar to what you do in English.

For example:

I want these chocolates. I want these.  
 Quiero estos chocolates. Quiero **estos**.

Also, the pronouns **esto**, **eso** and **aquello** can be used when referring to ideas or things that are not specified.

For example:

¿Qué es **esto**? What is this? (the gender is unknown)  
**Eso** es muy interesante. That is very interesting (speaking about a concept or idea).

## Unit 13 La Familia (Family)

### La Familia The Family

la madre, la mamá	mother, mom
el padre, el papá	father, dad
el hijo	son
la hija	daughter
el abuelo	grandfather
la abuela	grandmother
el padrastro	stepfather
la madrastra	stepmother

la tía	aunt
el tío	uncle
el sobrino	nephew
la sobrina	niece
el cuñado	brother in law
la cuñada	sister in law

el primo	cousin (male)
la prima	cousin (female)
los padres	parents
el esposo	husband
la esposa	wife
el amor	(the) love

la nieta	granddaughter
el nieto	grandson
los parientes	relatives
casado(a)	married
divorciado(a)	divorced
enamorarse	to fall in love

extrañar	to miss someone
querer	to love
el hermano	brother
la hermana	sister
el suegro	father in law
la suegra	mother in law
el hermanastro	stepbrother
la hermanastra	stepsister
el bisabuelo	great grandfather
la bisabuela	great grandmother

### Vocabulario suplementario

el hijo único	only child (boy)
la hija única	only child (girl)
mayor	older
menor	younger
del medio	middle child

### Frases Extras

Te quiero-	I love you
Te extraño-	I miss you
Te amo-	I love you
Estar+ casado/a-	to be married
ella está casada-	she is married
Estar+ divorciado/a-	to be divorced
ellos están divorciados-	they are divorced

### 2 Verb Combinations

#### Conjugated verb + Infinitive verb

<i>Necesito</i> <u>dormir</u>	I need to sleep
<i>Puedo</i> <u>dormir</u>	I am able to sleep/ I can sleep
<i>Quiero</i> <u>dormir</u>	I want to sleep
<i>Decido</i> <u>dormir</u>	I decide to sleep
<i>Debo</i> <u>dormir</u>	I ought to sleep/ I should sleep

<b>Poder</b> —to be able to	
yo	puedo
tú	puedes
él, ella, Ud.	puede
nosotros/as	podemos
vosotros/as	podéis
ellos, ellas, Uds.	pueden

<b>Querer</b> —to like/want/love	
yo	quiero
tú	quieres
él, ella, Ud.	quiere
nosotros/as	queremos
vosotros/as	queréis
ellos, ellas, Uds.	quieren

# I CAN STATEMENTS

## Unit 13 La Familia (Family)

- I can say or write something about the members of my family and ask about someone's family.
- I can list my family members, their ages, their relationships to me, and what they like to do.
- I can ask and talk about family members and their characteristics.
- I can describe my family and friends.
- I can sometimes understand questions or statements about family.
- \_\_\_\_\_
- \_\_\_\_\_



## Two Verb Combinations

It is common to use an infinitive with another verb to express action. This is only possible when the subject does not change. As a reminder, an infinitive is an unconjugated verb.

As long as the subject does not change, it is possible to use an infinitive right after another verb. This is also possible in English.

For example, “She wants to go.” The first verb, want, is conjugated and the second verb, to go, is not. Spanish follows a similar pattern.

Some of the most common verbs used in this way are: **necesitar** (to need), **poder** (to be able to/can), **querer** (to want), **decidir** (to decide), and **deber** (to have to/should). Since **poder** and **querer** are irregular (they are not conjugated following the pattern you have already learned), here are their present tense conjugations:

### **poder** - to be able to/can

puedo	podemos
puedes	podéis
puede	pueden

### **querer** - to want

quiero	queremos
quieres	queréis
quiere	quieren

Let’s look at some examples of how to use these verbs:

*Yo **quiero salir**.*

I want to go out.

*Tú **necesitas comprar pan**.*

You need to buy bread.

*Siempre **decidimos comer en tu casa**.*

We always decide to eat at your house.

*Ellos **pueden ser simpáticos**.*

They are able to be kind. (They can be kind).

