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Grade 7 Spanish

A quarter of real stories, from Columbus's sailors spotting a light in the dark and the one battered ship that sailed around the world, to the pilgrims' road to Santiago, Sancho Panza's proverbs, Sorolla's sea and two of Samaniego's fables, each one opening a door into how Spanish talks about yesterday and tomorrow: the past tense, the going verb ir, the voy-a future, the little object pronouns, and gustar done honestly.

First edition · 5 units · 10 lessons · one quarter

Fabricando fit faber · by making, one becomes a maker

Course guide

This short course lets a seventh grader's Spanish escape the present. For two years the student has lived in the present tense: hablo, como, vivo, soy, estoy, tengo. Now the language learns to look back and to look ahead. Each lesson is built around a real person, place or story: Columbus's sailors singing their evening hymn the night before landfall, the three little ships of 1492, the Victoria limping home as the first ship ever to sail around the world, the grandmother who keeps the family's history by telling it, the pilgrims who have walked to Santiago de Compostela for a thousand years, Sancho Panza's endless proverbs, Sorolla's oxen hauling a fishing boat out of the sea, and two fables in the verse of Félix María de Samaniego.

Every lesson follows the same path. First comes **the story**. Then **how Spanish works**: the endings, the patterns and the rules the story opens up, explained for a seventh grader. Then **say it out loud**, because Spanish is learned by speaking, chanting and reading aloud. Last, **try it**: the student keeps a ship's log in the past tense, hunts accent marks, traces the Victoria around a homemade globe, interviews a grandparent, stamps a pilgrim's passport, plans a real week with voy a, trades proverbs with little pronouns, surveys the family's likes, and finishes the quarter by reading two real fables aloud at a family fable night.

By the end of the quarter the student can tell what happened yesterday with the past tense of all three verb families (hablé, comí, viví), chant the little irregular verb ir and use it to say where anyone is going, talk about tomorrow with voy a plus any verb, swap nouns for the little pronouns lo, la, los and las, and say what anyone likes the honest Spanish way (me gustan los libros, a papá le gusta el café). The Latin student will find old friends at every turn: the Latin perfect amavit worn smooth into amó, the vanished Latin verb ire hiding in ir, and the same fox from **Latin Grade 7**, who said nondum maturae sunt in Latin and now says no están maduras in Spanish.

About the videos. Most videos come from trusted teaching channels: Señor Jordan (a Spanish teacher's classic whiteboard lessons, the workhorse of this course), The Language Tutor, Why Not Spanish?, Easy Spanish (native speakers with subtitles), Spanish Playground, and TED-Ed and Learn Bright for the history. The two fable lessons use short children's fable films told in Spanish by *guiainfantil* and two animation channels, because hearing a fable read by a native speaker is exactly the skill this grade ends on. Every video was checked for the lesson and for content. One is made for a slightly older audience, and a few history videos speak plainly about hardship at sea; the lesson notes say so. You will hear small differences between speakers: in most of Spain, *z* and soft *c* sound like the *th* in *think*, and Spain keeps an extra you-all form (*vosotros*) with its own endings; in Latin America *z* and *c* sound like *s* and *ustedes* does the whole job. Both are correct; this course teaches the Latin American forms, which is what your student will hear most in North America. Some channels end with an invitation to subscribe; you can stop the video when the teaching ends.

Who it is for

Written for students in grade 7 (about ages 12–13) who have finished Grade 5 and Grade 6 Spanish, or who already know the present tense of -ar, -er and -ir verbs, *ser*, *estar* and *tener*, and can tell time. A student who has not taken those courses can still begin here with a parent's help, using the Grade 5 and Grade 6 charts as a reference. A parent or teacher reads along, joins the speaking practice and checks the practice sentences. Nothing needs to be bought: every activity uses paper, index cards, pencil, colored pencils and household things.

How to use this course

- 1. The weekly rhythm.** The quarter has 10 lessons, one a week, each with three sessions of 30–40 minutes. Session 1 is the warm-up, the video, the teaching and the picture study. Session 2 is the activity and the Spanish notebook. Session 3 is the worked examples, the practice sentences and a recitation: the student says the week's Spanish out loud to the family. In the second week of each unit, use part of Session 3 for the unit review and the unit challenge.
- 2. Re-chant before you climb.** Every unit opens by chanting the present tense the student already owns: *hablo, hablas, habla, hablamos, hablan*; *como, comes, come, comemos, comen*; *vivo, vives, vive, vivimos, viven*; and the two *to-bes*, *soy, eres, es, somos, son*; *estoy, estás, está, estamos, están*. The past tense is built on the same stems, so a student who owns the present chants learns the past twice as fast. From Unit 2 on, add the new past chants to the opening; from Unit 3 on, add *ir*.

3. **Story, then grammar, then doing.** The core ideas are written to be read aloud or read by the student. The paragraph marked *The story* tells what happened; *How Spanish works* explains the grammar; *Say it out loud* gives the sounds and chants; *Try it* explains the activity. After each paragraph, ask the student to tell it back in his or her own words, and from Unit 1 on, to tell one sentence of it back in Spanish past tense.
4. **Flashcards and the word wall.** Every lesson adds new Spanish words. Make a flashcard for each one (Spanish on the front, English on the back) and add it to the deck from Grades 5 and 6, or start a fresh deck. Every noun goes on its card with its *el* or *la*, and every verb chant goes on one card of its own. Review the new cards at the start of Session 2 and Session 3: a card the student gets right three times in a row can move to a weekly pile.
5. **The word list.** The course teaches 52 new words, chants and patterns, in this order. Unit 1, yesterday at sea: the -ar past chant (hablé, hablaste, habló, hablamos, hablaron), ayer, llegar, navegar, el mar, la luz, la isla; then el barco, el marinero, la semana pasada. Unit 2, around the world and around the table: the -er past chant (comí, comiste, comió, comimos, comieron), the -ir past chant (viví, viviste, vivió, vivimos, vivieron), anoche, el mundo, alrededor de, salir, regresar; then nacer, la historia, contar. Unit 3, the pilgrims' road: the chant of ir (voy, vas, va, vamos, van), a and al (to, to the), ¿adónde?, el camino, el peregrino, la concha, el país; then the pattern ir a + infinitive, hacer, el pueblo, la próxima semana. Unit 4, the little words: me, te, lo and la, los and las, ver (veo, ves, ve, vemos, ven), el refrán; then me gustan, te gusta and te gustan, le gusta and le gustan, la playa, el pescador. Unit 5, the fables: la fábula, la moraleja, la zorra, la uva, maduro, saltar; then la cigarra, la hormiga, guardar, la comida. Two old friends return as review and are not counted: verde (Grade 3), which turns out to mean unripe in ¡Están verdes!, and me gusta (Grade 4), which finally shows its engine in Unit 4. This list is the quarter's flashcard deck: 52 cards.
6. **The Spanish notebook.** Use any notebook for the whole quarter. It holds the vocabulary lists, the past-tense charts, the ir chart, the pronoun chart, the gustar chart, the translated sentences and the two fables. Date every page. Keep the three past-tense charts on facing pages so the student can see at a glance that -er and -ir share one set of endings.
7. **Translation is a two-way street.** The practice runs both directions: Spanish into English and English into Spanish. Going into Spanish is harder and matters more; let the student use the notebook charts freely. A past-tense sentence is right when the ending names the right doer and the accent marks are in place: hablo and habló are different days.
8. **Write it the Spanish way.** Accent marks are spelling, and this quarter they are also meaning: the preterite lives on its accents (hablé, habló, comí, comió, viví, vivió). Questions get both their marks (¿Adónde vas?), exclamations get both (¡Están verdes!), and ñ always wears its hat.

9. **Unit review and unit challenge.** Each unit ends with a short review (30 points), which may be done orally, and a unit challenge: yesterday's diary page, the family history page from an interview with a grandparent, the week plan in voy-a sentences, the family gustos survey, and at last the family fable night. Keep the challenge work in a folder.
10. **La noche de fábulas.** In the last week, the student hosts a family fable night: he or she reads both fables aloud in Spanish with voices, delivers both morals in Spanish and English, recites a few lines of Samaniego's real verse, asks the family (gently!) which fable fits whom, and awards paper medals, with La Hormiga de Oro, the golden ant, for the hardest worker in the house.

Scope and sequence

Unit 1: Yesterday: -ar (weeks 1–2). Columbus's sailors cross the ocean for thirty-three days out of sight of land, sing their evening hymn, see a light and shout ¡Tierra!, and the story is told in the very tense the student is learning: the -ar preterite, hablé, hablaste, habló, hablamos, hablaron; then the three little ships, Niña, Pinta and Santa María, teach the one accent mark that turns today into yesterday: hablo, I speak; habló, he spoke.

- 1.1 Llegamos: October 12, 1492
- 1.2 The Accent That Changes Yesterday

Unit 2: Yesterday: -er and -ir (weeks 3–4). Five ships and about 270 men set out in 1519; three years later one ship, the Victoria, came home with eighteen, the first people ever to sail around the world, and their story opens the second past family, one shared set of endings for -er and -ir verbs (comí, comió; viví, vivió); then a grandmother by the stove shows how families keep their history by telling it, and the student tells true stories of yesterday, last night and last Saturday.

