

SPANISH II, LESSON THREE
NEILL CHAFFIN/ROOM A-315
JUNE 2015

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 and expressions.
04. Conjugate the presented verbs in specified verb tenses, including the present progressive.
05. Complete exercises about various aspects of grammar: gender, number, word order, etc.
06. Complete fill-in-the-blank exercises on sentences using specified nouns/pronouns, verbs, adjectives, etc.
07. Orally pronounce presented words.
08. Write a composition describing a trip on a train.
09. 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/tables, etc.
- * crossword puzzles
- * various exercises
- * instructions about compositions/projects
- * compositions to be translated
- * scoring rubric

Objectives to be tested:

- * nouns/pronouns
- * modifiers
- * expressions
- * verb forms/commands/conjugations
- * number/gender agreement
- * oral pronunciation/dialogue
- * written composition/translation
- * group and individual projects

SPANISH II, LESSON THREE:

NOUNS

la estación de ferrocarril el recorrido

el tren

el vagón/coche

el habitante	train car, train coach	el asiento/la plaza	seat
el distribuidor	inhabitant	el coche comedor	dining car
automàtico	automatic ticket machine	la bufeteria	buffet
el boleto/billete/tiquet	ticket	el coche cafeteria	dining car
la locomotora	locomotive	el pasillo	aisle, hall
el turismo	tourism	el caballo	horse
la provincia	province	la puerta	door
el mundo	world	el libro	book
el trayecto	stretch (of road)	el bolsillo	pocket
la ventanilla/boleteria	window, ticket window	el cañon	canyon
el museo	museum	el guia	guide
el monumento	monument	la costa	coast
la vegetaciòn	vegetation, flora	el anuncio	announcement
el capitulo	chapter	el evento	event
el tema	theme	la altura	altitude, height
la region	region	el peatòn	pedestrian
la excursiòn	excursion, trip	la reservaciòn	reservation
la comida	food, meal	la cama	bed
el pueblo	people, town	el cafè	cafe, coffee
el estado	state	el carro	car
el puente	bridge	el dinero	money
el servicio	service	la moneda	money, coin
la cola/fila	line, queue	la ruina	ruin
la fiebre amarilla	yellow fever	la tela	cloth
el viaje	trip, journey	la playa	beach
el andèn	platform	la revista	magazine
la maleta	suitcase	el articulo	article (as in a magazine)
el pasajero	passenger	la ciudad	city
el horario	schedule	la mar	sea
el ferrocarril	railroad	el descuento	discount
la sala de espera	waiting room	la profesora	teacher
la llegada	arrival	hoy	today
la salida	departure	ayer	yesterday
la tarjeta de crèdito	credit card	el impermeable	raincoat
la tarifa	fare	el hecho	deed, fact
la via	rail bed, track	la conquista	conquest
el quiosco	kiosk	el edificio	building
la clase primera	first class	la canasta	basket
la clase segunda	second class	el lugar	place
el compañoero	companion	la mina	mine
la palabra	word	la vista	view
la pregunta	question	el pasado	past
la informaciòn	information	el presente	present
el equipaje	baggage, luggage	la cueva	cave
el destino	destination	la construcciòn	construction
train station	la parada	stop, station	
route, trip	la demora/el retraso	delay	
train	el revisor/cobrador	conductor (as of a train)	

SPANISH II, LESSON THREE:

