Spanish For Educators

GWINNETT COUNTY PUBLIC SCHOOLS
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Day 1
Participants will…
- Identify Spanish-speaking countries
- Use the Spanish alphabet to spell their names and selected Spanish words
- Pronounce words in Spanish correctly and with proper stress and intonation
- Explore strategies for learning a second language

Day 2
Participants will…
- Pronounce words using proper stress and intonation
- Use common greetings and farewells
- Learn simple classroom commands
- Explore cultural similarities and differences regarding greetings, commands and non-verbal communication

Day 3
Participants will…
- Review the Spanish alphabet
- Learn simple expressions in Spanish
- Use and comprehend numbers
- Recite days of the week and months of the year

Day 4
Participants will…
- Review the calendar
- Comprehend and use clock times
- Explore the use of el, la, los and las
- Explore cultural similarities and differences

Day 5
Participants will…
- Review numbers
- Use ordinal numbers in various school contexts (e.g. class periods, grade levels, etc.)
- Review months of the year/seasons
- Identify and use correct gender and number

Day 6
Participants will…
- Identify and correctly pronounce common classroom objects and places in a school
- Continue exploring the use of el, la, los and las
Day 7
Participants will…
- Review classroom objects
- Begin to respond to and ask basic questions
- Identify and correctly pronounce family members
- Respond to and ask for questions regarding personal information

Day 8
Participants will…
- Review family members
- Explore cultural similarities and differences regarding family and extended family
- Explore filling out school-related forms
- Use personal pronouns

Day 9
Participants will…
- Explore vocabulary to express emotions and colors
- Identify and correctly pronounce adjectives

Day 10
Participants will…
- Review vocabulary and concepts introduced in course
- Review classroom commands
- Review classroom objects
- Explore opportunities to continue learning Spanish
### Tips for Learning Spanish

<table>
<thead>
<tr>
<th>When you learn new material, add what you’re learning to what you already know, and think about how to use it in a conversation. For example, instead of just making a list of informal commands <em>like</em> <strong>haz</strong>, <strong>ven</strong> and <strong>pon</strong>, put them into a context by thinking of sentences that go with each one (like ¡Haz la tarea!, ¡Ven conmigo!, and ¡Pon la mesa!). When you learn a new word, make up sentences about your own life for each of the new vocabulary items.</th>
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<td>Do you sometimes feel that all the Spanish you hear is too fast? It’s frustrating to feel lost, but are you really missing everything? Try not to let anxiety get in the way of listening carefully and picking out the words you do understand. When you listen to your teacher or an audiotape, or when you watch a video in Spanish, focus on the words you recognize. Then do some intelligent guesswork to fill in the gaps. Don’t give up!</td>
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<tr>
<td>Many language students feel nervous about speaking. You might be worried about making mistakes, or you might think you won’t sound right. To sharpen your speaking skills, practice aloud at home in Spanish using situations and material you’ve covered in class. You could role-play two friends talking on the phone and inviting each other to do something. What would each person say? These practice conversations will help prepare you to speak confidently in class.</td>
</tr>
<tr>
<td>Learning a foreign language is like any other long-term project, such as getting into shape or taking up a new sport; it may take some time to see the results you want. Don’t get discouraged and remember that you can learn Spanish! Keep yourself motivated by setting short-term realistic goals. A simple goal could be learning five additional words this week or reading an interesting-looking article in a Spanish-language magazine. Once you’ve learned more Spanish, you could make a goal of going to a store or restaurant in a Spanish-speaking part of town and doing some shopping or ordering a meal entirely in Spanish.</td>
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<td>Sometimes students often don’t know how to study a foreign language. Learning a language is like learning a new sport—you have to do a little bit every day. You also have to practice. Set aside time each day for Spanish. Study in a quiet place, where you can say words out loud. Review what you did in Spanish class that day, then go on to your homework. Keep at it and plan to study regularly with a classmate. All your hard work will pay off!</td>
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<td>When you look up a word in a Spanish-English dictionary, make sure you read all the meaning and usages listed. Words mean different things depending on the context in which they are used or they may merely sound the same. For example, you cut down trees with a saw or talk about the movie you saw last night. When you want to know how to say something in Spanish, think about how you’re going to use a word when looking it up.</td>
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</table>
Which of the following countries are Spanish speaking?