- 2.1 Comí, Viví: The Second Past Family
- 2.2 Abuela Cuenta: Telling What Happened

Unit 3: Tomorrow: Ir + A (weeks 5–6). For a thousand years pilgrims have walked across Spain to Santiago de Compostela, scallop shell on the hat, asking and answering one question all day, ¿Adónde vas? Voy a Santiago, and the tiny irregular verb ir walks with them (voy, vas, va, vamos, van); then the pilgrim's plan, one day's walk at a time, opens the everyday Spanish future: voy a estudiar, vamos a comer, ¿qué vas a hacer?

- 3.1 Voy: The Going Verb
- 3.2 Voy a Estudiar: Borrowing Tomorrow

Unit 4: The Little Pronouns (weeks 7–8). Sancho Panza answers everything with a proverb, and Spanish proverbs are where little words do big work: lo, la, los and las stand in for nouns and park before the verb (¿El libro? Lo leo.); then the painter Sorolla, who loved the sea all his life, reveals what me gusta has meant all along, the sea pleases me, so that plural things take gustan: me gustan los barcos, a Sorolla le gustó el mar.

- 4.1 Lo Veo: Little Words That Stand In
- 4.2 Me Gusta, Honestly

Unit 5: Real Fables (weeks 9–10). Two real fables read in Spanish: the fox who could not reach the grapes and declared them green, the same fox the Latin student met in Phaedrus, and the cicada who sang all summer while the ant stored food; each read in a prose version built from this quarter's grammar and then in a few true lines of Samaniego's eighteenth-century verse, ending in the family fable night with the morals in two languages and a golden ant for the hardest worker.

- 5.1 La Zorra y las Uvas
- 5.2 La Cigarra y la Hormiga, and Fable Night

Weekly pacing calendar

Week	Plan
1	• Session 1: Lesson 1.1 Llegamos: warm-up, video, teaching and picture study • Session 2: Lesson 1.1 activity (the ship's log) and Spanish notebook • Session 3: Worked examples, practice, and the first past-tense recitation out loud Three short sessions a week is the usual rhythm: one to learn, one to make, one to practice and speak. Open every session this week by chanting the present of hablar, then the past: hablo, hablas, habla, hablamos, hablan; hablé, hablaste, habló, hablamos, hablaron.
2	• Session 1: Lesson 1.2 The Accent That Changes Yesterday: warm-up, video, teaching and picture study • Session 2: Lesson 1.2 activity (the accent sort and the three ships) and Spanish notebook • Session 3: Worked examples, practice and recitation • Session 3 (end of unit): Unit 1 review and unit challenge (yesterday's diary)
3	• Session 1: Lesson 2.1 Comí, Viví: warm-up, video, teaching and picture study • Session 2: Lesson 2.1 activity (the Victoria around the globe) and Spanish notebook • Session 3: Worked examples, practice and recitation
4	• Session 1: Lesson 2.2 Abuela Cuenta: warm-up, video, teaching and picture study • Session 2: Lesson 2.2 activity (the story cards) and Spanish notebook • Session 3: Worked examples, practice and recitation • Session 3 (end of unit): Unit 2 review and unit challenge (the family history page) Arrange the grandparent or parent interview for the unit challenge early in the week; a phone call works perfectly.

5	• Session 1: Lesson 3.1 Voy: warm-up, video, teaching and picture study • Session 2: Lesson 3.1 activity (the pilgrim's passport) and Spanish notebook • Session 3: Worked examples, practice and recitation
6	• Session 1: Lesson 3.2 Voy a Estudiar: warm-up, video, teaching and picture study • Session 2: Lesson 3.2 activity (the pilgrim's plan) and Spanish notebook • Session 3: Worked examples, practice and recitation • Session 3 (end of unit): Unit 3 review and unit challenge (the week plan)
7	• Session 1: Lesson 4.1 Lo Veo: warm-up, video, teaching and picture study • Session 2: Lesson 4.1 activity (proverb cards and the pronoun swap) and Spanish notebook • Session 3: Worked examples, practice and recitation
8	• Session 1: Lesson 4.2 Me Gusta, Honestly: warm-up, video, teaching and picture study • Session 2: Lesson 4.2 activity (Sorolla's beach, gusta or gustan) and Spanish notebook • Session 3: Worked examples, practice and recitation • Session 3 (end of unit): Unit 4 review and unit challenge (the gustos survey)
9	• Session 1: Lesson 5.1 La Zorra y las Uvas: warm-up, video, teaching and picture study • Session 2: Lesson 5.1 activity (reading the fable three ways, and Samaniego's lines) and Spanish notebook • Session 3: Read the fable aloud again, worked examples, practice and recitation
10	• Session 1: Lesson 5.2 La Cigarra y la Hormiga: warm-up, video, teaching and picture study • Session 2: Lesson 5.2 activity (the second fable and the medals) and Spanish notebook • Session 3: Worked examples, practice and recitation • Session 3 (end of unit): Unit 5 review and unit challenge (la noche de fábulas) Last week. Host the family fable night: both fables read aloud with voices, both morals in Spanish and English, Samaniego's lines recited, grapes on the table, and La Hormiga de Oro awarded to the hardest worker in the house.

Materials

- **Spanish notebook (any notebook):** One for the quarter: vocabulary lists, the three past-tense charts, the ir chart, the pronoun and gustar charts, translations, and both fables copied out.
- **Index cards or paper cut into card-sized pieces, and a box, bag or binder ring to keep them:** For the 52-card flashcard deck, the accent-sort cards in Unit 1 and the proverb cards in Unit 4.
- **A ball, an orange or a balloon, and a world map or globe (paper or on a screen):** For tracing the Victoria's voyage around the world in Unit 2 and finding the Camino de Santiago in Unit 3.
- **Pencil, colored pencils or crayons, and a fine-tip marker:** For the diary page, the family history page, the pilgrim's passport, the gustos chart and the fable-night medals.
- **Scissors, glue, string or yarn, and a little cardboard:** For the paper scallop shell in Unit 3 and the paper medals for the fable night.
- **A bunch of grapes and a simple snack:** For the family fable night in week 10: the fox's grapes, served ripe, and something the ant would have stored.

Grading

Grades come mostly from the daily work: the recitations, the flashcard reviews, the notebook and the practice sentences, because a language is learned by steady, honest repetition. A student who speaks Spanish out loud faithfully, keeps a neat notebook and corrects his or her own practice earns full credit.

Part	%
Recitation and flashcards (daily speaking, chants, vocabulary reviews, reading aloud)	30
Spanish notebook (dated pages, charts, translations, the fables)	25
Practice sentences (both directions, corrected with the answer key)	15
Unit reviews	15
Unit challenges	15

Scale: A 90–100, B 80–89, C 70–79, D 60–69. Below 60: repeat the chants and practice with help.

- An ending counts, a guess does not: a past-tense sentence is right when the ending names the right doer and the accent mark is in its place. Hablo for habló is a different day, and it counts as a real error, gently corrected.

- Unit reviews may be done orally for a student who writes slowly; the parent writes down the answers.
- Pronunciation is graded on courage and consistency, not perfection. A seventh grader who reads a whole fable aloud with voices is doing exactly what the course hopes for.

A note to parents

You do not need to know Spanish to teach this course. Every chart has its sounds written out, every Spanish sentence has its translation in the answer, and every video does the explaining a specialist would. Learn alongside your child: chant the past tense in the car, tell each other about yesterday at the dinner table (Ayer trabajé. Ayer estudié.), and let your child catch your mistakes. A parent who is cheerfully learning teaches more than any speech about why Spanish matters.

Why this grade matters: a language that lives only in the present tense can describe a room but cannot tell a story. This quarter the student gains the two tools every storyteller needs, a past (what happened) and a future (what is going to happen), plus the little pronouns that keep a story from repeating its nouns, and the honest grammar of *gustar* that every Spanish speaker uses a dozen times a day. By the end, your child reads two real fables in Spanish, and a few lines of real eighteenth-century verse.

This course teaches Latin American pronunciation and forms, since that is what a North American student will hear most, and notes Spain's differences (the *th* sound of *z*, the *vosotros* form) where they matter, so nothing will surprise the student later.

The stories are all cheerful or noble. Columbus's first voyage is told as the sailors' story of courage, prayer and landfall; the voyage around the world is told for its endurance and awe, and mentions simply that many sailors, Magellan among them, did not live to come home. The fables are classic Aesop, and the lesson on the ant invites a family conversation about hard work and generosity together. Any video made for a slightly older audience is flagged in its lesson notes, and all were previewed.

Yesterday: -ar

For two years your Spanish has lived in the present: *hablo, como, vivo, soy, estoy, tengo*. It could describe a room, a family or a market morning, but it could not tell a story, because stories happen in the past. This unit gives Spanish its yesterday. You will sail with Columbus's crews in 1492: thirty-three days out of sight of land, the evening hymn sung on deck, a light glimpsed in the dark, a shout of ¡Tierra! from the lookout, and a white beach at dawn. And you will learn to tell it the way a Spanish sailor would, in the very tense you are learning: *navegaron, cantaron, llegaron*.

Then you will meet the three ships themselves, the *Niña*, the *Pinta* and the *Santa María*, whose owner was an old friend from Grade 5, the mapmaker Juan de la Cosa, and you will learn the small mark that carries the whole past tense on its back: the written accent. *Hablo* is I speak; *habló* is he spoke. One little slanted line, one whole day's difference. By the end of the unit you will write a page of true sentences about your own yesterday.

