

**SPANISH I, LESSON FIVE  
NEILL CHAFFIN/ROOM A-315  
JULY 2014**

The overall goal of this lesson is to provide students with reinforcing and reviewing exercises over material covered in Lessons One, Two, Three, and Four, to introduce new vocabulary and idiomatic expressions, and to expand on standards of grammar and usage.

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

01. Complete a vocabulary puzzle of presented vocabulary.
02. Complete a matching exercise of presented vocabulary.
03. Complete translating exercises involving selected vocabulary/expressions.
04. Complete translating exercises involving imperatives, pronouns, and general vocabulary.
07. Orally pronounce presented words.

**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            | * scoring rubric |
| * explanatory text              |                  |
| * crossword puzzle              |                  |
| * various translating exercises |                  |
| * various matching exercises    |                  |

**LESSON FIVE: COMMAND/IMPERATIVE FORMS OF VERBS**

Sometimes it is necessary to give a command or order; that is, you have to tell someone to do something. In English this is accomplished by using the uninflected present tense form of the verb. Here are some examples:

Go to the store.

Have a cookie.

Bring me a cup of coffee.

Stop talking!

Sit down!

Write a paragraph.

You will notice that, in all cases, it is the uninflected present tense form of the verb, whether you are telling one person or more than one person to do something. You will also notice that the subject, which is “you” (understood or inferred), is seldom written. You could say, “You sit down!” but it is seldom done. “Sit down!” is sufficient.

Spanish is a bit more complicated. There are two command forms, the familiar (informal) and the formal. The Spanish command form can also be either singular or plural; in English we do not differentiate between singular and plural in the command form and there is no differentiation between formal and informal.

The **formal command** in Spanish is in the subjunctive mode. I will not go into the subjunctive mode at this point. It is sufficient for our purposes at this time to simply learn the command form of the verbs you are most likely to use to make commands. Here are numerous examples, both singular and plural, using verbs you should already know. I have given the infinitive, the singular formal command, and the plural formal command. Pay attention especially to the forms for reflexive verbs and to irregular forms, including the accent marks on various forms. The accent marks are used to maintain the same stressed syllable.

(Ir)Vaya Ud./Vayan Uds.  
(Hacer)Haga Ud./Hagan Uds.  
(Tenir)Tenga Ud./Tengan Uds.  
(Poner)Ponga Ud./Pongan Uds.  
(Cerrar)Cierre Ud./Cierren Uds.  
(Bañarse)Bañese Ud./Bañense Uds.  
(Mirar)Mire Ud./Miren Uds.  
(Conocer)Conozca Ud./Conozcan Uds.  
(Ver)Vea Ud./Vean Uds.  
(Dormir)Duerma Ud./Duerman Uds.  
(Tomar)Tome Ud./Tomen Uds.  
(Limpiar)Limpie Ud./Limpien Uds.  
(Salir)Salga Ud./Salgan Uds.

(Levantar)Levántese Ud./Levántense Uds.  
(Lavarse)Lávese Ud./Lávanse Uds.  
(Venir)Venga/Ud./Vengan Uds.  
(Ser)Sea Ud./Sean Uds.  
(Vestirse)Vistase Ud./Vistanse Uds.  
(Saber)Sepa Ud./Sepan Uds.  
(Pensar)Piense Ud./Piensen Uds.  
(Comprar)Compre Ud./Compren Uds.  
(Vender)Venda Ud./Vendan Uds.  
(Hablar)Hable Ud./Haben Uds.  
(Llenar)Llene Ud./Llenen Uds.  
(Beber)Beba Ud./Beban Uds.  
(Decir)Diga Ud./Digan Uds.

Except for the irregular forms (*salir, ir, tener, poner, ser, decir, venir, hacer*), you will see a clear pattern. The “ar” infinitives switch to the “er/ir” ending in the formal commands, and the “er/ir” infinitives switch to the “ar” ending. That is to say, “a” and “an” become “e” and “en” and vice versa. Again, notice the use of accent marks to maintain the same stressed syllable, especially in the reflexive forms.

There is a command form associated with the “vosotros” form, but it is not widely used. There is also an invitative command used with the “nosotros” form. It is the same as the first person plural subjunctive form, except in the case of “ir”. Look at the following examples:

*Comamos aqui.* (Let's eat here.)