In these constructions, the first verb is conjugated to match the subject, while the second remains in the infinitive, since it refers to a general action or state of being. Some verbs require a preposition to be linked to an infinitive. You will learn some of them in future lessons.

Remember: this is only possible when the subject does not change.

# MIDTERM REVIEW

**Notes:**

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# I CAN STATEMENTS MIDTERM REVIEW

- I can answer questions about what I like and dislike.
- I can talk about what I do on the weekends.
- I can list my likes and dislikes such as favorite subjects, sports, or free-time activities.
- I can write about what I do on the weekends.
- I can talk about others' likes and dislikes.
- I can talk about others' free-time activities.
- I can talk about what I eat.
- I can list items I see every day.
- I can understand some food items.
- I can identify some menu items.
- I can list items I see every day.
- I can understand some food items.
- I can identify some menu items.
- I can talk about what I eat.
- I can order a meal.
- I can say or write something about the members of my family and ask about someone's family.
- I can list my family members, their ages, their relationships to me, and what they like to do.
- I can ask and talk about family members and their characteristics.
- I can describe my family and friends.
- I can sometimes understand questions or statements about family.
  
- \_\_\_\_\_
  
- \_\_\_\_\_

## Unit 14 La Ciudad (The City)

### La ciudad The City

la ciudad	city
el pueblo	town
la calle	street
la esquina	corner
el edificio	building
la casa	house

allí	there
aquí	here
a la derecha	to the right
a la izquierda	to the left
cerca	near
lejos	far

el aeropuerto	airport
el banco	bank
la iglesia	church
la discoteca	dance club
el centro	downtown
la granja	farm

la biblioteca	library
el cine	movie theater
el museo	museum
la oficina	office
el parque	park
la farmacia	pharmacy

la estación de policía	police station
el correo	post office
el hospital	hospital
el hotel	hotel
el centro comercial	shopping mall
el zoológico	zoo

### Vocabulario suplementario

todo recto- straight

todo derecho- straight

#### Ir—to go

yo	voy
tú	vas
él, ella, Ud.	va
nosotros/as	vamos
vosotros/as	vais
ellos, ellas, Uds.	van

#### Ir + a + infinitive—going to do...

Yo voy a estudiar. I am going to study.

Tú vas a mirar la tele. You are going to watch TV.

#### Acabar + de + infinitive—just did...

Yo acabo de estudiar. I just studied.

Tú acabas de mirar la tele. You just watched TV.

#### Contractions

To the/a + el = al From the/de + el = del

Yo voy al banco. I am going to the bank.

Yo llamo del hospital. I am calling from the hospital.

# I CAN STATEMENTS

## Unit 14 La Ciudad (The City)

- I can talk about places I know
- I can write about what I do on the weekends.
- \_\_\_\_\_
- \_\_\_\_\_





# Acabar de, Ir a and Contractions al, del

## Acabar de + (infinitive)

The construction **acabar de + (infinitive verb)** is used to say what someone has just done.

**Acabar** is a regular "-ar" verb and is conjugated as follows:

acabo	acabamos
acabas	acabáis
acaba	acaban

Here are some examples of how to use this construction:

**Acabamos de hablar con Matilde.**

We just talked with Matilde.

**Acabo de terminar mi tarea.**

I just finished my homework.

**David acaba de comer.**

David just ate.

Notice that the verb following the phrase **acabar de** MUST be an infinitive.

## Ir a + (infinitive)

**Ir a** is a useful phrase to tell what someone is going to do.

**Ir** is an irregular verb whose forms must simply be memorized. Let's take a look.

voy	vamos
vas	váis
va	van

Here are some examples of how to use this construction:

**Van a comer en un restaurante.**

They are going to eat at a restaurant.

**Yo voy a jugar al tenis.**

I am going to play tennis.

**Juan va a estudiar esta noche.**

Juan is going to study tonight.

Notice that the verb following the phrase **ir a** MUST be an infinitive.

## Putting them together

These two phrases are very convenient ways of talking about the recent past and the near future.

When used together, we can talk about where we have been and where we are going.  
For example:

**Acabo de** jugar baloncesto.

I just played basketball.

**Voy a** ducharme.

I am going to take a shower.

Contractions: **al** and **del**

When **a** or **de** comes before the definite article **el**, a contraction is formed.