PREREQUISITES

- Grades 5 and 6 Spanish, or the present tense of -ar, -er and -ir verbs, *ser, estar* and *tener*
- The present chant of *hablar* said smoothly: *hablo, hablas, habla, hablamos, hablan*
- The Grade 5 stress rule: most words lean on the next-to-last syllable, and an accent mark shows where a word breaks the rule

MASTERY CHECKLIST

- I can tell the story of Columbus's first crossing as the sailors lived it, from Palos to the shout of ¡Tierra! on October 12, 1492.
- I can chant the -ar past tense of *hablar*, *hablé, hablaste, habló, hablamos, hablaron*, and use the same endings on any -ar verb I own.
- I can hear and write the difference between *hablo* and *habló*, and I never leave the accent off a past-tense *yo* or *él* form.
- I can spell *llegué* and *navegué*, and explain why the *u* is there.
- I can explain why *hablamos* can mean we speak or we spoke, and use *ayer* or *la semana pasada* to make it clear.
- I have written six true sentences about my own yesterday in the -ar past tense.

OPTIONAL BOOKS AND RESOURCES

- **SpanishDict verb conjugator** — <https://www.spanishdict.com/conjugate/hablar>: Free online. Type any verb and open the preterite row to see and hear every past-tense form. Use it to

check your ship's log, not to write it: the chart in your notebook should do the work first.

- **Señor Jordan on YouTube** — <https://www.youtube.com/@SeñorJordan>: Free. The teacher in this unit's videos has short whiteboard lessons on nearly every past-tense topic in this course; his channel is worth a bookmark for review all quarter.
- **School Launch Latin, Grade 7** — </courses/latin/grade-7/>: Free, from our own shelf. Latin's perfect tense (amavi, amavit) is the grandmother of the Spanish past (amé, amó). A student taking both will hear the family resemblance in every chant.

1.1 Llegamos: October 12, 1492

OBJECTIVES

- Tell the story of Columbus's first crossing as his sailors lived it: the long weeks at sea, the evening hymn, the light, the shout of ¡Tierra! and the landfall of October 12, 1492.
- Chant the -ar past tense, hablé, hablaste, habló, hablamos, hablaron, and put the same endings on any -ar verb you own.
- Use ayer and the new words llegar, navegar, el mar, la luz and la isla in true past-tense sentences.
- Explain why hablamos can mean we speak or we spoke, and let the context decide.

Warm-up. Chant the present of hablar twice, then the two to-bes: soy, eres, es, somos, son; estoy, estás, está, estamos, están. Now, in English, tell three things you did yesterday. Every one of your sentences was in the past, and you never had to think about it. Your Spanish cannot do that yet: all it knows is now. Today it learns yesterday, and it learns it at sea, with ninety sailors who had not seen land for thirty-three days.

Watch: 02 Spanish Lesson - Preterite AR verbs (part 1)

Señor Jordan · 4:36

<https://www.youtube.com/watch?v=Jf7yEus4FwA>

When to watch: After the How Spanish works paragraph, before Say it out loud. Keep your notebook open and copy his chart as he builds it.

Note: Señor Jordan builds the -ar past tense on the whiteboard, ending by ending. Listen for the stress on hablé and habló landing on the very last syllable, and for his point that hablamos is the same word in the present and the past.

Backup video: How To Conjugate AR Verbs In The Past Tense

The Language Tutor - Spanish · 6:31

<https://www.youtube.com/watch?v=ZwTPwRMjLD8>

When to watch: A second, slower walk through the same endings with more example sentences. Good for Session 3, before the practice.

KEY TERMS

preterite (el pretérito)

The Spanish past tense for finished actions: things that happened and were done. Ayer hablé con mi abuela: yesterday I spoke with my grandmother, and the conversation is over. The name comes from Latin praeteritum, gone by.

stem

The part of a verb left when you take off -ar, -er or -ir: habl- from hablar, cant- from cantar.

The past-tense endings snap onto the same stem the present uses.

Cristóbal Colón

Christopher Columbus's name in Spanish. He was born in Genoa, Italy, as Cristoforo Colombo, and sailed for the king and queen of Spain.

landfall

A ship's first sight of land, or its arrival there after a voyage. Columbus's landfall was the island of Guanahaní on October 12, 1492.

context

The words and situation around a word that settle its meaning. Hablamos alone could be now or yesterday; ayer hablamos settles it.

CORE IDEAS

The story. Before sunrise on August 3, 1492, three small ships slipped out of the harbor of Palos in southern Spain with about ninety men aboard. After a stop in the Canary Islands to mend a broken rudder, they turned west, and on September 9 the last island sank below the horizon behind them. Then, for thirty-three days, there was nothing but water: no coast, no map that showed what lay ahead, only the trade wind pushing them always west, farther from home than any of them had ever been. Columbus kept a daily log. In it you can read the sailors' hopes rise and fall: birds overhead, a green branch floating by, and then grumbling, fear and talk of turning back. Every evening, as Spanish sailors did, the crews gathered on deck and sang an old Latin evening hymn, the *Salve Regina*, and asked God for a safe voyage. On the night of October 11, around ten o'clock, Columbus saw something from the high deck at the stern: a light far ahead, rising and falling, like a little wax candle. Four hours later, at two in the morning, the lookout on the fast *Pinta*, a sailor named Rodrigo de Triana, saw a white shore gleaming under the moon and shouted the word every man had waited a month to hear: *¡Tierra! ¡Tierra! Land!* At dawn they rowed ashore on an island its people called Guanahaní. The island's people came down to the beach to meet them, and Columbus knelt on the sand, gave thanks, and named the island San Salvador, Holy Savior. In Spanish, that night sounds like this: *Los marineros navegaron muchos días. Cantaron por la noche. Colón miró el mar: ¡una luz! Un marinero gritó: ¡Tierra! Y llegaron a una isla.* Every verb in those sentences is in the tense you learn today.

How Spanish works: the -ar past. Here is the good news: the past tense uses the same stem you already know. Take hablar, drop the -ar, and keep habl-. In the present you added -o, -as, -a, -amos, -an. In the past you add **-é, -aste, -ó, -amos, -aron**: *hablé* (I spoke), *hablaste* (you spoke), *habló* (he, she or usted spoke), *hablamos* (we spoke), *hablaron* (they or ustedes spoke).

Put it beside the present chart and look: *hablo/hablé, hablas/hablaste, habla/habló, hablamos/hablamos, hablan/hablaron*. Every -ar verb you own works the same way: *cantar, canté, cantó; mirar, miré, miró; estudiar, estudié, estudió; caminar, caminaron; trabajar, trabajamos*. Notice the two accent marks, on the yo form (é) and the él form (ó): they pull the stress to the very end of the word, and next lesson you will see why they matter so much. (In Spain you will also hear a you-all form, *vosotros*, with its own ending: *hablasteis*. In Latin America *ustedes hablaron* does that job, and that is the form this course uses.) Latin students, listen to the family voice: Latin *amavi, amavisti, amavit, amavimus, amaverunt* wore smooth over the centuries into Spanish *amé, amaste, amó, amamos, amaron*. The Spanish past is the Latin perfect with its corners rubbed off.

Hablamos: one coat, two seasons. Look again at the chart: *hablamos* is the same in the present and the past. We speak and we spoke wear one coat. Does Spanish worry about this? Not at all; Spanish shrugs, because the sentence around the verb almost always tells you which. *Hoy hablamos español*: today we speak Spanish. *Ayer hablamos español*: yesterday we spoke Spanish. Your first past-tense time word, *ayer* (yesterday), is the easiest way to settle the question, and it can go at the start or the end: *Ayer llegamos* or *Llegamos ayer*. One more friend for this week: the new verb *llegar* (to arrive) usually takes *a* before the place you arrive at: *Llegaron a la isla*, they arrived at the island. And save one small surprise for next lesson: when you say *I* arrived or *I* sailed, *llegar* and *navegar* add a letter to keep their *g* hard. This week, use them with *él, nosotros* and *ellos*.

Say it out loud. Chant the past with the stress where it belongs, landing hard on the accents: ha-BLÉ, ha-BLAS-te, ha-BLÓ, ha-BLA-mos, ha-BLA-ron. Then the present and past together, back and forth like waves: *hablo, hablé; hablas, hablaste; habla, habló; hablamos, hablamos; hablan, hablaron*. Now your new words: *ayer* (ah-YEHR, yesterday), *llegar* (yeh-GAHR, to arrive), *navegar* (nah-veh-GAHR, to sail), *el mar* (the sea), *la luz* (lah LOOS, the light), *la isla* (EES-lah, the island; the *s* is spoken, unlike English *isle*). In Spain, *luz* ends with a *th* sound, *looth*; in Latin America it rhymes with *loose*. Last, shout it like Rodrigo de Triana from the top of the mast: *¡Tierra! ¡Tierra!*

Try it. Columbus kept a log; this week, so do you. You will write the last three days of the voyage, October 10, 11 and 12, as the captain's log in the -ar past tense, then turn the page and tell the same days again as one of the sailors: *navegamos, cantamos, llegamos*. Every sentence will be built from the chart in your notebook.