- Brazil
- Indonesia
- Germany
- Australia
- Mexico
- Italy
- Japan
- Austria
- Argentina
- Portugal
- Spain
- Taiwan
- Egypt
- Arabia
- Panama
- Russia
- France
- Costa Rica
- India
- Switzerland
- Chile
- Colombia
- Pakistan
- Canada
- Bolivia
- El Salvador
- Greece
- Scotland
- Honduras
- Finland
- Korea
- Venezuela
- Ireland
- Hungary
- England
- Peru
- Puerto Rico
- Ecuador
- Sweden
- Wales
- Saudi Arabia
- Poland
- Turkey
- Norway
- Thailand
- Nicaragua
- Uruguay
- Malaysia
- Dominican Republic
- Ethiopia
- Phillipines
- Paraguay
- Guatemala
- Cuba
- Jamaica
## U.S. Population by Ethnicity

*(in percents)*

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<td>52.8%</td>
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<td>Black/African American</td>
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<tr>
<td>Asian &amp; Pacific Islander</td>
<td>3.8%</td>
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<tr>
<td>American Indian, Eskimo, Aleut</td>
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Lindholm, NCBE. *Biliteracy for a Global Society*
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(at the beginning of the word it sounds as RR) (not possible at beginning)
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STRESS AND ACCENTS

1. Most words ending in a vowel or n or s are stressed on the next to the last syllable.

   PARte     aMigo     habiTAntes

2. Most words which end in a consonant other than n or s stress the last syllable.

   usTED     faVOR     espaÑOL     escriBIR

3. If the word is not stressed according to the rules above, these exceptions are marked by a written accent in Spanish.

   médiCO     ademáS     tambiéN     hablárÉ     fácil
Underline the correct stressed syllable in the following words:

ac-tor       sen-si-ble       in-te-li-gent-te       ra-dio
te-le-vi-sión po-si-ble       pro-ba-ble       a-ni-mal
dó-lar       co-mer-cial       e-le-gan-te       e-le-fan-te
to-ma-te     im-por-tan-te       ta-xi       i-lu-sión
ar-ti-fi-cial co-lor       ba-na-na       mos-qui-to
mo-tor       na-tu-ral       o-pi-nión       po-pu-lar
tro-pi-cal    pia-no       ac-ci-den-te       am-bu-lan-cia
as-pi-ri-na    mú-si-ca       pro-fe-sor       res-tau-ran-te
ho-tel       sec-tor       ti-gre       ca-fé
sa-xo-fón     bru-ta       ga-so-li-na       im-po-si-ble
gene-ral      e-le-men-to       e-fec-to       con-tras-te
ce-nil       de-ci-sión       in-fe-rior       su-pe-rior
do-cu-men-to    die-ta       com-ple-to       a-pe-ti-to
bi-ci-cle-ta    ham-bur-gue-sa       cri-mi-nal       dife-ren-te
pro-ble-ma     ba-llet       mu-si-cal       den-tal
mon-ta-ña      far-ma-cia       ne-gro       as-tro-nau-ta
gui-ta-rra    fút-bol       te-nis       golf
ji-ra-fa       sand-wich       li-mo-na-da       u-sual
GREETINGS, VALEDICTIONS AND INTRODUCTIONS

GREETINGS

Buenos días
Buenas tardes
Buenas noches
Hola

Good morning
Good afternoon/evening
Good night
Hello, Hi

VALEDICTIONS

¡Adiós!
Hasta luego
Hasta mañana
Hasta el lunes
Nos vemos

Good-bye
See you later
Until tomorrow
Until Monday
We’ll see each other

WELL-BEING

¿Cómo está usted?
¿Cómo estás (tú)?
¿Qué tal?
(Muy) bien, gracias
Regular
No muy bien. Mal
Lo siento
¿Y tú? / ¿Y usted?