**a + el = al** (to the, or at the)

**de + el = del** (from the)

For example:

Voy **al** supermercado. (Not "Voy **a el** supermercado.")

Esa camisa es del niño. (Not "Esa camisa es de el niño.")

## Unit 15 Los Animales (Animals)

### Los animales The Animals

el oso	bear
el pájaro	bird
el gato	cat
la vaca	cow
el perro	dog
el elefante	elephant

el pez	fish
la rana	frog
el caballo	horse
el león	lion
el mono	monkey
el cerdo	pig

la oveja	sheep
la serpiente	snake
el tigre	tiger
el ratón	mouse
el pato	duck
el conejo	rabbit

el gallo	rooster
la gallina	hen
el pollo	chick
el huevo	egg
la abeja	bee
la mosca	fly

### Verbos útiles Useful Verbs

correr	to run
dormir/ duerme	to sleep/ it sleeps
cuidar	to take care of
saltar	to jump
caminar	to walk
alimentar	to feed

### Stem change: O -> UE

dormir/ yo duermo	to sleep
almorzar/ yo almuerzo	to eat lunch
contar/ yo cuento	to count/to tell
costar/ yo cuesta	to cost
devolver/ yo devuelvo	to return an item
poder/ yo puedo	to be able to/can
morir/ yo muero	to die
volar/ yo vuelo	to fly
volver/ yo vuelvo	to return

### Stem change: e -> ie

comenzar/ yo comienzo	to start
divertirse/ yo me divierto	to have fun
empezar/ yo empiezo	to start/to begin
entender/ yo entiendo	to understand
perder/ yo pierdo	to lose
preferir/ yo prefiero	to prefer
querer/ yo quiero	to want/like/love
*tener/ yo tengo/tú tienes	to have
*venir/ yo vengo/tú vienes	to come

### Stem change: e -> i

pedir/ yo pido	to ask for, request
*decir/ yo digo/tú dices	to tell
repetir/ yo repito	to repeat
medir/ yo mido	to measure

### Stem change: i -> ie

adquirir/ yo adquiero	to acquire
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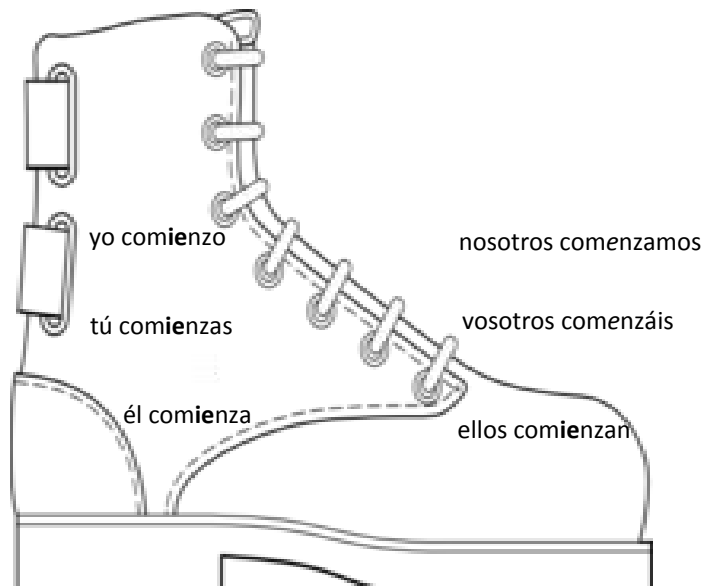
### Stem change: u -> ue

jugar/ yo juego	to play (sports/games)
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### Stem change: o -> hue

oler/ yo huelo	to smell
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Stem-changing/boot verbs. Only change inside the boot.  
Ex. comenzar/ yo comienzo (e > ie)



# I CAN STATEMENTS

## Unit 15 Los Animales (Animals)

I can talk about animals, colors, foods based on pictures or photos.

\_\_\_\_\_

\_\_\_\_\_



## Stem-changing Verbs- o→ue and e→ie

Some verbs do not follow the regular pattern. These irregular verbs are not always predictable, but some do follow a pattern, such as stem-changing verbs. Others must simply be memorized.

In a regular verb, only the ending of the verb changes when you conjugate it. With stem-changing verbs, the verb stem will change a little bit as well. Common types of stem-changing verbs include: **o→ue** and **e→ie** changes.