PICTURE STUDY



Portrait of a Man, Said to Be Christopher Columbus, Sebastiano del Piombo, 1519 · Oil on canvas · The Metropolitan Museum of Art, New York

Image: Wikimedia Commons, public domain

This portrait was painted in Rome in 1519, thirteen years after Columbus died, by Sebastiano del Piombo, a painter from Venice. Across the top, in gold Latin capitals, runs a proud label: this is the wondrous likeness of Columbus the Ligurian (Liguria is the coast around Genoa, his home city), the first who sailed by ship into the world of the antipodes, the far side of the earth. No portrait of Columbus painted from life has survived, and experts are not sure who really sat for this one or when the label was added, which is why the museum honestly calls it a portrait said to be Columbus. Still, it is the face most people picture when they hear his name: a serious man in a gentleman's dark clothes, hand on his heart, looking past us as if toward a horizon.

Look closely.

- Read the gold capitals across the top. Find COLVMBI, Columbus in Latin, and ANTIPODVM, the antipodes, the people and lands on the far side of the world. (Latin carvers used V for U.)
- Look at his right hand laid flat on his chest. It is an old gesture of sincerity, the way a man swears he is telling the truth.

- Study the clothes: a soft black cap, a heavy cloak, a white shirt with a ruffled cuff at the wrist. This is how a serious gentleman dressed in 1519, not a sailor's working clothes.
- Find the small letters at the right edge, about halfway down: SEBASTIANVS VENETVS FACIT, Sebastian the Venetian made it, the painter's signature.

Talk about it.

1. The painter shows no ships, no sea and no island, only a thoughtful man. What do you think he wanted you to feel about the person in the portrait?
2. Nobody can be sure this is really Columbus. Why might people still want a face to go with the story of that night in 1492?
3. Describe him in Spanish with words you own: El hombre es serio y viejo... Then try one sentence in the past: El pintor pintó...(pintar, to paint, is an -ar verb).

ACTIVITY

The ship's log in the past tense

Columbus wrote in his log every day of the voyage. Today you write the last three days of it, from the captain's chair and then from the deck, using nothing but the -ar past chart and words you own.

You will need:

- 7 index cards for the new words
- Your Spanish notebook and a pencil
- A colored pencil for the accent marks

Steps:

1. Make seven flashcards: one card for the whole chant (hablé, hablaste, habló, hablamos, hablaron), then ayer, llegar, navegar, el mar, la luz, la isla. Add them to your deck and run it once.
2. In your notebook, copy the present and past of hablar side by side. Underline every ending, and trace every accent mark in color.
3. Conjugate three more verbs you own in the past, all five forms: cantar, mirar, estudiar. Then say each chart aloud, landing on the accents.
4. Write the captain's log, three dated entries, at least two sentences each. Example: *10 de octubre: Los marineros hablaron mucho. Navegaron todo el día. 11 de octubre: Por la noche los marineros cantaron. Colón miró el mar: ¡una luz! 12 de octubre: Un marinero gritó:*

¡Tierra! Llegamos a una isla. (gritar, to shout, is an -ar verb; todo el día, all day; mucho, a lot.)

5. Turn the page and become one of the sailors. Rewrite two of your entries with nosotros:
Navegamos todo el día. Cantamos por la noche. Llegamos a la isla.

6. Read both pages aloud, the captain's log in a grave voice and the sailor's in an excited one.

Tips:

- Find the doer first, then pick the ending: one sailor, -ó; many sailors, -aron; we, -amos.
- Keep the accents on the yo and él forms. Without them, habló becomes hablo, and the captain is suddenly talking right now.
- Use llegar and navegar with él, nosotros and ellos this week. Their yo forms have a spelling surprise you will meet next lesson.

Check your work:

- My seven flashcards are made and in the deck.
- I conjugated hablar, cantar, mirar and estudiar in the past, with every accent in place.
- My log has three dated entries in the -ar past, and two of them are retold with nosotros.
- I read the log aloud, landing on every accented syllable.

SPANISH NOTEBOOK

1. Title a new page El pretérito: ayer, and date it. Copy the present and past of hablar side by side with the endings underlined.
2. Write your three new verb charts (cantar, mirar, estudiar) in the past, accents in color.
3. Copy your captain's log and your sailor's version, neatly, as a finished page.
4. Write three sentences in English about the night of October 11–12, 1492: the hymn, the light and the shout from the Pinta.

WORKED EXAMPLES

Example 1. Conjugate *cantar* (to sing) in the past tense.

1. Drop -ar to find the stem: cant-.
2. Add the past endings: -é, -aste, -ó, -amos, -aron.
3. Put accents on the yo and él forms: canté, cantó.

Answer: Canté, cantaste, cantó, cantamos, cantaron: I sang, you sang, he/she sang, we sang, they sang.

Example 2. Translate: *Los marineros llegaron a la isla.*

1. Find the verb: llegaron, from llegar, to arrive; the ending -aron means they, in the past.
2. Find the doer: los marineros, the sailors.
3. Llegar a + place: arrived at the island.

Answer: The sailors arrived at the island.

Example 3. Is *Hablamos con el capitán* present or past? Make it clearly each one.

1. Hablamos is the same in the present and the past, so the verb alone cannot tell you.
2. Add a time word for the present: Hoy hablamos con el capitán.
3. Add a time word for the past: Ayer hablamos con el capitán.

Answer: Either one. Hoy hablamos con el capitán (today we speak with the captain); Ayer hablamos con el capitán (yesterday we spoke with the captain).

PRACTICE

[EASY] **1.** Chant the past tense of hablar, all five forms, with their meanings.

Answer: Hablé (I spoke), hablaste (you spoke), habló (he/she/usted spoke), hablamos (we spoke), hablaron (they/ustedes spoke).

[EASY] **2.** Give the English: ayer, la luz, el mar, la isla.

Answer: Yesterday, the light, the sea, the island.

[EASY] **3.** Which -ar past ending means he or she did it? Which means they did it?

Answer: -ó for he or she (habló); -aron for they (hablaron).

[MEDIUM] **4.** Translate: *Ayer estudié español y mi hermana cantó.*

Answer: Yesterday I studied Spanish and my sister sang.

[MEDIUM] **5.** Put this sentence into the past: *Los marineros cantan por la noche.*

Answer: Los marineros cantaron por la noche. (The sailors sang at night.)

[MEDIUM] **6.** Write in Spanish: The sailors sailed all day. (all day = todo el día)

Answer: Los marineros navegaron todo el día.

[HARD] 7. Write two Spanish sentences with *hablamos*, one clearly present and one clearly past, and explain what makes the difference.

Answer: Example: Hoy hablamos español. Ayer hablamos con la abuela. The verb is the same in both tenses; the time words hoy and ayer tell which day it is.

[CHALLENGE] 8. Latin's perfect tense of amare is amavi, amavisti, amavit, amavimus, amaverunt. Write the Spanish past of amar, and match each form to its Latin grandparent.

Answer: Amé (amavi), amaste (amavisti), amó (amavit), amamos (amavimus), amaron (amaverunt). Spanish dropped the -v- and blended the vowels, but each form still lines up with its Latin ancestor, person for person.

COMMON MISTAKES

- Leaving the accent off: writing hablo for habló. Hablo means I speak, right now; habló means he spoke. The accent is part of the word.
- Mixing up the yo and él endings: -é is I (hablé), -ó is he or she (habló). Think: é for me.
- Using the present ending -an for they in the past. They spoke is hablaron, not hablan.
- Panicking over hablamos. It really is both present and past; look around it for ayer, hoy or the rest of the story.

From history. Columbus's name changed every time he crossed a border. In Genoa, where he was born, he was Cristoforo Colombo; in Spain, Cristóbal Colón; in Latin books and in English, Christopher Columbus. His first name means Christ-bearer, and he took it seriously: in his later years he signed his letters with a Greek-and-Latin abbreviation, Xpo FERENS, Christ-bearing, believing God had sent him to carry the name of Christ across the ocean.

Make it a game: ¡Tierra!. Lay ten sheets of paper across the floor as the ocean, with a pillow at the far end for the island, and stand at the start with a paper ship. The parent calls an -ar verb you own and a doer (cantar, ellos; mirar, yo; estudiar, mi papá). Answer with the past-tense form, accent and all, within five seconds, and sail one sheet forward. A miss sends the ship back one sheet, and three misses in a row means the crew grumbles: chant hablar in the past to calm them. Reach the pillow and shout ¡Tierra! Then trade places and let the parent sail.

“They that go down to the sea in ships, that do business in great waters; These see the works of the LORD, and his wonders in the deep.” (Psalm 107:23-24, KJV)

In Spanish the psalm begins: Los que descenden al mar en naves. You can already find el mar in it, the sea of this week's vocabulary. Columbus's crews saw the wonders of the deep for thirty-three days before they saw the shore, and they sang to God every evening while they did.

1.2 The Accent That Changes Yesterday

OBJECTIVES

- Hear and write the difference between present and past forms that differ only by stress and an accent mark: hablo and hablé, canto and cantó, llego and llegó.
- Spell the yo past of -gar verbs correctly: llegué, navegué.
- Tell the story of the Niña, the Pinta and the Santa María, and who owned the flagship.
- Use the new words el barco, el marinero and la semana pasada in true past-tense sentences.

Warm-up. Chant the present of hablar, then the past: hablé, hablaste, hablé, hablamos, hablaron. Now say these two words aloud, slowly: HA-blo. Ha-BLÓ. Can you hear it? The letters are the same; only the push of your voice moved. One of those words happens today and one happened yesterday. Today you learn to hear the difference, see it, and never lose it.

