

SPANISH I, LESSON ONE
NEILL CHAFFIN/ROOM A-315
JUNE 2014

The overall goal of this lesson is to introduce students to the origins and history of the Spanish language, its pronunciation, its basic rules of grammar and usage, including gender and number agreement, and a working vocabulary.

During the duration of the lesson, the student will be able to:

01. Complete vocabulary puzzles of presented vocabulary.
02. Complete a matching exercise of presented expressions/phrases.
03. Complete a matching exercise of numbers, days of the week, and months of the year.
04. Complete a matching exercise of common nouns, pronouns, and other parts of speech.
05. Conjugate the presented verbs in the present tense using various nouns/ pronouns as subjects.
05. Complete exercises about various aspects of grammar: gender, number, word order, etc.
06. Complete a fill-in-the-blank exercise on sentences using specified nouns/pronouns, verbs, adjectives, etc.
07. Orally pronounce presented words.
08. Write a composition using vocabulary from the lesson.
09. Write a composition describing getting up and getting ready to go to school.
10. Read and translate into English compositions using the lesson vocabulary.

The duration of the lesson is about six classroom days.

At the end of the lesson, the student will be able to pass written and oral tests over the above objectives.

The minimum passing score for all tests is 70%.

Students not mastering the objectives, as evidenced by the test scores, will be required to restudy and then retest either before or after school. Parents will be notified by e-mail within two days. If parents have no e-mail on SmartWeb, notification will be within one week.

Scoring rubric:

- | | |
|---|--|
| 4 | The student understands all of the material and can explain it to others. (90-100% on tests) |
| 3 | The student understands all of the material. (90-100% on tests) |
| 2 | The student understands most of the material. (80-89% on tests) |
| 1 | The student understands some of the material. (70-79% on tests) |
| 0 | The student understands little or none of the material. (less than 70% on tests) |

Materials included in this lesson packet:

- * list of objectives
- * explanatory text
- * crossword puzzles
- * various fill-in-the-blank exercises
- * various matching exercises
- * instructions about written compositions
- * compositions to be translated
- * scoring rubric

Objectives to be tested:

- * vocabulary-nouns
- * vocabulary-pronouns
- * modifiers
- * expressions
- * numbers
- * verbs

LESSON ONE: HISTORY OF SPANISH

Directions: Read the following information and be ready to take a test over the material:

Spanish is a member of the Indo-European language family. This language family is comprised of such disparate languages as English, German, Italian, Latin, Persian, Greek, and many others. This may not be easy to see until you consider the following similarities:

ENGLISH	GERMAN	LATIN	PERSIAN (FARSI)	SPANISH
father	vater	pater	pedar	padre
mother	mutter	mater	modar	madre
mortal/morbid	mord	mort	morde	muerto

Spanish may be further defined as part of the Italic/Latinate branch of Indo-European. That means it is a derivative of ancient Latin, as are French, Italian, Romanian, and numerous other languages of Europe. Furthermore, English also shows similarities to Spanish, despite the fact that English is classified in the Germanic branch of Indo-European. This is because nearly 80% of the words in Modern English derive ultimately from either Norman French or Medieval Latin, both of which are themselves derivatives of Latin. Thus, Spanish and English share a common ancestor.

Modern Spanish originated as a blend of Vulgate Latin (the common spoken form of Latin), various Celtic dialects, various Germanic dialects, Arabic, and-in the Western Hemisphere-various Native American languages. As is common in almost all languages, Spanish has, both in the past and in the present, borrowed words from other languages. It is currently a significant influence on English, and vice-versa.

In the remote past, people of a somewhat obscure nature, called Iberians, occupied the peninsula that makes up the current countries of Spain, Portugal, Andorra, and the British colony of Gibraltar. By about 3000 years ago, the Celtic tribes migrated into Spain, mixing with the indigenous population to create what is referred to as the Celt-Iberians. They were in contact with and were influenced by the ancient Greeks and Phoenicians, both of which established coastal colonies on the peninsula.

The Iberian Peninsula was conquered and occupied by the Romans, who introduced the use of Latin. Latin on the peninsula was influenced by the earlier languages. As the Roman Empire weakened, the peninsula was invaded and settled by various Germanic tribes, notably the Visigoths. They established small competing kingdoms, and their languages mixed with the Latin of the peninsula.

In 711 A.D. the Moors, an Arabic-speaking group of people from North Africa, swept across the narrow strait separating Africa from the peninsula and conquered all but the far northwestern parts. They introduced the use of Arabic. This civilization, which became one of the most prosperous and enlightened in Europe, is called the Mozarabic Era. Many Arabic words entered the language. Persian art, music, and philosophy, dominant forces in the Arabic-speaking world, were introduced into the peninsula. Arabic translations of ancient Greek manuscripts introduced long-lost knowledge into Europe.

A long and slow process, called the *reconquista*, ensued, culminating in the final expulsion of the Moslem principalities from the peninsula. The Christian states of Castille and Aragon united, forming the basis of what is now modern Spain. In a religious fervor, the monarchs Ferdinand and Isabella expelled the Jews and Moslems-most of the businessmen and farmers-from Spain, thus sowing the seeds for a long-delayed collapse of the Spanish economy.

They sent Christopher Columbus on his voyages, and the ensuing conquest and plundering of Native American civilizations of the Western Hemisphere turned Spain into the most powerful country of Europe. It also spread the Spanish language into all of the Western Hemisphere, especially Central and South America.

In the New World Spanish influenced and was influenced by various Native American languages.

Over the next few hundred years the Spanish conquered and exploited most of Central and South America. The flood of gold, silver, and other valuables into Spain created a powerful state, but it also undermined the basic economy. Eventually, faced with competition from other European powers, most notably the English, the Spanish Empire deteriorated and collapsed, leaving Spain impoverished, a situation that continues to some extent to the present day.

The use of the Spanish language has continued into the present, making it the prevalent language of almost all of Central and South America, with Brazil being the notable exception. Spanish is spoken by millions of people in the United States, although mostly as a second language. It is certainly the most wide-spread language in the Western Hemisphere.

LESSON ONE: NUMBER AND GENDER

As with English, nouns may be either singular or plural. Nouns are pluralized in Spanish by adding “s” or “es” to the end of the word. For words ending in a vowel, add “s”. For words ending in a consonant, add “es”. That’s it. There are no irregular pluralizations in Spanish.