### **o→ue**

Most verbs that undergo a stem-change from **o** to **ue** (such as **dormir** - to sleep) still use the regular verb endings in the present tense. They simply undergo a stem change in all forms EXCEPT **nosotros** and **vosotros**. The following chart shows the present tense conjugations of the verb **dormir**. Notice how the “o” changed to a “ue.”

duermo	dormimos
duermes	dormís
duerme	duermen

Other verbs that follow this same pattern include:

<i>almorzar</i>	to eat lunch
<i>contar</i>	to count or tell, as in to tell stories or jokes
<i>costar</i>	to cost
<i>devolver</i>	to return an item
<i>poder</i>	to be able to; can
<i>morir</i>	to die
<i>volar</i>	to fly
<i>volver</i>	to return

Let's look at a few examples using some of the previous verbs:

*Yo almuerzo todos los días en mi casa.  
Mi hermanito cuenta hasta cien.  
¿Cuánto cuesta esa camisa?  
Tú puedes cantar muy bien.*

I have lunch at my house every day.  
My little brother counts up to a hundred.  
How much does that shirt cost?  
You can sing very well.

**e→ie**

Most verbs that undergo a stem-change from **e** to **ie** (such as **comenzar** -to begin), still use the regular verb endings in the present tense. They simply undergo a stem change in all forms EXCEPT **nosotros** and **vosotros**. The following chart shows the present tense conjugation of the verb **comenzar**:

comienzo	comenzamos
comienzas	comenzáis
comienza	comienzan

Other verbs that follow this same pattern include:

<i>divertirse</i>	to enjoy oneself; to have fun
<i>empezar</i>	to begin, interchangeable with <i>comenzar</i>
<i>entender</i>	to understand
<i>perder</i>	to lose
<i>preferir</i>	to prefer
<i>querer</i>	to want
<i>tener</i>	to have ( <b>tener</b> is also irregular in the <b>yo</b> form - <b>yo tengo</b> )
<i>venir</i>	to come ( <b>venir</b> is also irregular in the <b>yo</b> form - <b>yo vengo</b> )

Let's check out a few examples.

*Ellos se divierten mucho los fines de semana.*

*No entiendo lo que Juan me dice.*

*¿Quieres salir a comer?*

*Ella tiene dos carros.*

They have a lot of fun on weekends.

I don't understand what Juan is saying to me.

Do you want to go out to eat?

She has two cars.



## Stem-changing Verbs- e→i, e→ie, u→ue and o→hue

Some verbs do not follow the regular pattern. The irregular verbs we will focus on here are common, but the changes are uncommon so it's easier to memorize them.

In a regular verb, only the ending of the verb changes when you conjugate it. With stem-changing verbs, the verb stem will change a little bit as well. In this lesson we will focus on verbs with **e→i**, **e→ie**, **u→ue** and **o→hue** stem changes.

### e→i

All verbs that undergo a stem-change from **e** to **i** (such as **pedir** -to ask for) are **-ir** verbs and still use the regular verb endings in the present tense. They simply undergo a stem change in all forms EXCEPT **nosotros** and **vosotros**. The following chart shows the present tense conjugations of the verb **pedir**. Notice how the “e” changes to an “i.”

pido	pedimos
pides	pedís
pide	piden

Other verbs that follow this same pattern include:

*decir* to say, to tell (**decir** is also irregular in the **yo** form- **yo digo**)  
*repetir* to repeat  
*medir* to measure, also used to talk about height

Here are some examples:

*Ud. nunca dice mentiras.*

*¿Qué dices?*

*Tú repites siempre las mismas cosas.*

*Ellos miden más de seis pies.*

You (formal) never tell lies.

What are you saying?

You always repeat the same things.

They are over six feet tall (literally: They measure more than six feet.)

### i→ie: **adquirir** - to acquire

This verb simply undergoes a stem change in all forms EXCEPT **nosotros** and **vosotros**. The following chart shows the present tense conjugations of the verb:

adquiero	adquirimos
adquieres	adquirís
adquiere	adquieren

For example:

*Yo adquiero mucho conocimiento por medio de la Internet.*

I acquire a lot of knowledge through the Internet.