Watch: Spanish Bite - Regular AR Verbs (Preterite)

Señor Jordan · 3:33

<https://www.youtube.com/watch?v=WQd5s-4AjFs>

When to watch: After the How Spanish works paragraph: a quick second look at the -ar past from a new angle, with the written accents on é and ó front and center.

Note: A short recap from last week's teacher. Pause at each example and say whether it happened today or yesterday before he does.

Backup video: Christopher Columbus for Kids | Learn about his life and what actually happened on his adventures

Learn Bright · 11:52

<https://www.youtube.com/watch?v=AHA9zvogjco>

When to watch: For the story of the ships and the voyages, after the story paragraph or on a free afternoon. It is in English and covers Columbus's whole life; it presents both his achievements and his shortcomings matter-of-factly, including the harder years after 1492, which makes a good family conversation.

KEY TERMS

written accent (la tilde)

The little slanted mark over a vowel (á, é, í, ó, ú) that shows where the stress falls when a word breaks the usual rule. In the past tense it often carries meaning: hablo, I speak; hablé, he spoke.

stress

The push of the voice on one syllable of a word: HA-blo, ha-BLÓ. In Spanish, moving the stress can change the word.

caravel (la carabela)

A small, quick, light ship of Spain and Portugal, good for exploring. The Niña and the Pinta were caravels.

nao (la nao)

A larger, rounder, slower cargo ship. The Santa María was a nao, the biggest of the three and Columbus's flagship.

flagship (la nave capitana)

The ship that carries the commander of a fleet. Columbus sailed out in the Santa María and came home in the Niña.

CORE IDEAS

The story. Columbus's three ships were small enough that today they would look like fishing boats. The biggest, the *Santa María*, was a nao, a round-bellied cargo ship, slow but strong, and she carried Columbus himself. Her owner sailed aboard as her master: Juan de la Cosa, a seaman from the north coast of Spain, the very man whose great ox-hide map of 1500 you met in Grade 5 (most historians believe the owner and the mapmaker were the same Juan de la Cosa). The other two were caravels, light and quick. The *Pinta*, the fastest, was captained by Martín Alonso Pinzón, and it was her lookout who first saw land. The *Niña* was not even her real name: she was the Santa Clara, nicknamed after her owner, Juan Niño, and captained by Martín's brother Vicente. Of the three, only two came home. On Christmas Eve of 1492, off the island of Hispaniola, the Santa María drifted onto a reef in the night and could not be saved; her timbers were carried ashore to build a little fort, named La Navidad, Christmas. Columbus sailed home in the tiny Niña, and she carried him through terrible winter storms back to Spain. Four hundred years later, for the anniversary in 1892 and 1893, Spain built copies of all three ships, and they crossed the Atlantic to the great World's Fair in Chicago. The photograph in this lesson shows them on the water.

How Spanish works: the accent that changes the day. Remember the Grade 5 stress rule: a word ending in a vowel leans on its next-to-last syllable, so *hablo* is HA-blo. Now look at the past: *habló* says ha-BLÓ, stressed on the last syllable, which breaks the rule, so Spanish marks it with an accent. That little mark is not decoration; it is the only thing that tells you which day it is. *Hablo*, I speak; *habló*, he spoke. *Canto*, I sing; *cantó*, she sang. *Miro*, I look; *miró*, he looked. *Llego*, I arrive; *llegó*, she arrived. *Estudio*, I study; *estudió*, he studied. In the -ar past, only two forms wear accents: the yo form (*hablé*, *canté*) and the él/ella/usted form (*habló*, *cantó*). The

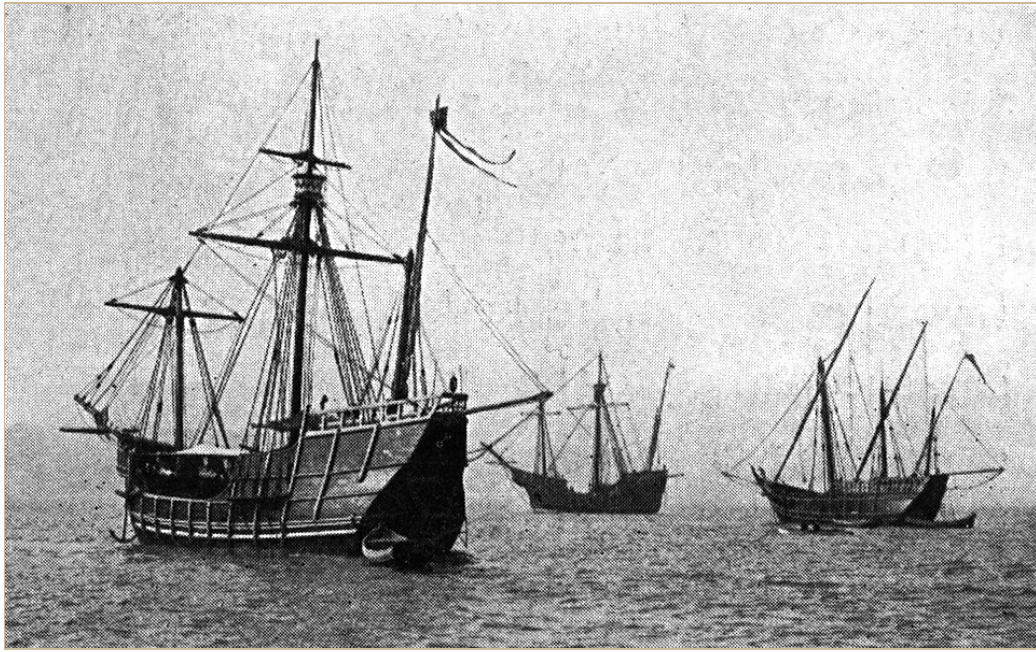
other three, *hablaste*, *hablamos*, *hablaron*, are stressed on the next-to-last syllable the normal way and need no mark. So the rule to own is short: **é and ó, always, at the end of the -ar past.**

One spelling surprise, and a new time word. Say *llegar*: the g is hard, as in go. Now try to make the yo past by the rule: stem *lleg-* plus *-é*. But in Spanish, g before e sounds like a breathy h (think of general, *heh-neh-RAHL*), so *lleg + é* would say *yeh-HEH*, which is wrong. Spanish fixes it by slipping in a silent u to keep the g hard: ***llegué*** (*yeh-GEH*), I arrived. The same with *navegar*: ***navegué***, I sailed. Only the yo form needs the u; the rest are normal: *llegaste*, *llegó*, *llegamos*, *llegaron*. (Verbs ending in *-car* play the same trick with *qu*: *tocar*, to touch, gives *toqué*.) And here is a new way to point back in time: *la semana pasada*, last week. *Pasado* means past or last, and it agrees like any adjective: *la semana pasada*, *el año pasado* (last year), *el sábado pasado* (last Saturday).

Say it out loud. Drill the pairs like a seesaw, today then yesterday, pushing hard on the capital letters: *HA-blo*, *ha-BLÓ*. *CAN-to*, *can-TÓ*. *MI-ro*, *mi-RÓ*. *LLE-go*, *lle-GÓ*. *es-TU-dio*, *es-tu-DIÓ*. Then the yo forms with their surprise: *lle-GUÉ*, *na-ve-GUÉ* (the u is silent). Your three new words: *el barco* (*el BAR-koh*, the ship, boat), *el marinero* (*mah-ree-NEH-roh*, the sailor; it hides *el mar* inside it), and *la semana pasada* (*seh-MAH-nah pah-SAH-dah*, last week). Finish with a true sentence about yourself: *La semana pasada estudié español*.

Try it. This week you will build an accent sort, a stack of present and past pairs that differ only by stress, and train your ear until you can hear which day a verb belongs to with your eyes closed. Then you will write a short past-tense story card for each of the three ships.

PICTURE STUDY



The Niña, Pinta and Santa María Replicas, Unknown photographer, published by E. Benjamin Andrews, 1893 · Black-and-white photograph · On open water; the replicas were built in Spain for the 400th anniversary of the voyage and sailed to the World's Columbian Exposition in Chicago
Image: Wikimedia Commons, public domain

Four hundred years after Columbus's voyage, Spain built copies of his three ships as carefully as anyone then knew how, and in 1893 they crossed the Atlantic to the World's Columbian Exposition in Chicago, where crowds climbed aboard to see how small they were. In front is the Santa María, the round-bellied nao, with her high deck at the stern where the captain stood; behind her ride the two caravels, the Niña and the Pinta, low and light. Ninety men crossed an unknown ocean in ships like these, for thirty-three days without a sight of land.

Look closely.

- Compare the Santa María in front with the two caravels behind. Which ship looks built to carry cargo, and which look built for speed?
- Find the high, boxy deck at the back of the Santa María. From a deck like this one, Columbus saw the little light in the dark on the night of October 11.
- Look at the ship on the right: her long yards slant steeply across the masts. Those carried triangular sails, the caravel's specialty for sailing close to the wind.
- Find the long pennant streaming from the Santa María's mast. Which way is the wind blowing?

Talk about it.

1. About ninety men lived on these three ships for more than a month at sea. What would you have missed most from home, and what would you have needed most?
2. Why do you think Spain went to the trouble of building copies of the ships four hundred years later?
3. Describe the picture in Spanish, then add one past-tense sentence: Hay tres barcos. El barco grande es la Santa María... Los marineros navegaron...