MODIFIERS/EXPRESSIONS

automàtico

excelente

otro

mucho

ferroviario	railroad (as of a)	acompañado de	secret
durante	during	si	accompanied by
hacer parada	make a stop, stop at	por	if
antiguo	ancient, antique	en tren	for, through
històrico	historical	ahora	on a train, by train
alta velocidad	high speed	tampoco	now
ràpido	rapid	lo que	either/neither
entre	between, among	tambièn	that which
inolvidable	unforgettable	cerca de	also, too
tropical	tropical	de bolsillo	near
a lo largo	along	porque	pocket (as size or fit into)
desde	since, from	contigo	because
hacer cola/fila	be/stand/make line	conmigo	with you
muy	very	honesto	with me
importante	important	¿a què hora?	honest
sin embargo	nevertheless	¿para cuando?	at what time?
espectacular	spectacular	aquì lo tiene	for when
hispanohablante	Spanish-speaking	reducido	here it is (here you have)
¿cuànto tiempo tarda?	how long does it take?	para	reduced, lowered
hoy en dia	these days, nowadays	misterioso	for, towards
¿còmo es?	how is? (<i>not of health</i>)	còmodo	mysterious
famoso	famous	casi	comfortable
delante de	in front of, before	frecuente	almost
bien	well	estadounidense	frequent
por favor	please	lejos de	of the United States
pronto	quickly, soon	increible	far from
antes de	before	remoto/aislado	incredible
sencillo	simple, one-way	poco	remote, isolated
alta	high, tall	aventuroso	little (as in quantity)
mas	more	profundo	adventurous
cada	each	mismo	deep
apropiado	appropriate	pendiente/empinado	same
ida y vuelta	round-trip	a pesar de	steep, precipitous
a tiempo	on time	imprescindible/obligatori	in spite of, despite
pròximo	next	o	required, necessary
libre	free, empty, unoccupied	colonial	colonial
estudiantil	student (as an adjective)	forzado	forced
luego	later, next	bastante	enough
estar en vacaciones	be on vacation	viceversa	vice-versa
completo	complete	mèdico	medical
de salida	departure	¿por què?	why
de llegada	arrival	escolar	school (as an adjective)
a caballo	on horseback	enseguida	right away
mañana	tomorrow	¿por dònde?	for where?
automatic	propio	¿de dònde?	from where?
excellent	acà/aquì	own	
other, another	alli/allà	here	
much, a lot	secreto	there	

SPANISH II, LESSON THREE:

INFINITIVES

SACAR (get, obtain, buy)

TRABAJAR (work)

SERVIR*	(serve)	SENTARSE*	(sit down)
VER	(see)	AYUDAR	(help)
PODER*	(be able, can)	TRABAJAR	(work)
TENER*	(have)	VER	(see)
CONTRASTAR	(contrast)	DECIDIR	(decide)
OBSERVAR	(observe)	TRAER*	(bring, carry)
VIAJAR	(travel, journey)	DECIR*	(say, tell)
CRUZAR	(cross)	PENSAR*	(think)
COMPRAR	(buy)	ESTUDIAR	(estudiar)
APROVECHARSE	(approve of)	APRENDER	(learn)
ESPERAR	(await, hope)	NECESITAR	(need)
VENDER	(sell)	COMPRAR	(buy)
PARARSE	(stand)	CLARIFICAR	(clarify)
PONER	(put, place)	CONSTRUIR	(construct, build)
HACER	(do, make, pack)	DESCUBRIR	(discover, find)
TOMAR	(take)	EXPLICAR	(explain)
QUERER*	(want, wish)	DESCRIBIR	(describe)
ESTAR	(be)	INFERIR*	(infer)
SELECCIONAR	(select)	CONFIRMAR	(confirm)
INDICAR	(indicate)	SOBREVIVIR	(survive)
LLEGAR	(arrive)	VIVIR	(live)
SALIR	(leave)	VISITAR	(visit)
INSERTAR	(insert, put in)	LLOVER*	(rain)
CONVERSAR	(converse, talk with)	EXPRESAR	(express)
LLEVAR	(carry, have on)	TRATAR	(try)
AYUDAR	(help)	SABER	(know)
RECORDAR*(remember)		COMPLETAR	(complete)
REVISAR	(check, verify)	ESCRIBIR	(write)
VENIR*	(come)	DAR	(give)
SUBIR	(climb, get on)	ESCOGER	(choose)
BAJARSE	(exit, get off, go down)	ESCUCHAR	(listen to)
TRANSBORDAR	(transfer)	PERSONALIZAR	(personalize)
CAMBIAR	(change)	PAREAR	(match)
ANDAR	(andar)	DESPERTARSE*	(get up, arise, awake)
ALQUILAR	(rent, lease)	DORMIR*	(sleep)
RENTAR	(rent)	ACOSTARSE*	(go to bed)
BEBER	(drink)	LEVANTARSE	(get up, arise)
COMER	(eat)	CONOCER	(know, be acquainted with)
VERIFICAR	(check, verify)	DIVERTIRSE*	(enjoy, be amused by)
CHEQUEAR	(check, verify)	FACTURAR	(check, register (as of luggage))
MIRAR	(look at, watch)	ABROCHAR	(fasten)
PAGAR	(pay, pay for)	IDENTIFICAR	(identify)
TERMINAR	(end, finish)		
EMPEZAR*	(begin)		
MONTAR	(mount, ride, as of a horse)		