**u→ue: jugar** - to play

This verb also undergoes a stem change in all forms EXCEPT **nosotros** and **vosotros**. The following chart shows the present tense conjugations of the verb:

juego	jugamos
juegas	jugáis
juega	juegan

For example:

*Los niños juegan en la plaza.*                      The children play in the park.  
*Yo juego al fútbol todos los días.*              I play soccer every day.

Please note that **jugar** is NOT used for playing music or an instrument. If you want to say that you play the piano, use the verb **tocar**: **Toco el piano** (I play the piano).

Also, when you talk about playing a sport or a game, usually **jugar** will be followed by **a** before the name of the sport or game.

For example:

*Juego a las cartas con mi abuelo.*              I play cards with my grandfather.

**o → hue: oler** - to smell

This verb also undergoes a stem change in all forms EXCEPT **nosotros** and **vosotros**. The following chart shows the present tense conjugations of the verb:

huelo	olemos
hueles	oléis
huele	huelen

For example:

*Mi mamá siempre huele las rosas.*              My mom always smells the roses.



## Unit 16 Las Tiendas (Stores)

### Las tiendas Stores

barato	cheap
la moneda	coin
la tienda	store
la tarjeta de crédito	credit card
caro	expensive
el vendedor	salesperson

el precio	price
la compra	purchase
la liquidación	sale
el dinero	money
la panadería	bakery
la peluquería	barber shop/hair salon

la librería	bookstore
la carnicería	butcher shop
la dulcería	candy store
la farmacia	drugstore
la florería	flower shop
la mueblería	furniture store

la heladería	ice cream parlor
la joyería	jewelry store
el centro comercial	mall
la pizzería	pizzeria
la juguetería	toy store
el supermercado	supermarket

### Verbos útiles Useful Verbs

comprar	to buy/to purchase
prestar	to lend
buscar	to look for
deber	to owe
pagar	to pay for/to pay
gastar dinero	to spend money
regalar	to give (a gift)

### Vocabulario suplementario

dólar(es)	dollar(s)
vender	to sell
¿Cuánto cuesta?	How much does it cost?
regalo	gift

### Irregular Yo Verbs

Tener—Yo tengo\*

Decir—Yo digo

Venir—Yo vengo

Hacer—Yo hago \*

Poner—Yo pongo

Salir—Yo salgo

Ver—Yo veo

Conocer—Yo conozco

Dar—Yo doy

Oír—Yo oigo

Saber—Yo sé

*\*\*Know full conjugations of these also!*

# I CAN STATEMENTS

## Unit 16 Las Tiendas (Stores)

- I can talk about places I know
- I can write a to-do list.
- I can write a shopping list.
- \_\_\_\_\_
- \_\_\_\_\_



# Present Tense- Irregular *yo* Conjugations

Some verbs do not follow the regular pattern. A few irregular verbs change only in the **yo** form; otherwise, they follow the typical conjugation pattern. You have already learned three that not only change in the **yo** form but are also stem-changing verbs: **tener**, **decir** and **venir**.

Let's take a look at their conjugations:

**tener** to have

<b>tengo</b>	tenemos
tienes	tenéis
tiene	tienen

For example:

**Tengo** muchos amigos.

I have many friends.

**decir** to say, to tell

<b>digo</b>	decimos
dices	decís
dice	dicen

For example:

Yo siempre **digo** la verdad.

I always tell the truth.

**venir** to come

<b>vengo</b>	venimos
vienes	venís
viene	vienen

For example:

Siempre **vengo** a la clase de español temprano.

I always come early to Spanish class.

As we have seen, **tener**, **decir**, and **venir** have irregular **yo** forms AND they are stem-changing verbs.

Now let's take a look at some verbs that only change in the **yo** form, but their stems remain the same.

**hacer** to do, to make

<b>hago</b>	hacemos
haces	hacéis
hace	hacen

For example:

Yo **hago** mi tarea todos los días. I do my homework every day.

**poner** to put

<b>pongo</b>	ponemos
pones	ponéis
pone	ponen

For example:

Siempre **pongo** los libros en el piso. I always put the books on the floor.

**salir** to leave, to go out

<b>salgo</b>	salimos
sales	salís
sale	salen

For example:

**Salgo** de mi casa muy temprano. I leave my house very early.

**ver** to see

<b>veo</b>	vemos
ves	véis
ve	ven

For example:

No **veo** tu casa desde aquí. I can't see your house from here.