ACTIVITY

The accent sort and the three ships

First you train your ear: a stack of twin verbs, one for today and one for yesterday, sorted by sound alone. Then you put the past tense to work telling the story of each of the three ships.

You will need:

- 3 index cards for the new words, plus 12 more for the accent sort
- Two half-sheets of paper labeled HOY (today) and AYER (yesterday)
- Your Spanish notebook and a pencil

Steps:

1. Make three flashcards: el barco, el marinero, la semana pasada. Run the whole deck once.
2. Make the accent sort: six pairs of cards, present on one and past on its twin: hablo/habló, canto/cantó, miro/miró, llevo/llegó, estudio/estudió, camino/caminó. Mark the stressed syllable of each in pencil.
3. Ear test: put the HOY and AYER sheets on the table. A parent reads cards aloud in any order, without showing them. Slap HOY or AYER by sound alone. Go through the stack twice; then trade places and read for the parent.
4. The yo surprise: write llegar and navegar in the past, all five forms, and circle the u in llegué and navegué.
5. Write a story card for each ship, three past-tense sentences each. Example: *La Pinta navegó rápido. Un marinero gritó: ¡Tierra! El capitán Pinzón miró la isla.* Use the story paragraph for facts (rápido, fast; gritar, to shout).
6. Finish with one true sentence about yourself using la semana pasada, and read all three ship cards aloud.

Tips:

- Close your eyes for the ear test. The stress is in the sound, not the spelling, and your ear is the tool you are training.
- When writing, check every yo and él form in the past for its accent. Make it a habit: write the word, then go back and crown it.
- Only the yo form of llegar and navegar needs the u. Llegó and navegaron are normal.

Check your work:

- My three new flashcards and my twelve accent-sort cards are made.
- I sorted the pairs by ear at least twice and got most of them right.
- I wrote llegar and navegar in the past with llegué and navegué spelled correctly.
- I wrote three ship cards in the past tense and read them aloud.

SPANISH NOTEBOOK

1. Write the three new words, dated. Beneath them, write the rule in your own words: é and ó at the end of the -ar past.
2. Make a two-column chart, HOY and AYER, with your six verb pairs, stressed syllables underlined.
3. Copy the past of llegar with the u in llegué circled, and explain the u in one sentence.
4. Copy your three ship cards, and add one true sentence about last week: La semana pasada...

WORKED EXAMPLES

Example 1. Translate both: *Hablo con el capitán. Habló con el capitán.*

1. Hablo, no accent: stressed HA-blo, the present yo form: I speak.
2. Habló, accent on the o: stressed ha-BLÓ, the past él form: he or she spoke.
3. Same letters, different stress, different person and different day.

Answer: I speak with the captain. He (or she) spoke with the captain.

Example 2. Write *I arrived at the island* in Spanish.

1. The verb is llegar; I in the past takes -é.
2. Lleg + é would sound yeh-HEH, so add a silent u to keep the g hard: llegué.
3. Llegar takes a before the place: a la isla.

Answer: Llegué a la isla.

Example 3. Move this sentence into last week: *Estudio español.*

1. Estudio is the present yo form of estudiar.
2. The past yo form is estudié, accent on the final e.
3. Add the time words: la semana pasada.

Answer: La semana pasada estudié español. (Last week I studied Spanish.)

PRACTICE

[EASY] **1.** Today or yesterday? *canto, cantó, miro, miró.*

Answer: Canto, today (I sing); cantó, yesterday (he/she sang); miro, today (I look); miró, yesterday (he/she looked).

[EASY] **2.** Give the English: *el barco, el marinero, la semana pasada.*

Answer: The ship (boat), the sailor, last week.

[EASY] **3.** Which two forms of the -ar past wear written accents?

Answer: The yo form (hablé) and the él/ella/usted form (habló).

[MEDIUM] **4.** Add the missing accent marks where they belong: *Ayer Colon miro el mar y hablo con el marinero.*

Answer: Ayer Colón miró el mar y habló con el marinero. (Colón also takes an accent: co-LÓN.)

[MEDIUM] **5.** Write the past of llegar, all five forms.

Answer: Llegué, llegaste, llegó, llegamos, llegaron.

[MEDIUM] **6.** Write in Spanish: Last week the sailors arrived at the island.

Answer: La semana pasada los marineros llegaron a la isla.

[HARD] **7.** Explain why *llegué* has a u but *llegó* does not.

Answer: In Spanish, g before e or i sounds like a breathy h. Lleg + é would say yeh-HEH, so a silent u is slipped in to keep the g hard: llegué. Before o, g is already hard, so llegó needs no

help.

[CHALLENGE] **8.** Write a four-sentence past-tense story about the Santa María on Christmas Eve, 1492, using at least three different -ar verbs and one yo form. (la Nochebuena = Christmas Eve.)

Answer: Answers vary. Example: En la Nochebuena, la Santa María navegó cerca de una isla. Los marineros no miraron el mar. El barco no llegó a la isla. Yo navegué en la Niña con Colón. Check: -ó for one doer, -aron for many, é for yo, and every accent in place.

COMMON MISTAKES

- Writing the past without its accent: cantó as canto. Without the mark, the reader moves the song from yesterday to today.
- Putting accents where they do not belong: hablarón or hablámos. Only the yo and él forms of the -ar past wear accents.
- Spelling llegué without the u, or adding a u to llegó. The u appears only before e.
- Stressing the past the English way, HA-blo for habló. Push your voice onto the final syllable: ha-BLÓ.

From history. The little Niña turned out to be the luckiest ship of the age. She carried Columbus home through the storms of 1493, sailed again on his second voyage, and is said to have logged tens of thousands of miles in her career. Columbus loved her best of all his ships. Her nickname is also a Spanish word you can now read two ways: niña means little girl, and the little girl of the fleet outlasted the great Santa María by many years.

Make it a game: Hoy o Ayer. Put the HOY and AYER sheets on the table and stand across from each other with a hand ready. The caller reads a verb aloud from the accent-sort cards, or makes one up from any -ar verb you own (trabajo, trabajó, escucho, escuchó). The first player to slap the right sheet wins the card; a wrong slap gives the card to the other player. When the stack runs out, each player must use one won card in a true sentence before it counts. Best of three rounds, and the winner gets to be caller.

“Thy word is a lamp unto my feet, and a light unto my path.” (Psalm 119:105, KJV)

In Spanish: Lámpara es a mis pies tu palabra, y lumbrera a mi camino. Lumbrera is a big cousin of your word luz. The sailors steered toward one small light in the dark on October 11; the psalmist says God's word is that kind of light for every step of a life, not only on the night of landfall.

Unit 1 review

Answer each question in complete sentences where asked. The review is worth 30 points. It may be done orally, with a parent writing down the answers; for the Spanish answers, the parent checks the endings and the accent marks.

1. (5 pts) Tell the story of the night of October 11–12, 1492, from the sailors' side: the hymn, the light, the shout, and what happened at dawn.

Answer: After thirty-three days out of sight of land, the crews sang their evening hymn on deck as they did every night. Around ten o'clock Columbus saw a light far ahead, like a little candle. At two in the morning Rodrigo de Triana, the lookout on the Pinta, saw a white shore under the moon and shouted ¡Tierra! At dawn they rowed ashore on Guanahaní; Columbus knelt, gave thanks and named it San Salvador.

2. (5 pts) Chant the past tense of hablar and of cantar, all five forms each.

Answer: Hablé, hablaste, habló, hablamos, hablaron. Canté, cantaste, cantó, cantamos, cantaron.

3. (5 pts) Translate into English: *Ayer los marineros navegaron todo el día y por la noche llegaron a una isla.*

Answer: Yesterday the sailors sailed all day, and at night they arrived at an island.

4. (5 pts) Translate into Spanish: (a) I arrived. (b) She looked at the sea. (c) Last week we studied Spanish.

Answer: (a) Llegué. (b) Miró el mar. (or Ella miró el mar.) (c) La semana pasada estudiamos español.

5. (5 pts) Explain the difference between *hablo* and *habló*, and why *hablamos* does not need an accent mark to be past.

Answer: Hablo (HA-blo) is present, I speak; habló (ha-BLÓ) is past, he or she spoke; the accent marks the stress on the last syllable, and that changes the meaning. Hablamos is the same in present and past, stressed normally; the context (ayer, hoy) tells which.

6. (5 pts) Name the three ships of 1492, say which kind of ship each was, and tell what happened to the Santa María.

Answer: The Niña and the Pinta were caravels, small and quick; the Santa María was a nao, the larger flagship, owned by Juan de la Cosa. On Christmas Eve 1492 the Santa María ran onto a reef off Hispaniola and was lost; her timbers built the fort La Navidad, and Columbus sailed home in the Niña.

Unit challenge: Yesterday's diary

Make a diary page for one real day: yesterday. At the top, letter the date the Spanish way (11 de octubre) and the word AYER in your best capitals. Then write six true sentences about yesterday in the -ar past tense, using at least four different verbs and at least three different doers: yourself (Ayer estudié matemáticas), one person (Mamá cantó en la cocina), and more than one (Mis hermanos trabajaron en el jardín). At least one sentence must use nosotros (Hablamos con la abuela, or Caminamos a la iglesia). Crown every yo and él form with its accent in colored pencil. Decorate the border with small drawings of what happened. Then read the page aloud to your family, and ask each person to answer in Spanish with one thing he or she did yesterday; help them build the verb from your chart.