*Hablemos antes de salir.* (Let's talk before leaving).

*Compremos ahora.* (Let's buy now.)

*Envíemos la carta.* (Let's send the letter.)

*Vistámonos en sequida.* (Let's dress right away.)

*Síntemonos luego.* (Let's sit down later.)

The sole exception is the invitative command for “ir”: “vamos”. It is the same as the indicative first person plural. For “irse”, the form is “vàmonos”. With this and with the examples just above, notice the use of the accent mark to maintain the stressed syllable in the reflexive forms. Notice also that the “s” is dropped before “nos”. Notice again that the command form for “ar” verbs uses the “er/ir” ending and vice-versa.

The invitative command can also be formed by using “vamos a” in front of an infinitive:

*Vamos a hablar.* (Let's talk.)

*Vamos a comer.* (Let's eat.)

Imperative/command forms are often used with pronouns. If I want to say, “Tell the story to Miguel”. This becomes “*Dígale el cuento a Miguel*”. In reference to the previous sentence, “Tell it to him”, becomes “*Dígaselo a él*”. Refer to the lesson on object pronouns. Note the accent to maintain the stressed syllable.

The **informal command** or imperative is formed from the third person singular indicative form when the command is affirmative. There are some irregulars: *tener(ten)*, *poner(pon)*, *venir(ven)*, *salir(sal)*, *hacer(haz)*, *decir(di)*, *ser(sè)*, and *ir(ve)*. The pronoun *tú* is usually omitted. Look at the following examples of affirmative familiar commands:

*Coma los pimientos.*

(Eat the peppers.)

*Saca el cuaderno.*

(Get the notebook.)

*Escucha cuidadamente.*

(Listen carefully.)

*Pon la tisa en el pupitre.*

(Put the chalk on the desk.)

*Ven aquí.*

(Come here.)

*Toma éste teléfono.*

(Take this telephone.)

*Sirve las patatas.*

(Sirve the potatoes.)

*Pinta la pared.*

(Paint the wall.)

*Dí el cuento ahora.*

(Tell the story now.)

*Sal de la recámara.*

(Leave the bedroom.)

*Rastrilla el suelo.*

(Rake the ground.)

*Cosecha los tomates.*

(Harvest the tomatoes.)

*Mata las avispas.*

(Kill the wasps.)

*Ten un pedazo del ajo.*

(Have a piece of garlic.)

*Ve a la cafetería.*

(Go to the cafeteria.)

**The informal command in the negative** is the second person subjunctive form of the present tense:

*No comas las zanahorias.*

(Don’t eat the carrots.)

*No pongas los libros allí.*

(Don’t put the books there.)

*No escribas en el pizarrón.*

(Don’t write on the chalkboard.)

*No digas el cuento.*

(Don’t tell the story.)

*No pintes la pared.*

(Don’t paint the wall.)

*No comes el perro.*

(Don’t eat the dog.)

*No afiles la sierra.*

(Don’t sharpen the saw.)

*No salgas del salón de clase.*

(Don’t leave the classroom.)

*No cuezas la culebra.*

(Don’t cook the snake.)

*No construyas otra acera.*

(Don’t build another sidewalk.)

*No midas los ladrillos.*

(Don’t measure the bricks.)

*No te vayas de la casa.*

(Don’t leave the house.)

Note that again the “ar” endings become “er/ir” endings and vice-versa. This is characteristic of the subjunctive verb form, which we will study later. Again, be aware of the irregulars: *tener*, *poner*, *venir*, *salir*, *hacer*, *decir*, *ser*, and *ir*. They become *tengas*, *pongás*, *vengás*, *salgas*, *hagas*, *digas*, *seas*, and *vayas*.

Look at the following examples of the use of the imperative form:

*Saque Ud. el libro del estante.*

(Get the book from the shelf.)

(Notice the spelling change to preserve the hard “c” sound of “sacar”).

*Aprendan Uds. la lección antes de mañana.*

(Learn the lesson before tomorrow.)

*Quèdate sentido durante la canción.*

(Stay seated during the song.)

*Hàgame el favor de cantar.*

(Do me the favor of singing.)