Nouns in Spanish are classified as either masculine or feminine. This is seen in English, but to a much more limited degree. Most nouns in English are essentially neutral. Examples of masculine nouns in English would be *man, boy, stag, bull*, etc. *Woman, girl, doe, cow*, etc. would be feminine. In Spanish, all nouns are either masculine or feminine. This is usually indicated by the end spelling of the word, although there are nouns that are very different in their masculine and feminine forms, such as *hombre* and *mujer* (man and woman). Generally, nouns ending in “o” are masculine; nouns ending in “a” are feminine. Words ending in a consonant are more of a problem: you just have to learn which gender they are. *Peticìon* (petition) is feminine, while

zaguan (porch) is masculine. There is no way to tell just by looking at the word: again, you must memorize the gender of these words. Words ending in “pa”, “ma”, or “ta” are usually masculine. There are other exceptions: *mano* (hand) is feminine, despite the “o” ending. There are a few words that change gender in their augmentative form (see below): *pizarra* (chalkboard) becomes *pizarrón* (big chalkboard); *silla* (chair) becomes *sillón* (a big chair). In the process they change from feminine to masculine.

LESSON ONE: NOUN AND ADJECTIVE/ARTICLE AGREEMENT

The above information about gender is important because in Spanish adjectives and articles must agree in number and gender with the modified nouns. In English, if you pluralize “the red book”, you get “the red books”: only the noun pluralizes, and gender is usually not an issue in English. In Spanish, everything has to agree with everything else in gender and number. “The red book” would become “thes reds books”: “el libro rojo” becomes “los libros rojos”. “A white chair” becomes “some whites chairs”: “una silla blanca” becomes “unas sillas blancas”. The articles *el/un* pluralize to *los/unos*; the articles *la/una* pluralizes to *las/unas*. The article “el” after “a” is contracted to “al”; similarly, it is contracted to “del” after “de”.

Notice that in Spanish the article (in English “a”, “an”, and “the”) comes before the word, but the adjective usually comes after the word. This is not always true: for certain purposes, especially emphasis, the adjective can come before the word in Spanish: *un libro grande* can be *un gran libro*, and *un hecho malo* can be *un mal hecho*. Pluralized, these would be *unos libros grandes*, *unos grandes libros*, *unos hechos malos*, and *unos malos hechos*.

LESSON ONE: AUGMENTATIVE AND DIMINUTIVE ENDINGS FOR NOUNS

Spanish can add augmentative or diminutive endings to certain nouns. This is not done a great deal, but you should be aware of it. *Muchacho* (boy) can become *muchachón* (big boy), and *muchacha* (girl) can

become *muchachona* (big girl). The diminutive endings “*ito*” and “*ita*” may mean “small” or “dear”. *Gato* (cat) can become *gatito* (little cat). *Abuela* (grandmother) can become *abuelita* (dear grandmother).

LESSON ONE: SUBJECT AND VERB AGREEMENT

Spanish is a much more highly inflected language than English. Verbs must agree in number with their subjects, just as in English. However, there are many more inflections in Spanish than in English. Take, for example, the verb “to walk” in English. In the present tense it is inflected *I walk, you walk, he/she/it walks, we walk, they walk*. As you can see, there are only two forms: *walk and walks*.

Spanish is much more particular. The same verb, in Spanish *andar*, would become *yo ando, tú andas, Ud./èl/ella anda, nosotros(as)andamos, vosotros(as)andaís, Uds./ellos/ellas andan*. As you can see, there are six forms, although the *vosotros(as)* form is seldom used. Notice also that the inflected forms are arranged differently than in English. The singular *you(formal)* is grouped with *he* and *she*; the plural *you* is grouped with *they*. The verb forms for *I* and *we* are different.

There are two forms of *you*: *tú*, which is familiar and informal, and *Usted (Ud.)*, which is formal. The verb form for each is different. Notice also there is a plural *you* in Spanish. In English *you* is the same in the singular and plural forms. That is why we resort to such devices as saying “*you all*” or “*y’all*” to distinguish between the two. As with English, there are numerous irregular verbs in Spanish. You must memorize these.

You may have noticed that the numerous inflectional endings in Spanish verbs means that it is not always necessary to write or say the subject of the verb: *andamos* can only mean “we walk”; *ando* can only mean “I walk”. It is not necessary to use the pronouns *yo* or *nosotros*. Often, in both spoken and written Spanish, once the subject is known or understood, the other pronouns may also be omitted until it is necessary to use them again or to change the subject of the verb. For instance, if the subject is *muchacho* (boy), then once that subject has been stated, it is assumed that *muchacho* is still the subject of the verb. Thus: *El muchacho anda por la calle. Va al mercado. Tiene mucho dinero*. Notice the subject is given only once, and then it is assumed that the same subject governs the verbs *va* and *tiene*. In English it would be the equivalent of writing *The boy walks through the street. Goes to the market. Has much money*. This would not make much sense in English! In Spanish, it does make sense.

LESSON ONE: PRONUNCIATION

a	as in <u>f</u> ather, <u>d</u> ark, <u>al</u> arm	v	as in <u>b</u> ed, <u>b</u> other, <u>b</u> ench		language origin of the word
b	as in <u>b</u> ed, <u>b</u> other, <u>b</u> ench	w	as in <u>w</u> atch, <u>w</u> ait, <u>w</u> eather	y	is pronounced as “ee”
e	as in <u>r</u> ate, <u>ir</u> ate, <u>sp</u> ate	c	before “e” or “i” is	z	is pronounced as “s”, never
f	as in <u>f</u> ox, <u>f</u> riar, <u>f</u> ond		pronounced as “s”;		as “z”; in Spain, it is
i	as in <u>m</u> ee <u>t</u> , <u>g</u> ree <u>t</u> , <u>cl</u> ea <u>n</u>		before “a” or “o”, as “k”		pronounced as “th”
j	as in <u>h</u> otel, <u>h</u> eigh <u>t</u> , <u>h</u> ate	d	at the end of a syllable or of	ll	is pronounced as “y”
k	as in <u>k</u> ite, <u>k</u> indle, <u>k</u> ick		a word is pronounced “th”;	r	is pronounced as “r” except
l	as in <u>l</u> ate, <u>l</u> ather, <u>l</u> uxury		otherwise, as “d”		at the end or beginning of a
m	as in <u>m</u> ate, <u>m</u> other, <u>m</u> ock	g	before “e” or “i” is		word, when it is trilled.
n	as in <u>n</u> othing, <u>n</u> ormal, <u>n</u> ot		pronounced as “h”; before	rr	is trilled, a sort of “h” sound
o	as in <u>h</u> ope, <u>r</u> otate, <u>r</u> oam		“a” or “o” as “g”		after the “r”
p	as in <u>h</u> ope, <u>p</u> rattle, <u>p</u> atch	h	is always silent at the	ñ	is pronounced as “ny”
q	as in <u>k</u> ite, <u>k</u> indle, <u>k</u> ick		beginning of a word;	ch	is pronounced as in English
s	as in <u>s</u> ave, <u>s</u> olve, <u>s</u> avior		otherwise, as “h”	u	is never “y”, always “ ”
t	as in <u>t</u> alc, <u>t</u> ake, <u>t</u> ogether	x	is pronounced as “s” or as		
u	as in <u>m</u> ove, <u>g</u> ro <u>o</u> ve, <u>l</u> ute		“h”; it depends on the		