How are you? (formal)
How are you? (informal)
How is it going?
(Very) well, thanks.
Fair/So-so
Not very well. Bad(ly)
I am sorry.
And you? (formal/inf.)
¿Cómo se llamas?
¿Cómo se llama tu maestra?
(El) se llama ____
(Ella) se llama ____
Permítame presentarle a ____
Mucho gusto
El gusto es mío
Igualmente

What is your name? (informal)
What is your teacher's name?
His name is ____
Her name is ____
Let me introduce you to ____
Nice to meet you
The pleasure is mine
Likewise

Perdón
Por favor
(Muchas) gracias
Mil gracias
Un millón de gracias
Muchísimas gracias
De nada/Por nada
No hay de qué
Salud
Dios te bendiga
(Con) permiso

Excuse me
Please
Thank you (very much)
A thousand thanks
A million thanks
Many many thanks
You're welcome
It was nothing
Bless you (health)
God bless you
With your permission
Buenos días, señorita.
Buenas tardes, señora.
Buenas noches, señor
Hola.
¡Adiós!
Hasta luego.
Hasta mañana.
Hasta la vista.
¿Cómo está usted?
¿Cómo estás tú?
¿Qué tal?
Muy bien, gracias.
Regular.
No muy bien.
Mal.
Lo siento.
¿Y usted?
¿Y tú?
¿Cómo se llama Ud?
¿Cómo te llamas?
Me llamo _____.
Permíteme presentar a _____
Mucho gusto.
El gusto es mío.
Perdón.
Por favor.
(Muchas) gracias
De nada.
Dios te bendiga.
Con permiso.
Buenas tardes.
Buenas noches.
a. How are you? (formal)
b. And you? (informal)
c. What is your name? (formal)
d. Excuse me.
e. My name is _____
f. The pleasure is mine.
g. Please.
h. Good-bye.
i. Good morning, miss.
j. Until later.
k. Hello/Hi.
l. Very pleased to meet you.
m. Allow me to introduce _____.
n. God bless you.
o. Very well, thank you.
p. Good afternoon.
q. I am sorry.
r. And you? (formal)
s. Not very well.
t. Fair/So-so.
u. How are you?/How is it going?
v. Good afternoon, madam.
w. Good evening, sir.
x. So long. Until later.
y. Until tomorrow.
z. Thank you (very much).
aa. Good evening/night.
bb. You are welcome.
c. Excuse me/With your permission
dd. What is your name? (informal)
ee. Bad(ly)
ff. How are you?
<table>
<thead>
<tr>
<th>Simple Commands</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siéntate/Siéntese/Siéntense</td>
<td>Sit down</td>
</tr>
<tr>
<td>Abre/Abra/Abran</td>
<td>Open</td>
</tr>
<tr>
<td>Cierra/Cierre/Cierren</td>
<td>Close</td>
</tr>
<tr>
<td>Contesta/Conteste/Contesten</td>
<td>Answer</td>
</tr>
<tr>
<td>Escribe/Escriba/Escribán</td>
<td>Write (down)</td>
</tr>
<tr>
<td>Estudie/Estudia/Estudien</td>
<td>Study</td>
</tr>
<tr>
<td>Habla/Hable/Hablen</td>
<td>Speak</td>
</tr>
<tr>
<td>Lee en voz alta</td>
<td>Read out loud</td>
</tr>
<tr>
<td>Habla en voz baja</td>
<td>Speak softly</td>
</tr>
<tr>
<td>Pronuncia/Pronuncie/Pronuncien</td>
<td>Pronounce</td>
</tr>
<tr>
<td>Repite/Repita/Repitan</td>
<td>Repeat</td>
</tr>
<tr>
<td>Sigue/Siga/Sigan</td>
<td>Continue</td>
</tr>
<tr>
<td>Traduce/Traduzca/Traduzcan</td>
<td>Translate</td>
</tr>
<tr>
<td>Ve/Vaya/Vayan</td>
<td>Go</td>
</tr>
</tbody>
</table>
SIMPLE COMMANDS

Go to page ____
Write exercise C
Read the word(s)
Open/Closed the book
Answer in a complete sentence
Speak louder/softer
Keep going, please
Go to the board
Go to your desk
Go to the office
Go to the clinic
Again
Be quiet! Silence!
Hush!

Pasen a la página ___
Escriban el ejercicio C
Lean la(s) palabra(s)
Abran/CIerran el libro
Contesten con una oración completa
Hable más alto/bajo
Siga, por favor
Vaya a la pizarra
Vaya a su escritorio
Vaya a la oficina
Vaya a la clínica
Otra vez
Haga(n) silencio
¡Cállate!/¡Cállense!
LOS NUMEROS