(Don’t talk to me.)

*Trabajes mas ràpido.*

(Work more rapidly.)

(Don’t look for it.)

*Estudian Uds. cuidadamente.*

(Study carefully.)

*Écheme Ud. la pelota.*

(Throw me the ball.)

*Démelo Ud.*

(Give it to me.)

*Dígamelo Ud.*

(Tell it to me.)

*No me hables.*

*Vàyanse Uds. de la escuela.*

(Leave the school.)

<i>No llores.</i>	<i>Tradùzcamelo Ud.</i>
(Don't cry.)	(Translate it for me.)
<i>Escùchenme Uds.</i>	<i>;Oigan Uds. lo que digo!</i>
(Listen to me.)	(Hear what I say!)
<i>No arreglen Uds. los muebles hasta el anochecer.</i>	<i>No corras al otro lado de la calle.</i>
(Don't arrange the furniture until this evening.)	(Don't run to the other side of the street.)
<i>Pon su hermana en el armario.</i>	<i>No enaguazcan Uds. el jardìn.</i>
(Put your sister in the closet.)	(Don't water the garden.)
<i>;Sè simpàtico!</i>	<i>No coloques los herramientos en el cubertizo.</i>
(Be nice!)	(Don't stow the tools in the storage building.)
	(Notice the spelling change to preserve the hard "c" sound of "colocar").
	<i>;No ase Ud. el gato!.</i>
	(Don't grill the cat!)
	<i>;No se ensucien Uds., muchachos!</i>
	(Don't get dirty, children!)
	<i>Afile Ud. la sierra ahora.</i>
	(Sharpen the saw now.)
	<i>;Contèsteme inmediatamente!</i>
	(Answer me immediately!)
	<i>No pongas los ladrillos en la bañera.</i>
	(Don't put the bricks in the bathtub.)
	<i>;No tengas cuidado!</i>
	(Don't be careful!)
	<i>;Ten cuidado!</i>
	(Be careful!)
	<i>Sepan Uds. la razòn.</i>
	(Know the reason.)

Note that *Ud.* or *Uds.* is used in all formal commands. If the commands are not formal, then they are familiar/informal. If familiar affirmative, they are the same as the third person singular indicative, except for the noted irregulars. If familiar negative, they are the same as the second person singular subjunctive.

## LESSON FIVE:

## IDIOMATIC EXPRESSIONS

<i>Hasta mañana.</i> (Until tomorrow)	<i>Hacia arriba.</i> (Upwards)	<i>;Bien hecho!</i> (Well done!)
<i>Hasta luego.</i> (Until later.)	<i>Hacia abajo.</i> (Downwards)	<i>El hecho es que.....</i> (The fact is that.....)
<i>Hasta la vista.</i> (Until we see each other again.)	<i>;No hay de què!</i> (Don't mention it/Not at all)	<i>Da la hora.</i> (Strike the hour, as of a clock)
<i>Hasta pronto.</i> (See you soon.)	<i>!Hay que ver!</i> (Well, I never!)	<i>;Por dònde se va a.....?</i> (What is the way to.....?)
<i>Hasta ahora.</i> (See you very soon/in a minute.)	<i>Hace tres/cuatro/etc. años</i> (three/four years ago)	<i>....va muy bien.</i> (.....goes very well)
<i>Hacia adelante.</i> (Forwards.)	<i>Hace un mes/un año/etc. que voy</i> (I've been going for a month/year)	<i>;Què làstima!</i> (What a pity!)
<i>Hacia atrás.</i> (Backwards)	<i>ir a pie</i> (to go on foot, walking)	<i>Llevamos dos/tres/etc. días aquí.</i> (We've been here two/three/etc. days.)