LESSON ONE: PRONOUNS

As with English, Spanish uses pronouns to replace nouns. As with English, there are various kinds of pronouns. Below are the equivalents for three types:

Personal pronouns:

yo	I
tú	you
Ud.	you
él	he
ella	she
nosotros(as)	we
vosotros(as)	you
Uds.	you
ellos(as)	they

Reflexive pronouns:

me	myself
te	yourself
se	yourself
se	himself
se	herself
nos	ourselves
os	yourselves
se	yourselves
se	themselves

Possessive pronouns:

mi/mis/mío/míos	my
tu/tus/tuyo-a-os-as	your
su/sus/suyo-a-os-as	your
su/sus/suyo-a-os-as	his
su/sus/suyo-a-os-as	her
nuestro(a)(s)	our
vuestro(a)(s)	your
su/sus/suyo-a-os-as	your
su/sus/suyo-a-os-as	their

In English one says *I wash my hands*. In Spanish one says *I wash myself the hands: Yo me lavo las manos*. Notice that the reflexive pronoun comes before the verb *lavo*. *Nos compramos comestibles* means *We buy ourselves groceries*. Notice again that the reflexive comes before the verb. Notice also that it is unnecessary to use the subject pronoun *nosotros*, since *compramos* can only mean *we buy*.

Possessive pronouns used as adjectives are placed before the noun: *mi escritorio, su telefono, nuestro hogar*, etc. There is no such thing in Spanish as a possessive noun. *George's room* in English would be *the room of George (el cuarto de Jorge)* in Spanish. The possessive pronoun used as an adjective must agree in number and often gender with the word modified, as well as with the antecedent. *Pago mi débito/Pago mis débitos*: I pay my debt/I pay my debts. *Mariela pinta su mesa/Mariela pinta sus mesas*: Mariela paints her table/Mariela paints her tables. The “*mío, tuyo, suyo, etc.*” forms are used as predicate adjectives: *El libro es mío/The book is mine. Los libros son míos/The books are mine. La mesa es mía /The table is mine. Las mesas son mías /The tables are mine.*

LESSON ONE: VERB INFINITIVES AND CONJUGATED (INFLECTED) FORMS

The basic form of a verb is called an infinitive. In English this is formed by writing “to” in front of the singular present tense form of the verb: *to walk, to eat, to climb*. In Spanish it is formed by the endings “ar”, “er” or “ir”: *andar, comer, subir*. This basic form is inflected to show agreement with the subject. It is also conjugated to show tense: present, past, future, etc. Because of the more numerous inflections in Spanish, because Spanish has more verb tenses, and because of the formation of the infinitive, Spanish is considerably more complicated than English when it comes to verbs. Here are some equivalents, using regular verbs, that is verbs that have no irregularities.

I walk	yo ando	I eat	yo como
you walk	tú andas	you eat	tú comes
you/he/she/it walks	Ud./él/ella anda	you/he/she/it eats	Ud./él/ella come
we walk	nosotros(as) andamos	we eat	nosotros(as) comemos
you walk	vosotros(as) andáis	you eat	vosotros(as) coméis
you/they walk	Uds./ellos/ellas andan	you/they eat	Uds./ellos/ellas comen

I climb	yosubir	<i>Notice the difference in the endings of the verbs for “ar”, “er”, and “ir” verbs. It is a distinct pattern and not all that difficult to learn.</i>
you climb	tú subes	
you/he/she/it climbs	Ud./él/ella sube	
we climb	nosotros(as) subimos	
you climb	vosotros(as) subís	
they climb	Uds./ellos/ellas suben	

There are many irregular verb inflections in Spanish, and many are very commonly used verbs. You must memorize these.

There are some irregular verbs in Spanish, and some of them are very important verbs that are used a great deal. This is also true of English. There are two forms of “to be” in Spanish: *ser* and *estar*. *Ser* is used to show a permanent condition. *Estar* is used to show a changeable condition, location, etc. You will get more about this later. Some irregular verbs are stem-changers, meaning there are internal spelling changes in some of the inflected forms. I will give you some examples now, and you will get more about this later. Some verbs in Spanish are reflexive; I will give you some examples now.

Estar (to be)	Tener (to have)	Hacer (to do, make)	Ser (to be)
yo estoy	yo tengo	yo hago	yo soy
tú estás	tú tienes	tú haces	tú eres
Ud./èl/ella està	Ud./èl/ella tiene	Ud./èl/ella hace	Ud./èl/ella es
nosotros(as) estamos	nosotros(as) tenemos	nosotros(as) hacemos	nosotros(as) somos
vosotros(as)estàis	vosotros(as) tenèis	vosotros(as) hacèis	vosotros(as) sois
Uds./ellos/ellas estàn	Uds./ellos/ellas tienen	Uds./ellos/ellas hacen	Uds./ellos/ellas son

Lavarse (to wash oneself)	Levantarse (to get up)	Bañarse (to bathe oneself)	Ponerse (to put on)
yo me lavo	yo me levanto	yo me baño	yo me pongo
tú te lavas	tú te levantas	tú te bañas	tú te pones
Ud./èl/ella se lava	Ud./èl/ella se levanta	Ud./èl/ella se baña	Ud./èl/ella se pone
nosotros(as) nos lavamos	nosotros(as) nos levantamos	nosotros(as) nos bañamos	nosotros(as) nos ponemos
vosotros(as) os lavàis	vosotros(as) os levantàis	vosotros(as) os bañàis	vosotros(as) os ponèis
Uds./ellos/ellas se lavan	Uds./ellos/ellas se levantan	Uds./ellos/ellas se bañan	Uds./ellos/ellas se ponen