CARDINAL NUMBERS 0 - 1000

0 – cero
1 – uno/un, una
2 – dos
3 – tres
4 – cuatro
5 – cinco
6 – seis
7 – siete
8 – ocho
9 – nueve
10 – diez
11 – once
12 – doce
13 – trece
14 – catorce
15 – quince
16 – diez y seis (dieciseis)
17 – diez y siete (diecisiete)
18 – diez y ocho (dieciocho)
19 – diez y nueve (diecinueve)
20 – veinte
21 – veinte y uno (veintiuno)
22 – veinte y dos (veintidos)
23 – veinte y tres (veintitres)
24 – veinte y cuatro (veinticuatro)
25 – veinte y cinco (veinticinco)
26 – veinte y seis (veintiseis)
27 – veinte y siete (veintisiete)
28 – veinte y ocho (veintiocho)
29 – veinte y nueve (veintinueve)
30 – treinta
31 – treinta y uno
32 – treinta y dos
33 – treinta y tres, etc.
34 – cuarenta, etc.
50 – cincuenta, etc.
60 – sesenta, etc.
70 – setenta, etc.
80 – ochenta, etc.
90 – noventa, etc.
100 – cien/101 – ciento uno, etc.
1,000 --- mil (numbers in Spanish with mil are written with a period instead of a comma)

ORDINAL NUMBERS

<table>
<thead>
<tr>
<th>1</th>
<th>primero, -a *(primer)</th>
<th>6</th>
<th>sexto, -a</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>segundo, -a</td>
<td>7</td>
<td>séptimo, -a</td>
</tr>
<tr>
<td>3</td>
<td>tercero, -a *(tercer)</td>
<td>8</td>
<td>octavo, -a</td>
</tr>
<tr>
<td>4</td>
<td>cuarto, -a</td>
<td>9</td>
<td>noveno, -a</td>
</tr>
<tr>
<td>5</td>
<td>quinto, -a</td>
<td>10</td>
<td>décimo, -a</td>
</tr>
</tbody>
</table>

* (When primero and tercero appear before a masculine noun, they are shortened to primer and tercer.)
LA FECHA

¿Cuál es la fecha de hoy?

Hoy es ______ (day) de ______ (month) del año 2002 (dos mil dos)

DÍAS DE LA SEMANA

• lunes
• martes
• miércoles
• jueves
• viernes
• sábado
• domingo

☐ Days of the week and months of the year are not capitalized.
☐ On + day of the week translates as “el lunes” or “los lunes”.
☐ Fin de semana is “weekend”.
☐ The Spanish calendar always begins with “lunes”.
☐ The unlucky day for Hispanics is martes trece!!!
### El calendario

<table>
<thead>
<tr>
<th>DOMINGO</th>
<th>LUNES</th>
<th>MARTES</th>
<th>MIERCOLES</th>
<th>JUEVES</th>
<th>VIERNES</th>
<th>SABADO</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<td>28</td>
<td>29</td>
<td>30</td>
<td>31</td>
<td></td>
</tr>
</tbody>
</table>

- enero
- febrero
- marzo
- abril
- mayo
- junio

- julio
- agosto
- septiembre
- octubre
- noviembre
- diciembre
<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>QUE</td>
<td>WHAT</td>
</tr>
<tr>
<td>CUAL(ES)</td>
<td>WHICH</td>
</tr>
<tr>
<td>QUIEN(ES)</td>
<td>WHO</td>
</tr>
<tr>
<td>DE QUIEN(ES)</td>
<td>WHOSE</td>
</tr>
<tr>
<td>CUANDO</td>
<td>WHEN</td>
</tr>
<tr>
<td>DONDE</td>
<td>WHERE</td>
</tr>
<tr>
<td>COMO</td>
<td>HOW</td>
</tr>
<tr>
<td>CUANTO</td>
<td>HOW MUCH</td>
</tr>
<tr>
<td>CUANTOS</td>
<td>HOW MANY</td>
</tr>
<tr>
<td>CUantas</td>
<td>HOW MANY</td>
</tr>
<tr>
<td>POR QUE</td>
<td>WHY</td>
</tr>
<tr>
<td>QUESTION WORDS</td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td></td>
</tr>
<tr>
<td><strong>COMO</strong> (How? What is it like?)</td>
<td><strong>DONDE</strong> (Where)</td>
</tr>
<tr>
<td>• ¿Cómo estás?</td>
<td>¿Dónde está la oficina?</td>
</tr>
<tr>
<td>• ¿Cómo te llamas?</td>
<td>¿Dónde está el baño?</td>
</tr>
<tr>
<td>• ¿Cómo es la clase?</td>
<td>¿Dónde está Colombia/Chile/Honduras?</td>
</tr>
<tr>
<td>• ¿Cómo es tu familia?</td>
<td>¿Dónde vives?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>QUE</strong> (What)</th>
<th><strong>CUANTOS/CUANTAS</strong> (How many)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ¿Qué hora es?</td>
<td>¿Cuántos hermanos tienes?</td>
</tr>
<tr>
<td>• ¿Qué día es hoy?</td>
<td>¿Cuántas clases tienes?</td>
</tr>
<tr>
<td>• ¿Qué estudias?</td>
<td>¿Cuántos estudiantes hay en la clase?</td>
</tr>
<tr>
<td>• ¿Qué comes?</td>
<td>¿Cuántos libros necesitas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>CUANDO</strong> (When)</th>
<th><strong>CUAL</strong> (Which) <em>more selective</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>• ¿Cuándo es tu cumpleaños?</td>
<td>¿Cuál es tu número de teléfono?</td>
</tr>
<tr>
<td>• ¿Cuándo es la clase de español?</td>
<td>¿Cuál es tu país de origen?</td>
</tr>
<tr>
<td>• ¿Cuándo es el almuerzo?</td>
<td>¿Cuál es tu dirección?</td>
</tr>
<tr>
<td>• ¿Cuándo es la reunión?</td>
<td></td>
</tr>
<tr>
<td>• ¿Cuál es tu color favorito?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>QUIEN(ES)</strong> (Who)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ¿Quién es tu profesor?</td>
</tr>
<tr>
<td>• ¿Quiénes son tus padres?</td>
</tr>
</tbody>
</table>
PRACTICA