**conocer** to know, to be acquainted or familiar with a person, place or thing

<b>conozco</b>	conocemos
conoces	conocéis
conoce	conocen

For example:

Yo **conozco** a tu primo. I know your cousin.

**dar** to give

<b>doy</b>	damos
das	dáis
da	dan

For example:

Soy muy generosa. Siempre **doy** muchos regalos. I am very generous. I always give many gifts.

**oír** to hear (Notice there are other spelling changes as well with this verb.)

<b>oigo</b>	oímos
oyes	oís
oye	oyen

For example:

Yo no **oigo** nada. I don't hear anything.

## Unit 17 El Tiempo (The Weather)

### El tiempo The Weather

la lluvia	rain
la brisa	breeze
Hace (mucho) frío.	It is (very) cold.
Hace (mucho) calor.	It is (very) hot.
Hace (mucho) viento.	It's (very) windy.
Hace (mucho) sol.	It's (very) sunny.

Hace buen tiempo.	It's nice weather.
Hace mal tiempo.	It's bad weather.
Está nublado.	It's cloudy.
Está lloviendo.	It's raining.
Está nevando.	It's snowing.
el relámpago	lightning

la nube	cloud
seco	dry
la temperatura	temperature
derretirse/ se derrite	to melt/ it melts, is melting
la nieve	snow
la tempestad	storm

húmedo	humid
el trueno	thunder
el viento	wind
el cielo	sky
el sol	sun
el granizo	hail

granizar	to hail
llover/ llueve	to rain/ it rains, is raining
nevar/ nieva	to snow/ it snows, is snowing
lloviznar	to drizzle
el hielo	ice
la niebla	fog

### Other Examples of weather phrases

Hay lluvia. There is rain/It is rainy.

Hay relámpagos. It is lightning.

La temperatura sube/baja. The temperature rises/drops.

### Hay and Tener Expressions

hay que + inf. \* to have to do (*\*impersonal*)

tener que + inf. to have to do

tener ganas de + inf. to feel like doing

Tengo que estudiar el español. ¡Tengo ganas de mirar la tele!

Hay que beber, pero tenemos ganas de beber un refresco.

### More Tener Expressions

tener frío to be cold

tener calor to be hot

tener hambre to be hungry

tener sed to be thirsty

tener sueño to be sleepy

tener cuidado to be careful

tener vergüenza to be ashamed

tener miedo (de/a) to be scared/afraid of

tener suerte to be lucky

tener prisa to be in a hurry

tener razón to be right

Ex.

Tengo frío porque está nevando mucho.

¿Tienes calor durante el verano?

Tenemos miedo de los relámpagos.

¡Ten cuidado!

Sí, él tiene razón, hace buen tiempo hoy.

# I CAN STATEMENTS

## Unit 17 El Tiempo (The Weather)

- I can give weather information.
- I can recognize some common weather expressions.
- I can ask about and identify important information about the weather using a map.
- I can understand basic information on weather forecasts.
- \_\_\_\_\_
- \_\_\_\_\_



# Hay - Uses and Expressions

## Hay

**Hay**, which means “there is” or “there are,” comes from the verb **haber**. Note that **hay** is used for both singular and plural nouns.

**Hay un libro en la casa.**

There is a book in the house.

**Hay muchas personas en la plaza.**

There are many people in the plaza.

**No hay una maestra aquí.**

There isn't a teacher here.

**Hay + que + [infinitive]** can be used to express what needs to be done, without assigning the task to anyone in particular.

For example:

**Hay que estudiar para sacar una buena nota.**

One has to study to get a good grade.

Note: **Hay** can also be used in some weather expressions:

**Hay sol.** It's sunny (literally: there is sun).

**Hay niebla.** It's foggy (literally: there is fog).





# Tener Uses and Expressions

**Tener** means "to have" but it is also used in many expressions. Let's first look again at the conjugation of **tener**.

tengo	tenemos
tienes	tenéis
tiene	tienen

## Age

In English we say "I am 15 years old." However, in Spanish they say "I have 15 years."

Look at these examples:

<b>¿Cuántos años tienes?</b>	How old are you? (Literally, "How many years do you have?")
<b>Yo tengo 15 años.</b>	I am 15 years old.
<b>¿Cuántos años tiene ella?</b>	How old is she?
<b>Ella tiene 10 años.</b>	She is 10 years old.