Ir (to go)	Venir (to come)	Cerrar (to close)	Vestirse (to dress oneself)
yo voy	yo vengo	yo cierro	yo me visto
tú vas	tú vienes	tú cierras	tu te vistes
Ud./èl/ella va	Ud./èl/ella vienes	Ud./èl/ella cierra	Ud./èl/ella se viste
nosotros(as) vamos	nosotros(as) venimos	nosotros(as) cerramos	nosotros(as) nos vestimos
vosotros(as) vàis	vosotros(as) venèis	vosotros(as) cerràis	vosotros(as) os vestis
Uds./ellos/ellas van	Uds./ellos/ellas vienen	Uds./ellos/ellas cierran	Uds./ellos/ellas se visten

Here are a number of examples of the above verbs used in sentences:

<i>Yo me lavo la cara.</i> I wash my face.	<i>Uds. se bañan.</i> You (pl.) bathe.	<i>Yo hago el trabajo.</i> I do the work.	<i>Ella va a la tienda.</i> She goes to the store.
<i>Èl se lava la cara.</i> He washes his face.	<i>Yo me baño.</i> I bathe.	<i>Tenemos el derecho.</i> We have the right.	<i>Ellos van al mercado.</i> They go to the market.
<i>Nos lavamos las caras.</i> We wash our faces.	<i>Tú te pones la ropa.</i> You put on clothes.	<i>Ud. tiene el tiempo.</i> You have the time.	<i>Yo vengo a la fiesta.</i> I come to the party.
<i>Nos levantamos.</i> We get up.	<i>Yo me pongo el sombrero.</i> I put on the hat.	<i>Estoy seguro.</i> I am sure.	<i>Tú cierras la ventana.</i> You close the window.
<i>Ella se levanta.</i> She gets up.	<i>Ella hace la cama.</i> She makes (up) the bed.	<i>Soy hombre.</i> I am (a) man.	<i>Nosotras vamos a casa.</i> We go home.

LESSON ONE, NOUNS:

(NUMBERS, DAYS, MONTHS, ANIMALS, THINGS, PEOPLE)

<i>uno</i>	<i>etc.</i>	one	
<i>dos</i>	<i>millón</i>	two	one million
<i>tres</i>		three	
<i>cuatro</i>		four	
<i>cinco</i>		five	
<i>seis</i>		six	
<i>siete</i>		seven	
<i>ocho</i>		eight	
<i>nueve</i>		nine	
<i>diez</i>		ten	
<i>once</i>		eleven	
<i>doce</i>		twelve	
<i>trece</i>		thirteen	
<i>catorce</i>		fourteen	
<i>quince</i>		fifteen	
<i>dieciséis</i>		sixteen	
<i>diecisiete</i>		seventeen	
<i>dieciocho</i>		eighteen	
<i>diecinueve</i>		nineteen	
<i>veinte</i>		twenty	
<i>veintiuno</i>		twenty-one	
<i>veintidós</i>		twenty-two	
<i>veintitrés</i>		twenty-three	
<i>veinticuatro</i>		twenty-four	
<i>veinticinco</i>		twenty-five	
<i>veintiséis</i>		twenty-six	
<i>veintisiete</i>		twenty-seven	
<i>veintiocho</i>		twenty-eight	
<i>veintinueve</i>		twenty-nine	
<i>treinta</i>		thirty	
<i>treinta y uno</i>		thirty-one	
<i>etc.</i>			
<i>cuarenta</i>		forty	
<i>cincuenta</i>		fifty	
<i>sesenta</i>		sixty	
<i>setenta</i>		seventy	
<i>ochenta</i>		eighty	
<i>noventa</i>		ninety	
<i>ciento (cien)</i>		one hundred	
<i>doscientos</i>		two hundred	
<i>etc.</i>			
<i>quinientos</i>		five hundred	
<i>seiscientos</i>		six hundred	
<i>setecientos</i>		seven hundred	
<i>ochocientos</i>		eight hundred	
<i>novcientos</i>		nine hundred	
<i>mil</i>		one thousand	
<i>dos mil</i>		two thousand	

<i>lunes</i>	<i>la vaca</i>	Monday	cow
<i>martes</i>	<i>la mosca</i>	Tuesday	fly
<i>mièrcoles</i>	<i>el mosquito</i>	Wednesday	mosquito
<i>jueves</i>	<i>la casa/el hogar</i>	Thursday	house/home
<i>viernes</i>	<i>la escuela</i>	Friday	school
<i>sàbado</i>	<i>la puerta</i>	Saturday	door
<i>domingo</i>	<i>la calle</i>	Sunday	street
<i>enero</i>	<i>el carro</i>	January	car
<i>febrero</i>	<i>el autobús</i>	February	bus
<i>marzo</i>	<i>la bicicleta</i>	March	bicycle
<i>abril</i>	<i>el camión</i>	April	truck/school bus(Mex.)
<i>mayo</i>	<i>el escritorio/pupitre</i>	May	desk
<i>junio</i>	<i>el cajón</i>	June	locker
<i>julio</i>	<i>el salón de clase</i>	July	classroom
<i>agosto</i>	<i>la cafetería</i>	August	cafeteria
<i>septiembre</i>	<i>la escalera</i>	September	stairs/stairway
<i>octubre</i>	<i>el corredor/pasillo</i>	October	hall/hallway
<i>noviembre</i>	<i>el médico/doctor</i>	November	doctor
<i>diciembre</i>	<i>el profesor/maestro</i>	December	teacher
<i>el perro</i>	<i>la policía</i>	dog	police
<i>el gato</i>	<i>el gerente</i>	cat	manager/director
<i>el caballo</i>	<i>el portero</i>	horse	janitor/porter
<i>la cabra</i>	<i>la criada</i>	goat	maid
<i>el conejo</i>	<i>el cocinero</i>	rabbit	cook
<i>la culebra/serpiente</i>	<i>el negociante</i>	snake/serpent	businessman
<i>el pàjaro</i>	<i>el conductor</i>	bird	driver/conductor
<i>el pollo</i>		chicken	
<i>el bombero</i>	<i>el medio hermano</i>	<i>la ducha</i>	brother
<i>el cajero</i>	<i>la media hermana</i>	<i>la làmpara</i>	sister
<i>el banquero</i>	<i>las sàbanas</i>	<i>las pijamas</i>	cousin
<i>el vendedor</i>	<i>la bañera</i>	<i>los dientes</i>	nephew/niece
<i>el abogado</i>	<i>el desodorante</i>	<i>el espejo</i>	grandfather
<i>la enfermera</i>	<i>las uñas</i>	<i>la toalla</i>	grandmother
<i>el consejero</i>	<i>el despertador</i>	<i>el peine</i>	greatgrandfather
<i>el sacerdote/cura</i>	<i>el piso/suelo</i>	<i>el cepillo(de dientes)</i>	greatgrandmother
<i>el político</i>	<i>la alfombra</i>	<i>la computadora</i>	grandson/daughter
<i>el camarero/mozo</i>	<i>el jabòn</i>	fireman	half-brother
<i>el dueño/la dueña</i>	<i>el cajòn</i>	cashier	half-sister
<i>el tío</i>	<i>el lavabo/lavamanos/la</i>	banker	bedsheets
<i>la tía</i>	<i>bacìa</i>	seller/salesman	bathtub
<i>el papà</i>	<i>las cortinas</i>	lawyer	deodorant
<i>la mamà</i>	<i>el pasillo/corredor</i>	nurse	nails (finger/toe)
<i>el hermano</i>	<i>la cama</i>	counselor	alarm clock
<i>la hermana</i>	<i>la almohada</i>	priest	floor/ground
<i>el primo/la prima</i>	<i>el agua</i>	politician	carpet
<i>el sobrino/la sobrina</i>	<i>el pelo/cabello</i>	waiter/servant	soap
<i>el abuelo</i>	<i>la cara</i>	owner	cash register
<i>la abuela</i>	<i>la recàmara</i>	uncle	sink/lavatory
<i>el bisabuelo</i>	<i>la mesa</i>	aunt	curtains
<i>la bisabuela</i>	<i>el excusado/sanitario</i>	father	hallway
<i>el nieto/la nieta</i>	<i>el cuarto de baño</i>	mother	bed