1. ¿Cuándo es Navidad? ____________________________________________
2. ¿Cuál es tu clase favorita? ______________________________________
3. ¿Dónde está Madrid? ___________________________________________
4. ¿Qué hora es ahora (now)? ______________________________________
5. ¿Cómo es la clase de química? ____________________________________
6. ¿Cuál es tu actor/actriz favorito/a? _________________________________
7. ¿Quién es el director/la directora? ________________________________
8. ¿Cuántos estudiantes tienes? ____________________________________
9. ¿Dónde está la escuela? _________________________________________
¿Qué hora es?
Ejercicio
Nombre: ______________________

Escriba las siguientes horas usando a.m. y p.m.

¿Qué hora es?
1. Las dos de la tarde
2. Las once de la noche
3. La una de la mañana
4. Las cuatro de la tarde
5. Las doce de la noche
6. Las once de la mañana
7. Las diez de la noche
8. Las ocho de la mañana
9. Las cinco de la tarde
10. Las tres de la tarde
11. Las cuatro de la mañana
12. Las nueve de la noche
13. Las dos de la mañana
14. Las siete de la noche
15. Las doce de la mañana

Escriba la hora de los siguientes relojes:

____ en punto

____

____

____

____

____

____

-29-
EN LA ESCUELA Y LA CLASE

el papel
la pluma
el lápiz
el ejercicio
el libro
la página
el cuaderno
la lección
la palabra
la oración
la pregunta

la ventana
la pared
la puerta
la pizarra
la mesa
la silla
el escritorio

el maestro
la maestra
el profesor
la profesora
el director
la directora
el enfermero
la enfermera
el/la estudiante
Gender

In Spanish all nouns are classified as masculine or feminine. This classification is not based upon sex. In general, nouns ending with an –o are masculine and nouns ending with an –a are feminine. The rest of the nouns (ending with an –e or consonants) must be memorized as being arbitrarily masculine or feminine:

<table>
<thead>
<tr>
<th>masculine</th>
<th>feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>La clase</td>
<td>la canción</td>
</tr>
<tr>
<td>El coche</td>
<td>el corazón</td>
</tr>
<tr>
<td>La noche</td>
<td>el comedor</td>
</tr>
<tr>
<td>El deporte</td>
<td>la sal</td>
</tr>
</tbody>
</table>

Definite articles

The article “the” is translated as **el** or **la** for singular nouns and **los** or **la** for plural. For example:

<table>
<thead>
<tr>
<th>masculine</th>
<th>feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>La biblioteca</td>
<td>las bibliotecas</td>
</tr>
<tr>
<td>El árbol</td>
<td>los árboles</td>
</tr>
<tr>
<td>El pie</td>
<td>los pies</td>
</tr>
<tr>
<td>La red</td>
<td>las redes</td>
</tr>
</tbody>
</table>