* *indicates a stem-changing verb*

SPANISH II, LESSON THREE:

STEM-CHANGING AND IRREGULAR VERBS

Here are the stem-changing and irregular verbs in the present tense from the list for this chapter:

SERVIR	sirvo, sirves, sirve, servimos, servís, sierven
VER	veo, ves, ve, vemos, veis, ven

PODER	puedo, puedes, puede, podemos, podèis, pueden
TENER	tengo, tienes, tiene, tenemos, tenèis, tienen
PONER	pongo, pones, pone, ponemos, ponèis, ponen
HACER	hago, haces, hace, hacemos, hacèis, hacen
QUERER	quiero, quieres, quiere, queremos, querèis, quieren
ESTAR	estoy, estàs, està, estamos, estàis, estàn
SALIR	salgo, sales, sale, salimos, salis, salen
RECORDAR	recuerdo, recuerdas, recuerda, recordamos, recordàis, recuerdan
VENIR	vengo, vienes, viene, venimos, venìs, vienen
EMPEZAR	empiezo, empiezas, empieza, empezamos, empezis, empiezan
SENTARSE	me siento, te sientas, se sienta, nos sentamos, os sentàis, se sientan
TRAER	traigo, traes, trae, traemos, traèis, traen
DECIR	digo, dices, dice, decimos, decis, dicen
PENSAR	pienso, piensas, piensa, pensamos, pensàis, piensan
CONSTRUIR	construyo, construyes, construye, construimos, construìs, construyen
INFERIR	infero, inferes, infiere, inferimos, inferìs, infieren
LLOVER	llueve (<i>exists only in the singular</i>)
DAR	doy, das, da, damos, dais, dan
DORMIR	duermo, duermes, duerme, dormimos, dormìs, duermen
ACOSTARSE	me acuesto, te acuestas, se acuesta, nos acostamos, os acostàis, se acuestan
DESPERTARSE	me despierto, te despiertas, se despierta, nos despertamos, os despertàis, se despiertan
DIVERTIRSE	me divierto, te divierte, se divierte, nos divertimos, os divertìs, se divierten
SABER	sè, sabes, sabe, sabemos, sabèis, saben

SPANISH II, LESSON THREE:

PRONOUNS REVIEW

SUBJECT

yo	I
tù	you (fam)
Ud	you (for)
èl	he
ella	she
nosotros-as	we
vosotros-as	you(fam/pl)
Uds	you(for/pl)
ellos	they
ellas	they

REFLEXIVE

me	myself
te	yourself (fam)
se	yourself (for)
se	himself
se	herself
se	itself (in translating)
nos	ourselves
os	yourselves(fam/pl)
se	yourselves
se	themselves

POSSESSIVE

mi, mis	my
mìo-s, mìà-s	mine
tu, tus	your(fam)
tuyo-a-os-as	yours (fam)
su, sus	your (for)
suyo-a-os-as	yours (for)
su, sus	his, her, its
suyo-a-os-as	his, hers, its
nuestro-a-os-as	our, ours
vuestro-a-os-as	your-s (fam/pl)
su, sus	your (for/pl)
suyo-a-os-as	yours (for/pl)
su, sus	their
suyo-a-os-as	theirs

DEMONSTRATIVE

este, esta, esto	this
ese, esa, eso	that
aquel/aquella	that
esos, esas	those
aquellos-as	those

OBJ. OF PREPOSITION

mì	of/for me
tì	of/for you (fam)
<i>all others are same as subject pronouns</i>	

DIRECT OBJECT PRONOUNS

me	me
te	you (fam)
le*	you (form)*
lo	him, it
la	her, it

nos	us
os	you (fam/pl)
les*	you (for/pl)*
los	them
las	them
<i>Note: "Le" and "les" are used as direct object pronouns in</i>	

Latin-American Spanish as shown above.

When you have both a direct object pronoun and an indirect object pronoun in a sentence, the indirect object pronoun will always come before the direct

object pronoun.

INDIRECT OBJECT PRONOUNS

me	to/for me
te	to/for you (fam)
le	to/for you (for)
le	to/for him
le	to/for her
nos	to/for us
os	to/for you (fam/pl)
les	to/for you (form/pl)
les	to/for them

Note: When two object pronouns occur in a row, they cannot both start with “l”; therefore, “se” is often used to replace “le” and “les”. Furthermore, the indirect object pronoun in the third person is usually used even if the indirect object appears in the sentence.