pillow	<i>la muchacha/niña</i>	<i>el izquierdo/siniestro</i>	chair
water	<i>el muchacho/niño</i>		market
hair	<i>la silla/el sillòn</i>	Some nouns in Spanish can be either gender. This is accomplished by changing the vowel ending, or sometimes just the article. This is increasingly true in job titles that once were exclusively masculine:	English
face	<i>el mercado</i>		sidewalk
bedroom	<i>el inglès</i>		word
table	<i>la acera</i>		class
restroom/toilet	<i>la palabra</i>		guitar
bathroom	<i>la clase</i>		cabinet/closet
shower	<i>la guitarra</i>		dresser/chest of drawers
lamp	<i>el gabinete/armario</i>		roof/sky/ceiling
pajamas	<i>el burò</i>		roof
teeth	<i>el cielo/techo</i>		student
mirror	<i>el techo/techado</i>	<i>el gerente/la gerente</i>	grammar
towel	<i>el estudiante</i>	<i>el mèdico/la mèdica</i>	station
comb	<i>la gramàtica</i>	<i>el abogado/la abogada</i>	lunch
brush (toothbrush)	<i>la estaciòn</i>	<i>el camarero/la camarera</i>	cashier
computer	<i>el almuerzo</i>	hands	party
<i>las manos</i>	<i>el cajero</i>	door	hat
<i>la puerta</i>	<i>la fiesta</i>	window	work
<i>la ventana</i>	<i>el sombrero</i>	ears	store/shop
<i>las orejas/los oidos</i>	<i>el trabajo</i>	eyeglasses	right
<i>los lentes/anteojos/las gafas</i>	<i>la tienda</i>	clothing	time
<i>la ropa</i>	<i>el derecho</i>	teeth	date
<i>los dientes</i>	<i>el tiempo</i>	house	hour/time
<i>la casa</i>	<i>la fecha</i>	book	church
<i>el libro</i>	<i>la hora</i>	man	call (phone call)
<i>el hombre</i>	<i>la iglesia</i>	woman	fan/ventilator
<i>la mujer</i>	<i>la llamada</i>	boy	left
	<i>el ventilador</i>	girl	

LESSON ONE: ARTICLES AND ADJECTIVES

<i>a, hacia</i>	to/towards	<i>rojo</i>	red	<i>tarde</i>	late
<i>de</i>	of/from	<i>negro</i>	black	<i>feo</i>	ugly
<i>en</i>	in/on	<i>azul</i>	blue	<i>bonito</i>	pretty
<i>por</i>	for/by	<i>amarillo</i>	yellow	<i>guapo</i>	handsome
<i>para</i>	for/towards	<i>blanco</i>	white	<i>hermoso</i>	beautiful
<i>el, la, los, las</i>	the	<i>moreno/marròn</i>	brown/dark	<i>flaco</i>	skinny
<i>hay</i>	there is/there are	<i>grís</i>	gray	<i>delgado</i>	slender/slender
<i>un, una</i>	a/an/one	<i>anaranjado</i>	orange	<i>esbelto</i>	fat
<i>unos,</i>	some	<i>verde</i>	green	<i>gordo</i>	nice/kind
<i>unas</i>	big	<i>purpùreo</i>	purple	<i>simpàtico</i>	friendly
<i>grande, gran</i>	small/little	<i>morado</i>	purple	<i>amable</i>	good
<i>pequeño</i>	low/short	<i>aureo/dorado</i>	golden	<i>bueno</i>	bad
<i>bajo</i>	tall/high	<i>plata/argentina</i>	silver	<i>mal, malo</i>	
<i>alto</i>	pink	<i>temprano</i>	early		
<i>rosado</i>					

Remember that adjectives change spelling to match gender and number. Thus, *gordo* can also be *gorda*, *gordos*, and *gordas*. *Alto* can be *alta*, *altos*, and *altas*. Adjectives ending in “e” or a consonant change only to show number. Remember also that adjectives usually follow the noun they modify. Articles come before the noun, but they are not always used: *El es bombero*. *Ella es enfermera*. Note that *el* and *la* are not used.

Examples:

El niño bajo./Los niños bajos.	La casa verde./Las casas verdes.	El reloj aureo./Los relojes aureos.
La niña bonita./Las niñas bonitas.	El perro gordo./Los perros gordos.	La vaca flaca./Las vacas flacas.
El hombre malo./Los hombres malos	El gato pequeño./Los gatos pequeños.	El niño tarde./Los niños tardes.

LESSON ONE: USEFUL EXPRESSIONS AND PHRASES

(Note that Spanish places an upside-down question mark or exclamation mark at the beginning of an interrogative or an exclamatory sentence.)

¿Dónde està...?	Where is...?	Nosè	I don't know
¿Dónde estàn....?	Where are...?	Yo conozco	I know (a person)
Hay....	There is/are	No importa nada	It isn't important.
No hay....	There isn't/aren't	¿Què es eso?	What is that?
Me llamo....	My name is.....	¿Por què?	Why?
Tengo que.....	I have to.....	Porque	Because
¿Quièn es.....?	Who is.....?	¿Què hora es?	What time is it?
Me gusta(n)...	I like.....	¿A dònde vamos?	Where are we going?
¿Cómo te llamas?	What is your name?	¿Què quiere decir eso?	What does that mean?
Yo sè	I know	¿Cuàl es la fecha?	What is the date?