Exceptions

There are exceptions to the general rule of gender. These are some nouns whose gender is the opposite of what the ending indicates:

<table>
<thead>
<tr>
<th>masculine</th>
<th>feminine</th>
</tr>
</thead>
<tbody>
<tr>
<td>el día</td>
<td>la foto</td>
</tr>
<tr>
<td>el mapa</td>
<td>la mano</td>
</tr>
<tr>
<td>el problema</td>
<td>la moto</td>
</tr>
<tr>
<td>el agua</td>
<td></td>
</tr>
</tbody>
</table>
**Plural of nouns**

- Nouns ending with a vowel add an –s (libros) while nouns ending with a consonant add –es (hospitales).
- Nouns ending with a –z change the –z to c and add –es for the plural.

  - el lápiz  
  - la vez  
  - los lápices  
  - las veces

- There are a few nouns whose singular form ends with –s. These nouns remain unchanged in their plural form. The article is the only indicator of number.

  - el paraguas  
  - el tocacintas  
  - los paraguas  
  - los tocacintas
<table>
<thead>
<tr>
<th>Artículos: el/la</th>
<th>Artículos: el/la</th>
</tr>
</thead>
<tbody>
<tr>
<td>lápiz</td>
<td>maestro</td>
</tr>
<tr>
<td>silla</td>
<td>bandera</td>
</tr>
<tr>
<td>reloj</td>
<td>bolígrafo</td>
</tr>
<tr>
<td>mesa</td>
<td>escritorio</td>
</tr>
<tr>
<td>regla</td>
<td>globo</td>
</tr>
<tr>
<td>sacapuntas</td>
<td>computadora</td>
</tr>
<tr>
<td>libro</td>
<td>maestra</td>
</tr>
<tr>
<td>ventana</td>
<td>puerta</td>
</tr>
<tr>
<td>cuaderno</td>
<td>goma</td>
</tr>
<tr>
<td>estudiante</td>
<td>mochila</td>
</tr>
<tr>
<td>borrador</td>
<td>tijera</td>
</tr>
<tr>
<td>papel</td>
<td>tiza</td>
</tr>
<tr>
<td>salón de clase</td>
<td>pizarra</td>
</tr>
<tr>
<td>globo</td>
<td>pupitre</td>
</tr>
<tr>
<td>portafolio</td>
<td>armario</td>
</tr>
<tr>
<td>regla</td>
<td>almuerzo</td>
</tr>
<tr>
<td>grabadora</td>
<td>cafetería</td>
</tr>
</tbody>
</table>
Select the correct article

1. _____ profesor
2. _____ biblioteca
3. _____ mesa
4. _____ escuela
5. _____ lista
6. _____ chicos
7. _____ libra
8. _____ aulas
9. _____ sillas
10. _____ secreario

1. _____ libros
2. _____ directora
3. _____ mapa
4. _____ chicas
5. _____ papeles
6. _____ oficina
7. _____ padres
8. _____ banderas
9. _____ calendario
10. _____ calculadora

1. _____ palabras
2. _____ nombre
3. _____ fecha
4. _____ teléfono
5. _____ anuncios
6. _____ patio
7. _____ mochilas
8. _____ prueba
9. _____ proyector
10. _____ canción
Change articles and nouns to the plural

1. Yo tengo un hijo.
2. La maestra escribe la lección.
3. Usted compra el periódico.
4. La enfermera da medicina.
5. El director saluda al estudiante.
6. Yo necesito una hoja de papel.
7. El médico escribe la receta.
8. Sofía repasa el capítulo.
ARTÍCULOS: el/la

maestro
bandera
boli
globo
computadora
maestra
puerta
goma
mochila
tijera
tiza
pizarra
pupilre
armario
almuerzo
cafetería

ARTÍCULOS: el/la

lápiz
silla
reloj
mesa
regla
sacapuntas
libro
ventana
cuaderno
estudiante
borrador
papel
salón de clase
globo
portafolio
regla
grabadora

-38-
La familia

El abuelo - grandfather
La abuela - grandmother
El padre - father
La madre - mother
El hijo - son
La hija - daughter
El esposo - husband
La esposa - wife
El nieto - grandson
La nieta - granddaughter
El tío - uncle
La tía - aunt
El primo - (male) cousin
La prima - (female) cousin
El sobrino - nephew
La sobrina - niece
El suegro - Father-in-law
La suegra - Mother-in-law
Entrevista