RELATIVE PRONOUNS

que	that, who
quien	who, whom
a quien-es	to whom
de que	of which
el que/la que	that which
el que/la que	the one who
los/las que	the ones who
los/las que	those which
lo/los que	that which (neut)
cuyo-a-os-as	whose
¿de quièn-es?	of whom?
¿para quièn-es?	for whom?
el/la cual	that which
los/las cuales	those which

DOUBLE OBJECT PRONOUNS

This means you have both an indirect object pronoun and a direct object pronoun in a sentence. As mentioned above, the indirect object pronoun will always come before the direct object pronoun. As also mentioned above, it is typical to use the indirect object pronoun even if the indirect object noun is included in the sentence. When the third person indirect object pronoun is used, it is usually explained with a prepositional phrase.

I bought her a necklace.

(Subject=I; indirect object=her, direct object=necklace)

Yo le comprè un collar para ella. (Subject=yo; indirect object pronoun=le; direct object=collar; **para ella** explains “le”)

I bought it for her.

Yo se lo comprè para ella.

(Notice that “le” is replaced by “se” to avoid two object pronouns in a row starting with “l”; “lo” refers to necklace (it); **para ella** explains “se”)

I didn’t want to buy it for her.

No quise compràrselo para ella. (Notice that the indirect and direct object pronouns are attached to the infinitive; notice the accent mark to maintain the original stress)

She sent me a book.

Ella me enviò un libro.

She sent it to me.

Ella me lo enviò.

She has to send it to me.

Ella tiene que enviàrmelo.

The teacher explains the lesson to the students.

El profesor les explica la lección a los estudiantes.

He explains it to them.

Èl se la explica a ellos.

He has to explain it to them.

Èl tiene que explicàrsela a ellos.

SPANISH II, LESSON THREE, EXERCISE:

The agent is selling me a ticket.

El agente està vendièndome un boleto.

The agente is selling it to me.

El agente està vendièndomelo.

Her grandparents gave her a present.

Sus abuelos le diò un regalo a ella.

They gave it to her.

Ellos se lo diò a ella.

Elena told her sister a story.

Elena le dijo un cuento a su hermana.

She told it to her.

Ella se lo dijo a ella.

SUBJECT/VERB AGREEMENT

Directions: Write the correct present tense verb form in the blank. Then write the form for the indicated tenses. Then translate the sentence in the indicated () tense.*