LESSON ONE: MORE USEFUL VERBS (I have included the pronouns only for the first verb.)

Saber (to know, as in a fact)	Conocer (to know, as a person)	Ver (to see)
yo sè	conozco	veo
tù sabes	conoces	ves
Ud./èl/ella sabe	conoce	ve
nosotros(as) sabemos	conocemos	vemos
vosotros(as) sabèis	conocèis	veis
Uds./ellos/ellas saben	conocen	ven

Volver (to return, go back)	Comprar (to buy)	Dormir (to sleep)
yo vuelvo	compro	duermo
tù vuelves	compras	duermes
Ud./èl/ella vuelve	compra	duerme
nosotros(as) volvemos	compramos	dormimos
vosotros(as) volvéis	compràis	dormìs
Uds./ellos/ellas vuelven	compran	duermen

Mirar (to watch, look at)	Vender (to sell)	Pensar (to think)
miro	vendo	pienso
miras	vendes	piensas
mira	vende	piensa
miramos	vendemos	pensamos
miràis	vendèis	pensàis
miran	venden	piensan

Gustarse (to like, be pleased by)
gusta
gustan
“I like” in English is expressed as “it pleases me” or “they please me”. There are only two forms of gustarse, preceded by the reflexive pronouns.

Querer (to want)
quiero
quieres
quiere
queremos
querèis
quieren

Hablar (to talk)
hablo
hablas
habla
hablamos
hablàis
hablan

Tomar (to take)
tomo
tomas
toma
tomamos
tomàis
toman

Beber (to drink)
bebo
bebes
bebe
bebemos
bebèis
beben

Limpiar (to clean)
yo limpio
tù limpias
Ud./èl/ella limpia
nosotros(as) limpiamos
vosotros(as) limpiàis
Uds./ellos/ellas limpian

Buscar (to look for)
busco
buscas

Escribir (to write)
escribo
escribes
escribe
escribimos
escribìs
escriben

Dar (to give)
doy
das
da
damos
daìs
dan

Entender (to understand)
entiendo
entiendes
entiende
entendemos
entendèis
entienden

Aprender (to learn)
apriendo
apriendes
apriende
aprendemos
aprendèis
aprienden

Llenar (to fill)
lleno
llenas
llena
llenamos
llenàis
llenan

buscan
buscamos
buscàis
buscan

Prender (to turn/switch on)
prendo
prendes
prende
prendemos
prendèis

Llegar (to arrive)
llego
llegas
llega
llegamos
llegàis
llegan

Leer (to read)
leo
lees
lee
leemos
leèis
leen

Enviar (to send)
envío
envías
envia
enviamos
envàis
envian

Abrir (to open)
abro
abres
abre
abrimos
abris
abren

Sentarse (to sit down)
me siento
te sientas
se sienta
nos sentamos
os sentàis
se sientan

prenden

Estudiar (to study)

estudio
estudias
estudia
estudiamos
estudiàis
estudian

Sacar (to get, obtain)

saco
sacas
saca
sacamos
sacàis
sacan

Quedarse (to stay, to remain)

me quedo
te quedas
se queda
nos quedamos
os quedàis
se quedan

Trabajar (to work)

trabajo
trabajas
trabaja
trabajamos
trabajàis
trabajan

Apagar (to turn/switch off)

apago
apagas
apaga
apagamos
apagàis
apagan

LESSON ONE: VOCABULARY (NOUNS: NAMES FOR THINGS)

Directions: Match the words in Spanish to their meanings in English by writing the letter of the meaning in front of the word in Spanish. Then, in the blank after the word in Spanish, write the word in the plural form if the word given is singular and in the singular if the word given is plural; I've done a few for you:

- | | | | |
|----------------------------------|--------------------------|-----|------------------|
| 01. las sàbanas | <u>la sàbana</u> | a. | The bathtub |
| 02. la cama | <u>las camas</u> | b. | The curtains |
| 03. la recàmara | _____ | c. | The sheets |
| 04. las cortinas | _____ | d. | The hair |
| 05. la mesa | _____ | e. | The pajamas |
| 06. el excusado | _____ | f. | The shower |
| 07. el cuarto de baño | _____ | g. | The water |
| 08. la alfombra | _____ | h. | The bathroom |
| 09. el agua | _____ | i. | The brush |
| 10. la ducha | _____ | j. | The towel |
| 11. la làmpara | _____ | k. | The face |
| 12. el piso | _____ | l. | The lamp |
| 13. el despertador | <u>los despertadores</u> | m. | The bed |
| 14. la almohada | _____ | n. | The pillow |
| 15. las pijamas | _____ | o. | The table |
| 16. los dientes | _____ | p. | The toilet |
| 17. la cara | _____ | q. | The carpet/rug |
| 18. la bacía/el lavabo/lavamanos | _____ | r. | The bedroom |
| 19. el espejo | _____ | s. | The fingernails |
| 20. la toalla | _____ | t. | The deodorant |
| 21. el jabón | _____ | u. | The ears |
| 22. la bañera | _____ | v. | The window |
| 23. el peine | _____ | w. | The bedspread |
| 24. el cepillo | _____ | x. | The alarm clock |
| 25. el cepillo de dientes | _____ | y. | The mirror |
| 26. las manos | _____ | z. | The sink (basin) |
| 27. la puerta | _____ | aa. | The floor |
| 28. la colcha de cama | _____ | bb. | The door |
| 29. la ventana | _____ | cc. | The hands |
| 30. el pelo | _____ | dd. | The toothbrush |
| 31. las orejas | _____ | ee. | The comb |
| 32. las uñas | _____ | ff. | The teeth |
| 33. el desodorante | _____ | gg. | The soap |

Note: *el* becomes *los*; *la* becomes *las*; for #s7&28 only the first word and second words pluralize.