Look for	What it means
True and complete	Six true sentences about yesterday, with at least four different -ar verbs and three different doers, including one nosotros sentence.
Endings and accents	Every ending matches its doer, and every yo and él form wears its accent mark.
Craftsmanship	The date is written the Spanish way, the lettering is neat, and the border is decorated.
Presentation	The student read the page aloud, stressing the accented syllables, and helped each family member say one past-tense sentence.

Yesterday: -er and -ir

In 1519 five ships and about 270 men sailed out of Spain to find a way west to the Spice Islands. Three years later one ship came home, the Victoria, worn and leaking, with eighteen men aboard, and those eighteen had done something no human beings had ever done: they had sailed all the way around the world. Their story opens the second family of the Spanish past tense. Here is the happy surprise: -er verbs and -ir verbs, which had slightly different endings in the present, share one single set of past endings. Learn *comí* and you have *viví* for free. *Comieron poco*, *vivieron mucho*: they ate little, and they lived a great deal.

Then you will leave the sea for the kitchen and sit down by a grandmother's stove. Every family keeps its history somewhere, and in many homes it is kept in the best library of all: a grandparent who remembers, and tells. In Lesson 2.2 you will put all three past families together, -ar, -er and -ir, and learn to tell a true story from start to finish: what happened yesterday, last night, last Saturday, or the year your grandfather was ten. The unit ends with a family history page built from a real interview.

PREREQUISITES

- Unit 1: the -ar past tense (*hablé, hablaste, hablé, hablamos, hablaron*) with its accents and the *llegué* spelling
- The Grade 6 present of -er and -ir verbs: *como, comes, come, comemos, comen; vivo, vives, vive, vivimos, viven*
- The Grade 6 -er and -ir verbs: *comer, beber, leer, aprender, correr, vivir, escribir, abrir, subir*

MASTERY CHECKLIST

- I can chant the -er and -ir past tense, *comí, comiste, comió, comimos, comieron* and *viví, viviste, vivió, vivimos, vivieron*, and I know they share one set of endings.
- I can tell the story of the Victoria, the first ship to sail around the world, and name the man who brought her home.
- I can use *ayer, anoche, la semana pasada* and *el sábado pasado* to place a story in time.
- I can tell a true story of five or more sentences in the past, mixing -ar, -er and -ir verbs.
- I can explain why *vivimos* can be present or past, but *comimos* can only be past.
- I have interviewed a parent or grandparent and written three of their memories in Spanish past tense.

OPTIONAL BOOKS AND RESOURCES

- **SpanishDict verb conjugator** — <https://www.spanishdict.com/conjugate/vivir>: Free online. Open the preterite row for any -er or -ir verb and notice that the endings are identical. Handy for checking the family history page.
- ***Around the World in a Hundred Years*, by Jean Fritz**: A lively, honest library book about the age of exploration, from Henry the Navigator to Magellan, written for young readers. The last chapter tells the voyage of this unit.
- **A globe, a world map, or a ball and a marker**: Nothing to buy. The Victoria's route only makes sense on something round; an orange with the continents drawn on in marker works perfectly for Lesson 2.1.

2.1 Comí, Viví: The Second Past Family

OBJECTIVES

- Chant the -er and -ir past tense, one shared set of endings: comí, comiste, comió, comimos, comieron; viví, viviste, vivió, vivimos, vivieron.
- Tell the story of the voyage around the world, from five ships in 1519 to the Victoria's return in 1522.
- Use anoche and the new words el mundo, alrededor de, salir and regresar in past-tense sentences.
- Explain why vivimos can be present or past, but comimos can only be past.

Warm-up. Chant the -ar past: hablé, hablaste, habló, hablamos, hablaron. Then the Grade 6 present of comer and vivir: como, comes, come, comemos, comen; vivo, vives, vive, vivimos, viven. Now take an orange or a ball and try this: start at one spot, and trace a path all the way around it until you come back to the very same spot from the other side. Easy on an orange. In 1519 nobody had ever done it on the earth. Today you meet the men who did.

Watch: 02 Spanish Lesson - Preterite Regular -ER verbs

Señor Jordan · 5:49

<https://www.youtube.com/watch?v=2i2GrTjDKFc>

When to watch: After the How Spanish works paragraph. Copy his -er chart, then hold it beside your -ar chart from Unit 1.

Note: Señor Jordan teaches the -er past here; his companion video on the -ir past is the backup video for Lesson 2.2, and it shows the very same endings, which is the whole point of this lesson. Watch for the accents on í and íó.

Backup video: ER and IR Verbs in Past Tense | The Language Tutor *Lesson 35*

The Language Tutor - Spanish · 5:25

<https://www.youtube.com/watch?v=oCT68wkVCNM>

When to watch: Covers -er and -ir together in one sitting, so you can see the shared endings side by side. Good for Session 3, before the practice.

KEY TERMS

circumnavigation

Sailing all the way around the world. From Latin circum (around) and navigare (to sail), the grandmother of your verb navegar. In Spanish: la vuelta al mundo.

Juan Sebastián Elcano

The Basque sea captain who brought the Victoria home to Spain in 1522, the first commander to complete a voyage around the world.

Ferdinand Magellan (Fernando de Magallanes)

The Portuguese captain who led the expedition for the king of Spain, found the strait at the tip of South America and named the Pacific. He died in the Philippine islands and did not see home again.

strait

A narrow channel of water joining two seas. The Strait of Magellan, at the bottom of South America, joins the Atlantic to the Pacific.

anoche

Last night. Built from a + noche, it is one of the commonest past-tense time words: Anoche comí pan. Last night I ate bread.

CORE IDEAS

The story. On September 20, 1519, five ships sailed out of the river mouth at Sanlúcar de Barrameda in southern Spain: the Trinidad, the San Antonio, the Concepción, the Santiago and the Victoria, with about 270 men. Their captain, Ferdinand Magellan, was a Portuguese sailor serving the young king of Spain, and his plan was bold: to reach the Spice Islands of the East by sailing west, around the bottom of the Americas, if a way through could be found. For more than a year they searched the cold southern coast of South America. In late 1520 they found it: a twisting, stormy channel between mountains, today called the Strait of Magellan, and after weeks of threading it they burst out into an ocean so calm that Magellan named it the Mar Pacífico, the peaceful sea. But it was also far wider than anyone had guessed. The crossing took more than three months. The food ran out; the men ate the last crumbs of their biscuits, and at the end even softened the leather wrappings of the ropes in seawater to have something to chew. Many grew sick, and many did not live to see land. They reached the islands we call the Philippines, and there Magellan himself died in a battle. Ships were lost, and men were lost, but the expedition kept going. At last only one ship remained to sail home: the Victoria, under a Basque captain named Juan Sebastián Elcano. She crossed the Indian Ocean, rounded the southern tip of Africa, and limped north. On September 6, 1522, almost three years after leaving, she came back to Sanlúcar with eighteen men aboard. A few days later, in Seville, those eighteen walked barefoot through the streets, in their shirts, carrying candles, to church to give thanks to God, as they had promised to do if they ever came home. In Spanish: *Salieron de España en 1519. Navegaron alrededor del mundo. Comieron poco. Vivieron mucho. Regresaron a España en 1522.*

How Spanish works: one set for two families. In the present, -er and -ir verbs were nearly twins, differing only in the nosotros form (comemos, vivimos). In the past they become identical

twins. Drop the -er or -ir, keep the stem, and add **-í, -iste, -ió, -imos, -ieron**. Comer: *comí* (I ate), *comiste* (you ate), *comió* (he, she or usted ate), *comimos* (we ate), *comieron* (they or ustedes ate). Vivir: *viví, viviste, vivió, vivimos, vivieron*. Same endings, letter for letter. Every -er and -ir verb you own follows along: beber, bebí; aprender, aprendió; correr, corrieron; escribir, escribí; abrir, abrió; subir, subimos. And this week's new ones: *salir* (to leave, to set out), *salieron* de España; *regresar* (to return, go back), an -ar verb, *regresaron* a España. The accents again sit on the yo and él forms, now as í and ió: *comí* (co-MÍ), *comió* (co-MIÓ). One curiosity to notice: *vivimos* is the same in the present and the past, just like *hablamos*, so context decides. But *comimos* is only past, because the present is *comemos*. Latin students will recognize *vivió*: on old Roman tombstones, VIXIT ANNOS... means he lived so many years, and Spanish still says *vivió* ochenta años.

Words for around the world. *El mundo* is the world (Latin *mundus*; English *mundane*, *worldly*). *Alrededor de* means around: *alrededor de la mesa*, around the table; *alrededor del mundo*, around the world (de + el becomes del, as you have seen before). And a new time word to stand beside *ayer*: *anoche*, last night, built from a + *noche*. The *Victoria's* story itself gives you a grand pair of sentences to keep: *Comieron poco. Vivieron mucho*. They ate little; they lived a great deal. Here is one more marvel from the voyage. When the *Victoria* stopped at the Cape Verde islands on the way home, the men discovered that their careful daily log was one day behind the calendar on shore. Nobody had skipped a day. By sailing west all the way around the world, chasing the sun, they had gained one sunrise less than everyone at home: the first people ever to lose a day by circling the earth.