01. El tren _____ de la estación de ferrocarril remolcado por dos locomotoras poderosas. (Salir)

pres prog _____
preterite _____ *
imperfect _____
future _____
conditional _____

02. Esa señorita _____ dos billetes de ida y vuelta para las montañas cerca de Lima. (Comprar)

pres prog _____
preterite _____
imperfect _____
future _____
conditional _____ *

03. Los tres amigos _____ en el andén. (Esperar)

pres prog _____ *
preterite _____
imperfect _____
future _____
conditional _____

04. Ellos _____ dos asientos libres en el coche de comedor. (Ver)

pres prog _____ *
preterite _____
imperfect _____
future _____
conditional _____

05. La pantalla _____ el horario de salir y llegar del tren. (Mostrar)

pres prog _____
preterite _____
imperfect _____ *
future _____
conditional _____

06. Yo _____ un libro de bolsillo en el vagón del tren. (Leer)

pres prog _____ *
preterite _____
imperfect _____
future _____
conditional _____

07. No _____ descubrir mi asiento del pasillo. (Poder)

pres prog _____
preterite _____
imperfect _____

future _____ *

conditional _____

08. Ese señor enfermo no _____ de su viaje por tren. (Disfrutar)

pres prog _____ *

preterite _____

imperfect _____

future _____

conditional _____

09. Los habitantes del pueblo _____ las canastas a los turistas. (Vender)

pres prog _____

preterite _____

imperfect _____

future _____ *

conditional _____

10. Muchas pasajeras _____ una fila en la estación de ferrocarril. (Hacer)

pres prog _____

preterite _____

imperfect _____ *

future _____

conditional _____

11. Unos peatones _____ por las calles de ese pueblo en las montañas. (Andar)

pres prog _____ *

preterite _____

imperfect _____

future _____

conditional _____

12. Esa mochilera chilena _____ un boleto del distribuidor automático. (Sacar)

pres prog _____

preterite _____ *

imperfect _____

future _____

conditional _____

13. El guía nos _____ un cañon muy profundo al otro lado de la selva. (Mostrar)

pres prog _____

preterite _____

imperfect _____

future _____

conditional _____ *

14. Nosotros _____ una playa muy hermosa. (Visitar)

pres prog _____ *

preterite _____

imperfect _____

future _____

conditional _____

15. Los estudiantes le _____ un descuento estudiantil del agente a la ventanilla. (Pedir)

pres prog _____
preterite _____
imperfect _____
future _____ *
conditional _____

16. El revisor _____ nuestros billetes antes de salir. (Verificar)

pres prog _____
preterite _____ *
imperfect _____
future _____
conditional _____

17. Al llegar a nuestro destino _____ el albergue juvenil. (Buscar)

pres prog _____
preterite _____
imperfect _____
future _____ *
conditional _____

18. El tren _____ un río ancho por un puente alto y estrecho. (Cruzar)

pres prog _____
preterite _____
imperfect _____
future _____
conditional _____ *

19. Ella _____ la tarifa con su tarjeta de crédito. (Pagar)

pres prog _____ *
preterite _____
imperfect _____
future _____
conditional _____

20. Muchos jóvenes _____ una caminata en una senda al lado del río. (Dar)

pres prog _____
preterite _____
imperfect _____ *
future _____
conditional _____

SPANISH II, LESSON THREE, EXERCISE:

GENDER/NUMBER AGREEMENT

Directions: Write the correct form of the modifier to match the word modified. Then translate the sentence:

01. (My) compañeros (adventurous) decidieron dar una caminata en unas montañas (high).

02. (Our) asientos (comfortable) estàn cerca de (the) ventanillas (wide) del vagòn (new).

03. (Those) mochileras (pretty) me pidieron la direccìon al centro (historic) del pueblo (isolated).

04. Despues de salir de la selva (dense) vimos una vista (spectacular) e (unforgettable). *Note: "e"="y"*

05. (Two) asientos (unoccupied) estàn en el coche (dining) del tren (high-speed).

06. Porque nos faltaba (enough) dinero para sacar los boletos de la clase (first), compramos los mas (cheap).

07. (From) la salida de la estaciòn de ferrocarril (until) la llegada a la (next), miràbamos el paisaje (beautiful) (along) de (our) recorrido.

08. (Some) mochileros (young) estàn llevando (their) mochilas (heavy) por una senda (steep).

SPANISH II, LESSON THREE, EXERCISE:

PRONOUN USE

Directions: Translate the following sentences into Spanish, replacing the bold-faced underline words with the appropriate pronouns. Use any necessary explanatory phrases.

01. **Jose** needs to buy a new **backpack**.

02. **Esa muchacha** lleva **una carpa**.

03. **Jorge y Linda** are buying **themselves tickets**.

04. **My neighbor** painted his **house** last week.

05. I will paint **mine** today. (*referring to house*)

06. I saw the city from the airplane window.
07. The guide showed the backpackers the forest.
08. The railroad crew washed the locomotive.
09. My friends will begin the trip tomorrow.
10. Maya asked the agent the time.
11. The passengers checked their suitcases.
12. The girls can see the beach from here.
13. The students have to read the chapter.
14. That boy put the photograph in his pocket.
15. The policeman will give the paramedic the necessary information.
16. My friend lost her credit card.
17. Maria and I will cross the river on the bridge.
18. The guide told the passengers a good story.
19. Rodrigo, pay the fare in advance.
20. Jose, don't buy your companion that cloth.
21. The agent showed the youths the schedule.
22. Juan y Maria would see the canyon, but they don't have the time.
23. Mariela put a raincoat in her suitcase.

24. My friend, don't put the luggage there.
25. The backpackers will visit the museum today.
26. The passengers looked at the schedule screen.
27. The janitor is cleaning the waiting room.
28. The stewardess closed the exit door.
29. Jose, please don't open the cabin window.
30. The lady gave the agent her boarding pass.
31. The passengers saw the runway below.
32. The man will look at the Web site.
33. Jose, fasten your seat belt.

Directions: Translate, using the correct demonstrative pronoun:

01. That girl at the hotel is sick.
02. These baskets are very old.
03. This line is very long.
04. What is that?
05. How much are these?
06. Those passengers are at the terminal.
07. When does that train arrive?