LESSON ONE: VOCABULARY (ACTIONS)

Directions: Match the verbal expressions with their meanings by writing the letter of the meaning in front of the verbal expression in Spanish:

- | | |
|---|---------------------------------------|
| 01. Levantarse | a. To put on glasses |
| 02. Bañarse (en la bañera) | b. To get up (arise) (get out of bed) |
| 03. Lavarse las manos | c. To put on deodorant |
| 04. Lavarse la cara | d. To open/shut the door/the window |
| 05. Lavarse el pelo | e. To turn off the alarm clock |
| 06. Usar el excusado/sanitario | f. To like (to be pleased by) |
| 07. Peinarse (arreglarse) (cepillarse)el pelo | g. To take a bath in the bathtub |
| 08. Cepillarse los dientes | h. To look in the mirror |
| 09. Mirar en el espejo | I. To take off the pajamas |
| 10. Quitarse de las pijamas | j. To comb/arrange/brush the hair |
| 11. Hacer (arreglar) la cama | k. To cut the fingernails |
| 12. Ir al cuarto de baño | l. To have to |
| 13. Abrir/cerrar la puerta/la ventana | m. To go into the bathroom |
| 14. Limpiarse las orejas | n. To wash/shampoo the hair |
| 15. Secarse con toalla | o. To dry with a towel |
| 16. Commutar/prender/encender la lámpara | p. To make (up) the bed |
| 17. Ponerse el desodorante | q. To wash the hands |
| 18. Cortarse las uñas | r. To fill the sink (basin) |
| 19. Hacer cesar (apagar) el despertador | s. To get dressed/To put on clothes |
| 20. Llenar la bacia/el lavabo/lavamanos | t. To use the toilet |
| 21. Bañarse en ducha | u. To brush the teeth |
| 22. Tener que (+infinitive) | v. To turn on the lamp |
| 23. Gustarse | w. To wash the face |
| 24. Ponerse los lentes/anteojos/las gafas | x. To take a shower |
| 25. Vestirse/ponerse la ropa | y. To clean the ears |

Directions: Write the following sentences in Spanish:

- | | |
|---|-----------------------------------|
| 01. She dries herself with a towel. | 09. He fills the sink. |
| 02. I put on my glasses. | 10. They go into the bathroom. |
| 03. We bathe in a bathtub. | 11. She combs her hair. |
| 04. He washes his face. | 12. I put on deodorant. |
| 05. You (familiar) put on your clothes. | 13. You (formal) make up the bed. |
| 06. They use the toilet. | 14. We brush our teeth. |
| 07. I get up (get out of bed, arise). | 15. They close the door. |
| 08. She cleans her ears. | 16. He shuts off the alarm clock. |

Directions: Match the meanings to the Spanish words by writing the letter of the meaning in front of the Spanish:

01. Veintiuno	a.	Nine	01. Yo	a.	Counselor
02. enero	b.	Twenty-one	02. Nosotros(as)	b.	He
03. mièrcoles	c.	Two thousand	03. La casa	c.	You (familiar)
04. Doce	d.	Seven	04. El profesor	d.	We
05. Once	e.	Ten	05. De	e.	Beautiful
06. Quinientos	f.	Monday	06. Uds.	f.	Director/manager
07. Dos mil	g.	July	07. Ellos	g.	Cook
08. sàbado	h.	Twelve	08. El consejero	h.	House
09. jueves	I.	Wednesday	09. El cocinero	I.	Sister
10. septiembre	j.	January	10. La policia	j.	They
11. Siete	k.	Thirty	11. Èl	k.	She
12. Nueve	l.	One	12. Tù	l.	Uncle
13. Millòn	m.	Eight thousand	13. Simpàtico	m.	Early
14. Uno	n.	October	14. Bajo	n.	Cashier
15. Catorce	o.	February	15. El banquero	o.	Slender
16. Tres cientos	p.	Three hundred	16. La enfermera	p.	Golden
17. julio	q.	Eleven	17. En	q.	Low/short
18. agosto	r.	Thursday	18. Para	r.	Banker
19. lunes	s.	August	19. Pequeño(a)	s.	Some
20. Treinta	t.	Five hundred	20. El cajero	t.	Nice/kind
21. Cuarenta y cinco	u.	Forty-five	21. Ella	u.	Blue
22. Ocho mil	v.	Fourteen	22. La hermana	v.	Nurse
23. febrero	w.	Million	23. El tio	w.	Grandmother
24. octubre	x.	Saturday	24. Delgado(a)	x.	Small
25. Diez	y.	September	25. Azul	y.	For
26. Setenta	z.	Twenty-six	26. Temprano	z.	I
27. Cuatro cientos	aa.	Five	27. El gerente	Aa.	In/on
28. martes	bb.	Sunday	28. El vendedor	bb.	Policeman
29. domingo	cc.	Eight	29. Aureo/dorado	cc.	From/of
30. Cinco	dd.	March	30. Unos/unas	dd.	Salesman
31. marzo	ee.	Seventy	31. El mèdico	ee.	Teacher
32. Ocho	ff.	Four hundred	32. La abuela	ff.	You (plural)
33. Veintisèis	gg.	Tuesday	33. Hermoso(a)	gg.	Doctor

Directions: Write the conjugated form of the verb in parentheses for each of the following subjects:

01. Yo (secarse) _____
02. Él (levantarse) _____
03. Ella (andar) _____
04. Nosotros (subir) _____
05. Nosotros (comer) _____
06. Yo (estar) _____
07. Ellos (ser) _____
08. Ud. (Lavarse) _____
09. Tú (tener) _____
10. Nosotras (hacer) _____

11. Ella (venir) _____
12. Yo (bañarse) _____
13. Tú (ponerse) _____
14. Ellas (vestirse) _____
15. Yo (ser) _____
16. Nosotros (ir) _____
17. Él (cerrar) _____
18. Nosotros (estar) _____
19. Ella (hacer) _____
20. Ellos (cepillar) _____

Directions: Write the Spanish for each phrase; then pluralize it:

- | | | | | | | | | | | | | | | | | | | | |
|-------------------------------|--------------------------------|--------------------------------|------------------------------|------------------------------|--------------------------------|------------------------------|----------------------------------|------------------------------------|-----------------------------------|----------------------------------|-------------------------------------|----------------------------------|-----------------------------------|----------------------------------|----------------------------------|---------------------------------|---------------------------------|---------------------------------|-----------------------------------|
| 01. The red book
pl. _____ | 02. A green chair
pl. _____ | 03. A small house
pl. _____ | 04. A thin girl
pl. _____ | 05. The fat cow
pl. _____ | 06. The small cat
pl. _____ | 07. An ugly man
pl. _____ | 08. The white sheet
pl. _____ | 09. A beautiful woman
pl. _____ | 10. A large mosquito
pl. _____ | 11. The pink school
pl. _____ | 12. The slender sister
pl. _____ | 13. An early driver
pl. _____ | 14. A tall policeman
pl. _____ | 15. The good street
pl. _____ | 16. The nice waiter
pl. _____ | 17. A friendly dog
pl. _____ | 18. The bad cousin
pl. _____ | 19. A late teacher
pl. _____ | 20. The brown rabbit
pl. _____ |
|-------------------------------|--------------------------------|--------------------------------|------------------------------|------------------------------|--------------------------------|------------------------------|----------------------------------|------------------------------------|-----------------------------------|----------------------------------|-------------------------------------|----------------------------------|-----------------------------------|----------------------------------|----------------------------------|---------------------------------|---------------------------------|---------------------------------|-----------------------------------|