You will interview a classmate about his/her family. You must include the following information:

a. Name of the person you interview
b. Number and names of siblings and/or children
c. Name and ages of two other family members
d. Number and types of pets (if any): perro(s) / gato(s)

Familia de __________________________

<table>
<thead>
<tr>
<th>Hermanos</th>
<th>Hijos</th>
<th>Otros</th>
<th>Animales Domésticos</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nombre</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Gato(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pájaro(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pez(ces)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Perro(s)</td>
</tr>
</tbody>
</table>
• Apellido: 
• Nombre: 
• Edad: años 
• Fecha de nacimiento: 
• Domicilio: 
• Ciudad: 
• Código Postal: 
• Número de Teléfono: 
• Estado civil: 
• Hijos: 

-41-
Subject Pronouns

Yo

Tu

Usted

Ustedes

El

Ella

Ellas

Ellos

Nosotros/as
INFORMACION DE ESTUDIANTES Y PROFESORES


慰 Soy Laura Susana Alvarez y soy de Ecuador. En la escuela tengo mi clase de geometría a la una en punto. Celebro mi cumpleaños el diecinueve de enero. Tengo dieciseis años. Mi número de teléfono es cuatro-cero-cuatro, dos-siete-siete, veintiseis-cuarenta y dos.


慰 Soy maestra en la Escuela Intermedia de Dacula. Tengo treinta y dos años y nací en los Estados Unidos el catroce de febrero. Mi nombre es señorita Vargas y trabajo en el Departamento de Educación Especial y también enseño (teach) inglés a estudiantes de otros países. El número de teléfono de mi escuela es nueve-seis-tres, once-diez.

慰 Me llamo Antonio Avila y soy de España. Soy profesor de matemáticas y geometría y tengo veinticinco años. Celebro mi cumpleaños el treinta y uno de mayo. Vivo en Lawrenceville y mi número de teléfono es siete-siete-cero, cuatro-seis-ocho, noventa y nueve, dieciocho.
<table>
<thead>
<tr>
<th>NOMBRE</th>
<th>EDAD</th>
<th>CUMPLEAÑOS</th>
<th>NUMERO DE TELEF.</th>
<th>CLASES</th>
<th>HORA</th>
<th>MISC</th>
</tr>
</thead>
<tbody>
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</table>
LOS COLORES

ROJO
AZUL
VERDE
AMARILLO
CAFÉ/MARRÓN
BLANCO
NEGRO
GRIS
ROSADO/ROSA
CELESTE
ANARANJADO
MORADO
DORADO
PLATEADO
____ CLARO
____ OSCURO