**LESSON FIVE:****NOUNS**

<i>el afiche</i>	poster	<i>el camaròn</i>	shrimp
<i>la alfombrilla</i>	mat, small rug	<i>el champù/champù</i>	shampoo
<i>los comestibles</i>	groceries	<i>el jabòn</i>	soap
<i>el almacèn</i>	department store	<i>los frijoles</i>	beans
<i>los huaraches</i>	sandals	<i>la pasta</i>	pasta
<i>los anteojos/lentes/las gafas</i>	eyeglasses	<i>la salsa</i>	sauce
<i>los antojitos/las tapas</i>	snacks	<i>el azùcar</i>	sugar
<i>los herramientas</i>	tools	<i>el desodorante</i>	deodorant
<i>la leche</i>	milk	<i>el detergente</i>	detergent
<i>el queso</i>	cheese	<i>el saco</i>	sack, bag
<i>la salchicha</i>	sausage	<i>el vino</i>	wine
<i>el pan</i>	bread	<i>la cerveza</i>	beer
<i>el jugo de naranja</i>	orange juice	<i>la crema</i>	cream
<i>los huevos</i>	eggs	<i>el jugo de arandano</i>	cranberry juice
<i>el cereal</i>	cereal	<i>el arandano</i>	cranberry
<i>la rosquilla</i>	doughnut	<i>la manzana</i>	apple
<i>la mermelada</i>	jam, marmalade	<i>el hìgado</i>	liver
<i>la mantequilla</i>	butter	<i>el pescado</i>	fish
<i>la margarina</i>	margarine	<i>la langosta</i>	lobster
<i>el miel</i>	honey	<i>el chicle</i>	chewing gum
<i>el jugo de pomelo</i>	grapefruit juice	<i>la gelatina</i>	gelatin (Jello)
<i>el pomelo</i>	grapefruit	<i>la ciruela</i>	plum
<i>la naranja</i>	orange	<i>la cereza</i>	cherry
<i>el limòn</i>	lemon	<i>el plàtano, la banana</i>	banana
<i>el cafè</i>	coffee	<i>la toalla de papel</i>	paper towel
<i>el tè</i>	tea	<i>el papel higiènico</i>	toilet paper
<i>la gaseosa/soda/limonada</i>	soda pop, lemonade	<i>el papel aluminio</i>	aluminum foil
<i>el queso crema</i>	cream cheese	<i>el blanqueador</i>	bleach
<i>el pollo</i>	chicken	<i>el supermercado</i>	supermarket
<i>la carne de vaca/res</i>	beef	<i>la carnicería</i>	butcher shop
<i>la carne de cerdo</i>	pork	<i>la panaderìa</i>	bakery
<i>la carne de cordero</i>	lamb	<i>la manteca de cacahuete</i>	peanut butter
<i>la ternera</i>	veal	<i>el cacahuete</i>	peanut
<i>el jamòn</i>	ham	<i>el anacardo</i>	cashew
<i>el atùn</i>	tuna	<i>la almendra</i>	almond
<i>el pavo, el guajalote</i>	turkey	<i>las palomitas</i>	popcorn
<i>la ensalada</i>	salad	<i>el panecillo dulce</i>	muffin
<i>el jarabe</i>	syrup	<i>el espaguetis</i>	spaghetti
<i>las avenas</i>	oats	<i>la sopa/el caldo</i>	soup
<i>el arròz</i>	rice	<i>el mostrador</i>	counter
<i>la harina de trigo/maìz/avenas</i>	wheat/corn/oat flour	<i>el buñuelo/pancake</i>	pancake
<i>la caja</i>	cash register	<i>el pan tostado</i>	toast
<i>el cajero</i>	cashier	<i>el chocolate</i>	chocolate
<i>el bote de basura/basurero</i>	garbage can	<i>la harina</i>	flour
<i>la pasta de dientes</i>	toothpaste	<i>el durazno</i>	peach
<i>el helado</i>	ice cream	<i>el higo</i>	fig

**LESSON FIVE: FORMAL COMMANDS/IMPERATIVES**

Directions: Translate following commands into Spanish. Use the formal command form:

01. Tell Mariela the information.  
*Dígale la información a Mariela.*

---
02. Tell it to her. (*in reference to #1 above*)  
*Dígasela a ella.*

---
03. Bring me the book.

---
04. Bring it to me. (*in reference to #3 above*)

---
05. Show the teacher the paintings.

---
06. Show them to her. (*in reference to #5 above*)

---
07. Explain the problem to the doctor.

---
08. Explain it to him. (*in reference to #7 above*)

---
09. Give the girls the shovel

---
10. Give it to them. (*in reference to #9 above*)

---
11. Take the dogs outside.