SPANISH II, LESSON THREE, EXERCISE:

IMPERATIVES

Directions: Translate the following sentences. Use the familiar command form:

- | | |
|--|--|
| <ol style="list-style-type: none"> 01. You know what happened! Tell it to me! 02. This is my book. Don't take it. 03. Put the suitcases on the counter. 04. Don't sleep on dirty sheets. | <ol style="list-style-type: none"> 05. Go into the old building on the corner. 06. Don't wear your raincoat in the cafeteria. 07. Be careful when you walk through that cave. 08. Don't vomit in your friend's backpack. |
|--|--|

- | | |
|---|--|
| <p>09. Buy me some striped baskets from the market.</p> <hr/> <p>10. Look at the marvelous scenery!</p> <hr/> | <p>11. Go to the platform at the train station.</p> <hr/> <p>12. Study the history of the conquest of Peru.</p> <hr/> <p>13. Don't wash that type of cloth with bleach.</p> <hr/> <p>14. Don't get out of the car!</p> <hr/> <p>15. Buy your ticket at the ticket window.</p> <hr/> <p>16. Don't try to cross the train rails.</p> <hr/> <p>17. Pack your suitcase before you leave.</p> <hr/> <p>18. Stand in that line over there.</p> <hr/> <p>19. Show the stewardess your boarding pass.</p> <hr/> <p>20. Don't sleep on the beach.</p> <hr/> |
|---|--|

Directions: Translate the following sentences using the formal command form. Use the singular form for the first column and the plural form for the second column:

- | | |
|--|---|
| <p>01. Take this book to the library.</p> <hr/> <p>02. Open your book to the first page.</p> <hr/> <p>03. Don't run through the aisle.</p> <hr/> <p>04. Be careful in the forest.</p> <hr/> <p>05. Listen to the announcements.</p> <hr/> <p>06. Read what is on the screen.</p> <hr/> <p>07. Wait for the train on the platform.</p> <hr/> <p>08. Tell me your destination.</p> <hr/> <p>09. Ask the agente where the restroom is.</p> <hr/> <p>10. Listen to me!</p> <hr/> | <p>11. Don't take a walk on the steep path.</p> <hr/> <p>12. Bathe in the lake.</p> <hr/> <p>13. Pay the fare right now.</p> <hr/> <p>14. Don't visit that region of the country.</p> <hr/> <p>15. Don't walk in front of the locomotive.</p> <hr/> <p>16. Get on the horses.</p> <hr/> <p>17. Get off the train at the next stop.</p> <hr/> <p>18. Cross the bridge on foot.</p> <hr/> <p>19. Put the books in your pockets.</p> <hr/> <p>20. Unroll your sleeping bags.</p> <hr/> |
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SPANISH II, LESSON THREE, EXERCISE:

EXPRESSIONS

Directions: Translate the idiomatic expressions from the first three lesson packets:

- | | |
|--------------------------------|-----------------------------|
| <p>01. Acompañado de</p> <hr/> | <p>02. A pesar de</p> <hr/> |
|--------------------------------|-----------------------------|

03. Estar en vacaciones

04. Hacer parada

05. Aquí lo tiene

06. De bolsillo

07. Sin embargo

08. A lo largo de

09. Antes de

10. Después de

11. Ida y vuelta

12. Al mismo tiempo

13. Hacer turismo

14. Pasarlo bien

15. Hacer camping

16. Dar una caminata

17. Alrededor de

18. Lo importante

19. Al aire libre

20. Con frecuencia

21. Delante de

22. Cada uno

23. Rodeado de

24. Hacer frío/calor

25. Claro que sí/no

26. Por la mañana/la noche

27. De día/noche

28. ¿A qué hora?

29. Ahora mismo

30. A veces

31. ¡Vamos ya!

32. De vez en cuando

33. Dentro de poco

34. Con permiso

35. ¿De dónde?

36. ¿A dónde?

37. ¿Por qué?

38. ¡Qué suerte!

39. ¡Qué sorpresa!

40. ¿Cuándo?

41. ¿Cuánto?

42. A tiempo

43. ¡Oye!

44. ¿Cuánto tiempo tarde?

45. A caballo

46. Enseguida

SPANISH II, LESSON THREE, EXERCISE:

TRANSLATION

Directions: Translate into English:

Un día mis amigos y yo decidieron tomar un viaje por tren. Teníamos una discusión de destinos posibles cuando mi amigo Carol nos dijo que debemos ir a México. Continuamos de discutirlo, pero por fin estábamos de acuerdo con él. Era el destino más fácil y más barato.