RED
BLUE
GREEN
YELLOW
BROWN
WHITE
BLACK
GREY
PINK
LIGHT BLUE
ORANGE
PURPLE
GOLD
SILVER
LIGHT ___
DARK ____
<table>
<thead>
<tr>
<th>Spanish</th>
<th>English</th>
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<tr>
<td>bonito</td>
<td>pretty</td>
</tr>
<tr>
<td>feo</td>
<td>ugly</td>
</tr>
<tr>
<td>viejo</td>
<td>old</td>
</tr>
<tr>
<td>gordo</td>
<td>fat</td>
</tr>
<tr>
<td>delgado</td>
<td>skinny</td>
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<tr>
<td>simpático</td>
<td>nice</td>
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<tr>
<td>antipático</td>
<td>mean</td>
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<tr>
<td>alto</td>
<td>tall</td>
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<tr>
<td>bajo</td>
<td>short</td>
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<tr>
<td>atrevido</td>
<td>daring</td>
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<tr>
<td>artístico</td>
<td>artistic</td>
</tr>
<tr>
<td>tímido</td>
<td>shy</td>
</tr>
<tr>
<td>tacaño</td>
<td>stingy</td>
</tr>
<tr>
<td>generoso</td>
<td>generous</td>
</tr>
<tr>
<td>perezoso</td>
<td>lazy</td>
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<tr>
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<td>attractive</td>
</tr>
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<td>guapo</td>
<td>handsome</td>
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<tr>
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<td>affectionate</td>
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<tr>
<td>comprensivo</td>
<td>understanding</td>
</tr>
<tr>
<td>dinámico</td>
<td>dynamic</td>
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<tr>
<td>estudioso</td>
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<td>sincere</td>
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<td>serio</td>
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<td>neat</td>
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<td>messy</td>
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<td>fun</td>
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<tr>
<td>aburrido</td>
<td>boring</td>
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<td>ocupado</td>
<td>busy</td>
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<tr>
<td>tonto</td>
<td>dumb, silly</td>
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</tr>
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<td>cómico</td>
<td>comical</td>
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<td>tranquilo</td>
<td>calm</td>
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<td>honesto</td>
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<td>ADJECTIVES WITH TWO ENDINGS</td>
<td>ADJECTIVES WITH ONE ENDING</td>
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<td>-----------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>joven(es)</td>
<td>deportista</td>
</tr>
<tr>
<td>amable(s)</td>
<td>athletic</td>
</tr>
<tr>
<td>sociable(s)</td>
<td>realista</td>
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<tr>
<td>prudente</td>
<td>idealista</td>
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<tr>
<td>inteligente</td>
<td>materialista</td>
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<tr>
<td>paciente</td>
<td>optimista</td>
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<tr>
<td>impaciente</td>
<td>pesimista</td>
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<tr>
<td>alegre</td>
<td>infantil</td>
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<tr>
<td>emocionante</td>
<td>childish</td>
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<tr>
<td>fascinante</td>
<td>interesting</td>
</tr>
<tr>
<td>interesante</td>
<td>tolerante</td>
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<td>responsible</td>
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<tr>
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<td>independent</td>
</tr>
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<td><strong>Palabras</strong></td>
<td><strong>Preguntas</strong></td>
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<td>-------------------------------</td>
<td>----------------------------------------</td>
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<tr>
<td>el plato</td>
<td>plate, dish</td>
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<tr>
<td>la servilleta</td>
<td>napkin</td>
</tr>
<tr>
<td>los cubiertos</td>
<td>silverware</td>
</tr>
<tr>
<td>el tenedor</td>
<td>fork</td>
</tr>
<tr>
<td>el cuchillo</td>
<td>knife</td>
</tr>
<tr>
<td>la cuchara</td>
<td>spoon</td>
</tr>
<tr>
<td>el vaso</td>
<td>glass</td>
</tr>
<tr>
<td>la taza</td>
<td>cup</td>
</tr>
<tr>
<td>la copa</td>
<td>(wine) glass</td>
</tr>
<tr>
<td>la botella</td>
<td>botella</td>
</tr>
<tr>
<td>el menú</td>
<td>menu</td>
</tr>
<tr>
<td>el aperitivo</td>
<td>appetizer</td>
</tr>
<tr>
<td>la bebida</td>
<td>drink</td>
</tr>
<tr>
<td>el postre</td>
<td>dessert</td>
</tr>
<tr>
<td>la cuenta/el cheque</td>
<td>check</td>
</tr>
<tr>
<td>tarjeta de crédito</td>
<td>credit card</td>
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</tbody>
</table>

**USEFUL PHRASES**

- cuentas separadas  separate checks
- sección de (no) fumar (non) smoking section
- unos minutos para ver el menú a few minutes to see the menu
- el plato/la especialidad de la casa house special
- Necesito/Necesitamos otro/a ... We need another ...
- una mesa para ____ (#) a table for ___
¿Qué ponemos en la mesa?
Cultural Conflicts in the Spanish for Educators Book

Below is a list of the Conflictos Culturales topics from the text:

- p. 6  Greetings
- p. 15  Non-verbal communication
- p. 33  Commands — saying por favor
- p. 45  Trust
- p. 52  Punctuality
- p. 60  Pronouncing people’s names correctly
- p. 62  Basic translations of school levels
- p. 76  Use of informal tú
- p. 82  Games
- p. 93  Home Remedies
- p. 107  Gender roles
- p. 124  Metric system
- p. 130  Catholicism
- p. 147  Extracurricular activities
- p. 152  Extracurricular activities
- p. 180  Foods
- p. 192  High school events that have no Spanish equivalent
- p. 196  Common excuses for missing class
- p. 220  Extended family members
- p. 253  What to do when a student arrives in your classroom
- p. 263  The difficulty of expressing social ethics and values
- p. 271  Idiomatic expressions
- p. 277  Nicknames
- p. 286  Tips for front office employees
- p. 301  Do not translate names of businesses, streets, etc.
- p. 312  Learning through observing

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SPANISH SPEAKING LATIN AMERICA

AMÉRICA LATINA DE HABLA HISPANA