Directions: Translate and write the following in English:

Es mièrcoles. Es temprano. El despertador toca. El despertador està en una mesa pequeña. Yo apago el despertador. Prendo la lÀmpara. Yo me levanto y voy al cuarto de baño. Uso el excusado. Me lavo las manos y la cara. Abro las cortinas y la ventana en el cuarto de baño. Yo me quito de mis pijamas. Lleno la bañera y me baño. Me lavo el pelo. Me seco con toalla y me peino el pelo. Me cepillo los dientes. Miro en el espejo. Me pongo desodorante. En la recÀmara hago la cama. Tengo sÀbanas blancas y colcha de cama azul. Hay dos almohadas grandes. La alfombra en la recÀmara es de color verde. En el cuarto de baño no hay alfombra. Me pongo los lentes (anteojos). Me visto.

Directions: Translate and write in English:

Yo soy muchacho. Vivo en una casa con mi familia: mi papÀ, mi mamÀ, mi hermano, mi hermana, y mi abuela. A veces mis tíos, mis primos, y mis sobrinos nos visitan. Tengo familia grande. Mi tío es

policia; mi tia es enfermera; mi primo es bombero; mi abuelo es gerente de una compania; mi mamà es profesora; y mi papà es abogado. Tambien tengo un gato anaranjado, un perro negro, y una culebra marròn.

En mi recàmara hay una cama con sàbanas blancas y con una colcha de cama azul. Hay dos almohadas grandes. Al lado de la cama, hay una mesa. En la mesa hay una làmpara y un despertador. Tengo un escritorio y una silla. La alfombra de mi recàmara es verde. Hay dos ventanas y una puerta. En el cielo hay un ventilador. Hay un armario donde està mi ropa. Tambien hay un burò donde està màs de mi ropa.

A mi me gusta leer. Tengo muchos libros. Me gusta jugar en la computadora. Tambien miro los programas en la televisiòn. A veces estudio mis lecciones de escuela. De vez en cuando hago y recibo llamadas por telèfono.

<i>al lado de</i> (to the side of)	<i>el ventilador</i> (fan)	<i>el cielo(techo)</i> (ceiling)
<i>el armario(la guardarropa)</i> (closet)	<i>el burò</i> (dresser)	<i>la ropa</i> (clothing)
<i>la casa</i> (house)	<i>con</i> (with)	<i>a veces</i> (sometimes)
<i>recibir</i> (to receive)	<i>llamadas</i> (calls)	<i>de vez en cuando</i> (from time to time)

Directions: Translate and write in English:

Yo soy muchacha delgada y bonita. Soy estudiante. Tengo que ir a la escuela desde lunes hasta viernes cada semana. Cuando salgo de la casa, ando por la calle a la estaciòn del autobùs. Voy por autobùs a la escuela. Veo muchas casas, un mercado, muchos carros y camiones, y una iglesia durante el viaje. Hablo con mis amigos.

Llego a la escuela a las ocho de la mañana. Ando por la acera hasta la puerta de la escuela. Entro por la puerta y ando por el corredor al salòn de clase. Allì veo a mi profesora. Es una seõora simpàtica. Me gusta la profesora. Estudio las matemàticas durante una hora. Desde allì, voy a mi clase de mùsica. Toco la guitarra.

Despuès de mi clase de mùsica, tomo el almuerzo en la cafeteria. Me gusta la comida que sirven las cocineras. Otra vez hablo con mis amigos. Hablamos de nuestras clases, de los muchachos, y de lo que vemos en el televisor.

Son las doce de la tarde cuando empieza mi clase de inglès. Me gusta el profesor. Es seõor alto y guapo. Tengo que estudiar mucho porque la clase es difìcil. Escribimos mucho en la clase. Estudiamos la gramàtica y el vocabulario.

<i>estudiante</i> (student)	<i>tengo que</i> (I have to)	<i>desde</i> (from)	<i>hasta</i> (until)
<i>cada</i> (each)	<i>cuando</i> (when)	<i>la estaciòn</i> (station)	<i>la acera</i> (sidewalk)
<i>allì</i> (there)	<i>durante</i> (during)	<i>el almuerzo</i> (lunch)	<i>difìcil</i> (difficult)
<i>la gramàtica</i> (grammar)			

Directions: Write a paragraph in Spanish of at least ten sentences and sixty words. Use vocabulary included in this lesson. Demonstrate an understanding of subject/verb agreement, gender/number agreement, etc. Do not copy or paraphrase mine.

Directions: Change each sentence so that the verb matches the subject given in parentheses; make any other necessary changes in agreement:

01. El profesor alto llega a la escuela. (profesoras)

02. El carro azul està el la calle. (carros)

03. Mi hermano bajo estudia el inglés. (hermanas) _____
04. Un gato negro anda por la acera. (gatos) _____
05. Una vaca gorda toca la guitarra. (vacas) _____
06. Èl es muchacho. (ellos) _____
07. Yo voy a la iglesia. (nosotros) _____
08. Tù sabes donde està la casa. (Yo) _____
09. Èl bebe mucha agua cuando anda por la acera. (Yo) _____
10. Nosotros hablamos con nuestros amigos. (Ella) _____

Directions: Translate each sentence and write it in English:

01. Me gustan las muchachas. _____
02. ¿Còmo se llama la profesora? _____
03. ¿A què hora empieza la clase? _____
04. Tenemos que ir al mercado. _____
05. ¿Dònde estàn los caballos viejos? _____
06. ¿Quièn es la muchacha bonita allí? _____
07. ¿A dònnde vamos? _____
08. ¿Què quiere decir esa palabra? _____
09. ¿Cùal es la fecha este viernes? _____
10. No sè donde estoy. _____

<i>este, esta, aquel</i> (this)	<i>a què hora</i> (at what time)	<i>ese, esa, aquella</i> (that)
<i>a dònnde</i> (where, to where)	<i>allì, allà, ahì</i> (there, over there)	<i>la palabra</i> (word)
<i>aquí</i> (here)	<i>el agua</i> (water)	<i>viejo, -a, -os, -as</i> (old)
<i>empezar</i> (to begin) (<i>empiezo, empiezas, empieza, empezamos, empezàis, empiezan</i>)		