## Desire

The expression "**tener ganas de + [infinitive]**" is used to express desire to do something.

Look at these examples:

<b>Tengo ganas de comer una hamburguesa.</b>	I feel like eating a hamburger.
<b>Ella no tiene ganas de estudiar.</b>	She doesn't feel like studying.

## Necessity

The expression "**tener que + [infinitive]**" is used to express necessity, what one has to do.

Look at these examples:

<b>Yo tengo que estudiar.</b>	I have to study.
<b>Ellos tienen que hacer su tarea.</b>	They have to do their homework.

## Other Expressions

**Tener** is used for other expressions as well.

Look at these examples:

<b>1. tener frío</b>	to be cold
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- Yo tengo frío.** I am cold.
2. **tener calor** to be hot  
**Ella tiene calor.** She is hot.
3. **tener hambre** to be hungry  
**Tengo hambre.** I am hungry.
4. **tener sed** to be thirsty  
**Tengo sed.** I am thirsty.
5. **tener sueño** to be sleepy  
**Tengo sueño.** I am sleepy.
6. **tener cuidado** to be careful  
**Tengo cuidado cuando hay vidrios rotos.** I am careful when there is broken glass.
7. **tener vergüenza** to be ashamed  
**No tengo vergüenza de nada.** I am not ashamed of anything.
8. **tener miedo (de or a)** to be scared/afraid (of)  
**Tengo miedo de las arañas.** I am afraid of spiders.
9. **tener suerte** to be lucky  
**Tengo suerte de estar aquí.** I am lucky to be here.
10. **tener prisa** to be in a hurry  
**Lo siento, no puedo hablar ahora porque tengo prisa.**  
I am sorry; I can't talk right now because I am in a hurry.
11. **tener razón** to be right  
**Nunca tienes razón.** You are never right.