---
12. Take them outside. (*in reference to #11 above*)

---
13. Send the managers the money.

---
14. Send it to them. (*in reference to #13 above*)

---
15. Buy my sister a goat.

---
16. Buy it for her. (*in reference to #15 above*)

---
17. Read the children a story.

---
18. Read it to them. (*in reference to #17 above*)

---
19. Write the waiters a letter.

---
20. Write it to them. (*in reference to #19 above*)

---
21. Ask him the question.

---
22. Ask it of him. (*in reference to #21 above*)

---
23. Sell the boys some cranberries.

---
24. Sell them to them. (*in reference to #23 above*)

---
25. Paint us a picture.

---

26. Paint it for us. (*in reference to #25 above*)

---

27. Build our cousins a storage building.

---

28. Build it for them. (*in reference to #27 above*)

---

29. Cook us some potatoes.

---

30. Cook them for us. (*in reference to #29 above*)

---

31. Translate the story for John and me.

---

32. Translate it for us. (*in reference to #31 above*)

---

33. Don't rake the lawn.

---

34. Don't rake it. (*in reference to #33 above*)

---

35. Wait for the mail. (*el correo*)

---

36. Wait for it. (*in reference to #35 above*)

---

36. Listen to me!

---

37. Don't kill us!

---

38. Play the song for me.

---

39. Play it for me. (*in reference to #38 above*)

---

40. Hammer the nail.

---

41. Hammer it. (*in reference to #40 above*)

---

42. Stay here!

---

43. Don't watch television!

---

44. Don't watch it! (*in reference to #43 above*)

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45. Don't eat the cat!

---

46. Don't eat him! (*in reference to #45 above*)

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## LESSON FIVE: INFORMAL COMMANDS/IMPERATIVES

*Directions: Translate following commands into Spanish. Use the informal/familiar command form:*

01. Buy the firemen some cherries.

Compra las cerezas para los bomberos.

---

02. Buy them for them. (*in reference to #1 above*)

*Còmpraselas para ellos.*

- 
03. Don't paint the wall.
- 
04. Don't paint it. (*in reference to #3 above*)
- 
05. Arrange the bricks on the patio.
- 
06. Arrange them on the patio. (*in reference to #5 above*)
- 
07. Sell the students some chewing gum.
- 
08. Sell it to them. (*in reference to #7 above*)
- 
09. Bring the gentlemen the wine.
- 
10. Bring it to them. (*in reference to #9 above*)
- 
11. Don't put the sausages on the counter.
- 
12. Don't put them there. (*in reference to #11 above*)
- 
13. Use shampoo and deodorant every day.
- 
14. Use them every day. (*in reference to #13 above*)
- 
15. Wash your hands now.
- 
16. Wash them now. (*in reference to #15 above*)
- 
17. Grill our nephews some chicken.
- 
18. Grill it for them. (*in reference to #17 above*)
- 
19. Don't listen to the dogs.
- 
20. Don't listen to them. (*in reference to #19 above*)
- 
21. Kill the wasps!
- 
22. Kill them! (*in reference to #21 above*)
- 
23. Finish the work.
- 
24. Finish it. (*in reference to #23 above*)
- 
25. Don't put the toilet paper in the oven.
- 
26. Don't put it there. (*in reference to #25 above*)
- 
27. Rake the garden now.
-

28. Rake it now. (*in reference to #27 above*)

---

29. Write your grandparents a letter.

---

30. Write it to them. (*in reference to #29 above*)

---

31. Teach the rabbits Spanish.

---

32. Teach it to them. (*in reference to #31 above*)

---

33. Don't cry!

---

## **LESSON FIVE: VOCABULARY TRANSLATION**

*Directions:* Translate the Spanish into English:

01. A mi no me gusta el hígado con cebolla.

---

02. Mi desayuno consiste de huevos revueltos, el tocino, el jugo de pomelo, y pan tostado.

---

03. En el mercado compramos la leche, el jamón, las salchichas, y tres langostas.

---

04. Andamos hacia arriba al segundo nivel del almacén para comprar la ropa para mis hermanas.

---

05. Ellos necesitan las faldas, los calcetines, los zapatos, y las blusas.

---

06. Mi hermano come los buñuelos con la mantequilla, el jarabe, y los arandanos.

---

07. Vamos a la panadería para comprar las rosquillas, el pan, y los panecillos dulces.

---

08. Comemos la ternera con las zanahorias y el espaguetis.

---

09. A nosotros nos gustan las frutas: las manzanas, las naranjas, las cerezas, los limones y los duraznos.

---

10. En el almacén compramos los huaraches, los anteojos nuevos, y una alfombrilla para el cuarto de baño.

---

11. Asamos los camarones, la carne de res, los pimientos, y el maíz cubierto en el papel aluminio.

---

12. El carne de guajalote contiene menos grasa que el carne de cerdo.

---

13. A mi me gustan los buñuelos con mantequilla y la mermelada de naranja.

---

14. Empezamos el almuerzo con una ensalada. Lo terminamos con la gelatina de cereza y el helado.

---

15. Ella bebe el café con crema y azúcar cada mañana.

---

16. Necesitamos comprar la pasta de dientes, el desodorante, y el jabón cuando vamos al mercado.

---

17. ¡Qué buen sabor tienen los frijoles con queso y salsa!

---

18. Mis antojitos preferidos son las cacahuetes, los anacardos, y las palomitas.

19. ¡No debes dar la cerveza al perro!

20. Usamos el detergente y el blanqueador cuando lavamos la ropa.

21. Los comestibles están en unos sacos en el mostrador.

22. El cajero me pide el dinero. ¡Dáselo a él!

23. Ponemos el plátano y las cerezas en el helado.

24. Ella usa la grapadora para poner el afiche en la pared de su recámara.

25. A ellos les gusta la sopa de cebolla francesa.

## LESSON FIVE: NOUNS

*Directions: Match the words in Spanish to their English counterparts by writing the letter of the English in front of the number of the Spanish:*

- |                                |    |                  |
|--------------------------------|----|------------------|
| 01. <i>El chicle</i>           | a. | Department store |
| 02. <i>El chocolate</i>        | b. | Poster           |
| 03. <i>El saco</i>             | c. | Groceries        |
| 04. <i>La caja</i>             | d. | Eyeglasses       |
| 04. <i>El champú</i>           | e. | Toothpaste       |
| 05. <i>La pasta de dientes</i> | f. | Shampoo          |
| 06. <i>El detergente</i>       | g. | Cashier          |
| 07. <i>El cajero</i>           | k. | Soap             |
| 08. <i>El mostrador</i>        | l. | Deodorant        |
| 09. <i>Los anteojos</i>        | m. | Cash register    |
| 10. <i>El desodorante</i>      | n. | Counter          |
| 11. <i>El jabón</i>            | o. | Detergent        |
| 12. <i>Los comestibles</i>     | p. | Sack, bag        |
| 13. <i>El almacén</i>          | q. | Flour            |
| 14. <i>La harina</i>           | r. | Chewing gum      |
| 15. <i>El afiche</i>           | s. | Chocolate        |

- |                             |                               |                          |                               |
|-----------------------------|-------------------------------|--------------------------|-------------------------------|
| 16. <i>El pan tostado</i>   | 20. <i>El panecillo dulce</i> | 24. <i>El anacardo</i>   | 28. <i>La toalla de papel</i> |
| 17. <i>El buñuelo</i>       | 21. <i>Las palomitas</i>      | 25. <i>La panadería</i>  | 29. <i>El papel higiénico</i> |
| 18. <i>La sopa/el caldo</i> | 22. <i>La almendra</i>        | 26. <i>La carnicería</i> | 30. <i>El blanqueador</i>     |
| 19. <i>El espaguetis</i>    | 23. <i>El cacahuete</i>       | 27. <i>La gelatina</i>   | 31. <i>El papel de</i>        |

*aluminio*

- t. Almond
- u. Aluminum foil
- v. Pancake
- w. Bakery
- x. Bleach
- y. Paper towel
- z. Soup
- aa. Toast
- bb. Toilet paper
- cc. Butcher shop
- dd. Gelatin (Jello)
- ee. Peanut
- ff. Popcorn
- gg. Muffin
- hh. Spaghetti
- ii. Cashew