# I CAN STATEMENTS FINAL REVIEW

- |   |   |
|---|---|
| <input type="checkbox"/> I can tell someone my name.  | <input type="checkbox"/> I can count from 0-30  |
| <input type="checkbox"/> I can answer a few simple questions.   | <input type="checkbox"/> I can name countries on a map.   |
| <input type="checkbox"/> I can respond to yes/no questions.   | <input type="checkbox"/> I can give my phone number.  |
| <input type="checkbox"/> I can answer an either/or question.  | <input type="checkbox"/> I can write numbers such as my phone number.   |
| <input type="checkbox"/> I can copy the characters that I am learning.  | <input type="checkbox"/> I can understand some numbers.   |
| <input type="checkbox"/> I can copy a simple phrase like "Happy Birthday," "Happy Holidays," etc.                         | <input type="checkbox"/> I can ask and say someone's nationality.   |
| <input type="checkbox"/> I can recognize the sound of a few letters when they are spoken or spelled out.                  | <input type="checkbox"/> I can give times.  |
| <input type="checkbox"/> I can understand greetings.  | <input type="checkbox"/> I can name activities and their times in my daily schedule.                                  |
| <input type="checkbox"/> I can greet and leave people in a polite way.  | <input type="checkbox"/> I can fill out a simple schedule.  |
| <input type="checkbox"/> I can say hello and goodbye to someone my age or younger, an adult, and to someone I don't know. | <input type="checkbox"/> I can list my classes and tell what time they start and end.                                 |
| <input type="checkbox"/> I can say hello and goodbye to my teacher, professor, or supervisor.                             | <input type="checkbox"/> I can label activities and their times in my daily schedule.                                 |
| <input type="checkbox"/> I can say my name and ask someone's name.  | <input type="checkbox"/> I can tell someone what I am doing.  |
| <input type="checkbox"/> I can introduce myself to someone.   | <input type="checkbox"/> I can talk about what I do on the weekends.  |
| <input type="checkbox"/> I can list items I see every day.  | <input type="checkbox"/> I can tell what I do in class or at work.  |
| <input type="checkbox"/> I can label items in a room.   | <input type="checkbox"/> I can write about what I do on the weekends.   |
| <input type="checkbox"/> I can recognize the sound of a few letters when they are spoken or spelled out.                  | <input type="checkbox"/> I can talk about what I eat, learn, and do.  |
| <input type="checkbox"/> I can copy the characters that I am learning.  | <input type="checkbox"/> I can talk about what I do on the weekends.  |
| <input type="checkbox"/> I can identify names of classes and instructors in a school schedule.                            | <input type="checkbox"/> I can tell someone what I am doing.  |
| <input type="checkbox"/> I can list my classes and tell what time they start and end.                                     | <input type="checkbox"/> I can write about what I do on the weekends.   |
| <input type="checkbox"/> I can talk about my school or where I work.  | <input type="checkbox"/> I can tell what I do in class or at work.  |
| <input type="checkbox"/> I can describe my school.  | <input type="checkbox"/> I can ask <i>who, what, when, where</i> questions.   |
| <input type="checkbox"/> I can tell what I do in class or at work.  | <input type="checkbox"/> I can say the date and the day of the week.  |
| <input type="checkbox"/> I can write what I do in class or at work.   | <input type="checkbox"/> I can list the months and seasons.   |
| <input type="checkbox"/> I can describe my school and what classes I have   | <input type="checkbox"/> I can state my name, age, and where I live.  |
| <input type="checkbox"/> I can understand questions about my work or class schedule.                                      | <input type="checkbox"/> I can write the date and the day of the week.  |
| <input type="checkbox"/> I can talk with someone about school or work.  | <input type="checkbox"/> I can write the months and seasons.  |
| <input type="checkbox"/> I can describe what I need for school or work.   | <input type="checkbox"/> I can give dates.  |
| <input type="checkbox"/> I can say or write something about friends and classmates.                                       | <input type="checkbox"/> I can fill out a form with my name, address, phone number, birth date, and nationality.      |
| <input type="checkbox"/> I can recognize some color words.  | <input type="checkbox"/> I can understand days of the week and the hour.  |
| <input type="checkbox"/> I can say what I look like.  | <input type="checkbox"/> I can recognize when I hear a date.  |
| <input type="checkbox"/> I can say what I am like.  | <input type="checkbox"/> I can answer questions about what I like and dislike.  |
| <input type="checkbox"/> I can say what someone looks like.   | <input type="checkbox"/> I can talk about what I do on the weekends.  |
| <input type="checkbox"/> I can say what someone is like.  | <input type="checkbox"/> I can list my likes and dislikes such as favorite subjects, sports, or free-time activities. |
|   | <input type="checkbox"/> I can write about what I do on the weekends.   |
|   | <input type="checkbox"/> I can talk about others' likes and dislikes.   |
|   | <input type="checkbox"/> I can talk about others' free-time activities.   |
|   | <input type="checkbox"/> I can talk about what I eat.   |

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|--|---|
| <input type="checkbox"/> I can list items I see every day.<br><input type="checkbox"/> I can understand some food items.<br><input type="checkbox"/> I can identify some menu items.<br><input type="checkbox"/> I can list items I see every day.<br><input type="checkbox"/> I can understand some food items.<br><input type="checkbox"/> I can identify some menu items.<br><input type="checkbox"/> I can talk about what I eat.<br><input type="checkbox"/> I can order a meal.<br><input type="checkbox"/> I can say or write something about the members of my family and ask about someone's family.<br><input type="checkbox"/> I can list my family members, their ages, their relationships to me, and what they like to do.<br><input type="checkbox"/> I can ask and talk about family members and their characteristics.<br><input type="checkbox"/> I can describe my family and friends.<br><input type="checkbox"/> I can sometimes understand questions or statements about family.<br><input type="checkbox"/> I can talk about places I know<br><input type="checkbox"/> I can write about what I do on the weekends. | <input type="checkbox"/> I can talk about animals, colors, foods based on pictures or photos.<br><input type="checkbox"/> I can talk about places I know<br><input type="checkbox"/> I can write a to-do list.<br><input type="checkbox"/> I can write a shopping list.<br><input type="checkbox"/> I can give weather information.<br><input type="checkbox"/> I can recognize some common weather expressions.<br><input type="checkbox"/> I can ask about and identify important information about the weather using a map.<br><input type="checkbox"/> I can understand basic information on weather forecasts.<br><br><input type="checkbox"/> _____<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____<br><input type="checkbox"/> _____ |
|--|---|