Say it out loud. Chant the past of *comer* with the stress on the accents: co-MÍ, co-MIS-te, co-MIÓ, co-MI-mos, co-MIE-ron. Then *vivir* in the same tune: vi-VÍ, vi-VIS-te, vi-VIÓ, vi-VI-mos, vi-VIE-ron. The *ió* is one quick syllable, YOH: co-MYOH. Then the seesaw again, today and yesterday: *como, comí; come, comió; vivo, viví; vive, vivió*. Your new words: *anoche* (ah-NOH-cheh), *el mundo* (MOON-doh), *alrededor de* (ahl-reh-deh-DOR deh), *salir* (sah-LEER), *regresar* (reh-greh-SAHR). Last, the *Victoria's* motto for a hard day, said slowly: *Comieron poco. Vivieron mucho*.

Try it. You will turn an orange or a ball into a globe, trace the *Victoria's* route all the way around it with string, and label each stop with a sentence in the -er and -ir past: *Salieron de España. Vivieron en el barco. Comieron poco. Regresaron a España*.

PICTURE STUDY



Maris Pacifici: The First Printed Map of the Pacific, Abraham Ortelius, 1589 · Hand-colored copperplate engraving · From Ortelius's atlas, the *Theatrum Orbis Terrarum* (Theater of the World), printed at Antwerp
Image: Wikimedia Commons, public domain

Abraham Ortelius, a mapmaker of Antwerp, published this map in 1589, the first printed map given entirely to the Pacific Ocean, the sea Magellan named. Asia, Japan and the great island of New Guinea crowd the left side; the coasts of the Americas, from Mexico (Nova Hispania) to Peru and Chile, curve down the right. And in the middle of the empty ocean, under full sail with flags flying, rides the Victoria herself. Beneath her Ortelius engraved a Latin verse spoken by the ship, which begins: *Prima ego velivolis ambivi cursibus orbem*, I was the first to sail around the world. She goes on to say that her sails were her wings, her prize was glory, and her battle was the sea. Sixty-seven years after she came home, the Victoria was already a legend.

Look closely.

- Find the Victoria in the middle of the ocean, cannon smoke at her side, and read the first words of her verse beneath her: *Prima ego*, I first.
- Read the great swirling letters across the ocean, broken over three lines: *MARE PACIFICUM, QUOD VULGO NOMINANT MAR DEL ZUR*, the Pacific Sea, which people commonly call the Mar del Zur. That last part is Spanish (Mar del Sur, the South Sea), the name Spanish sailors used.
- Find the narrow strait at the bottom right, near the tip of South America, labeled in Latin as Magellan's strait. Below it stretches a huge pink land labeled *Terra Australis*, the southern land, with the honest words *nondum detecta*: not yet discovered.

- Look for the decorative frames called cartouches: the title box at top right, and the red-and-gold one at bottom left where Ortelius dedicated the map to a friend. Find the date engraved inside it.

Talk about it.

1. Ortelius drew a whole continent at the bottom and admitted it was not yet discovered. Why do you think mapmakers of his day still drew it?
2. The Victoria's verse says her sails were her wings and her battle was the sea. What did the eighteen men who came home really win?
3. Say three things in Spanish about the map, then one about the voyage in the past: El mar es grande. El barco es pequeño... La Victoria navegó alrededor del mundo.

ACTIVITY

The Victoria around the globe

The voyage around the world only makes sense on something round. Today you make a small globe, trace the Victoria's route all the way around it, and caption the journey in the -er and -ir past.

You will need:

- 7 index cards for the new words
- An orange, a ball or a balloon, a marker, and a length of string or yarn
- A world map or globe to copy from, and your Spanish notebook

Steps:

1. Make seven flashcards: the comer past chant, the vivir past chant, anoche, el mundo, alrededor de, salir, regresar. Run the whole deck once.
2. Copy the -er/-ir past chart into your notebook beside your -ar chart from Unit 1. Then conjugate three more verbs in the past, all five forms: beber, aprender, escribir.
3. Make the globe: on your orange or ball, mark Spain, the bottom tip of South America, the Philippines, and the bottom tip of Africa. Draw the continents roughly; a sailor's sketch is fine.
4. Lay the string along the route: from Spain southwest to the strait, across the wide Pacific to the Philippines, across the Indian Ocean, around Africa and north to Spain again. Tie or tape it as you go.
5. Write five small paper flags in Spanish, one for each stage, and pin or tape them along the string: *Salieron de España. Navegaron alrededor de América. Comieron poco. Magallanes*

no regresó. La Victoria regresó a España.

6. Tell the whole voyage aloud, turning the globe as you go, one flag at a time, and end with the motto: Comieron poco. Vivieron mucho.

Tips:

- The -er and -ir endings are identical. If you know comí, you already know viví, escribí and abrí.
- Regresar is an -ar verb, so it takes the Unit 1 endings: regresó, regresaron. Salir is an -ir verb: salió, salieron.
- Put the accent on every yo and él form: comí, comió, salió, regresó.

Check your work:

- My seven flashcards are made and in the deck.
- My notebook has the -er/-ir past chart beside the -ar chart, and three more verbs conjugated.
- My globe shows the whole route, and the string comes back to Spain from the other side.
- I told the voyage aloud in Spanish, flag by flag.

SPANISH NOTEBOOK

1. Title a page Comí, viví and date it. Copy the -er/-ir past chart and write in large letters: one set of endings, two families.
2. Write the past of beber, aprender and escribir, accents in color.
3. Draw a simple map of the Victoria's route and copy your five flag sentences along it.
4. Write three sentences in English about the eighteen men who came home: what they did in Seville, and why.

WORKED EXAMPLES

Example 1. Conjugate *escribir* (to write) in the past tense.

1. Drop -ir to find the stem: escrib-.
2. Add the shared -er/-ir past endings: -í, -iste, -ió, -imos, -ieron.
3. Put accents on the yo and él forms: escribí, escribió.

Answer: Escribí, escribiste, escribió, escribimos, escribieron: I wrote, you wrote, he/she wrote, we wrote, they wrote.

Example 2. Translate: *Anoche comimos pan y bebimos leche.*

1. Anoche: last night.
2. Comimos and bebimos: -imos, we, in the past (the present would be comemos, bebemos).
3. Pan, bread; leche, milk.

Answer: Last night we ate bread and drank milk.

Example 3. Write in Spanish: The Victoria returned to Spain in 1522.

1. Regresar is an -ar verb; one ship is she, so -ó: regresó.
2. Regresar takes a before the place: a España.
3. En + year: en 1522.

Answer: La Victoria regresó a España en 1522.

PRACTICE

[EASY] **1.** Chant the past tense of comer and of vivir.

Answer: Comí, comiste, comió, comimos, comieron. Viví, viviste, vivió, vivimos, vivieron.

[EASY] **2.** Give the English: anoche, el mundo, alrededor de, salir, regresar.

Answer: Last night, the world, around, to leave (set out), to return.

[EASY] **3.** Who brought the Victoria home, and in what year?

Answer: Juan Sebastián Elcano, in 1522.

[MEDIUM] **4.** Translate: *Ayer mi hermano aprendió una canción y la cantó.* (canción = song; la = it)

Answer: Yesterday my brother learned a song and sang it.

[MEDIUM] **5.** Put into the past: *Los marineros comen poco y viven en el barco.*

Answer: Los marineros comieron poco y vivieron en el barco.

[MEDIUM] **6.** Write in Spanish: Last night I wrote and my sister read.

Answer: Anoche escribí y mi hermana leyó. (Careful: leer adds a y in the past for he and she, leyó, because three vowels in a row cannot sit together; leí, leíste, leyó, leímos, leyeron.)

[HARD] 7. Explain why *vivimos* can be present or past, but *comimos* can only be past.

Answer: In the present, -ir verbs already use -imos for we (*vivimos*), so the past form is the same. -er verbs use -emos in the present (*comemos*), so *comimos*, with -imos, can only be the past.

[CHALLENGE] 8. Write a five-sentence Spanish summary of the voyage around the world, using at least two -ar verbs, two -er or -ir verbs, and the words *el mundo* and *alrededor de*.

Answer: Answers vary. Example: Cinco barcos salieron de España en 1519. Los marineros navegaron alrededor del mundo. Comieron poco y vivieron mucho. Magallanes no regresó. En 1522 la Victoria llegó a España con dieciocho marineros.

COMMON MISTAKES

- Using -ar past endings on -er or -ir verbs: *comó* or *vivaron*. Those families take -í, -iste, -ió, -imos, -ieron.
- Dropping the accent on -ió: *comio* for *comió*. The accent is part of the spelling, and it keeps the stress at the end.
- Forgetting that *regresar* is an -ar verb: *regresieron* for *regresaron*. Check the infinitive before choosing endings.
- Writing *alrededor de el mundo*. *De + el* always joins into *del*: *alrededor del mundo*.

From history. When the *Victoria* came home, the emperor Charles V gave Juan Sebastián Elcano a coat of arms. At its top stands a globe of the world, and wrapped around the globe is a Latin motto, spoken by the earth itself: *Primus circumdedisti me*, you were the first to go around me. Elcano's hometown, Getaria, on the Basque coast of Spain, still remembers him with a statue facing the sea.

Make it a game: La Vuelta al Mundo. Set eight chairs or cushions in a big circle around the room: that is the world. Start at Spain. On each turn, the parent names an -er or -ir verb you own and a doer (comer, nosotros; escribir, ella; abrir, yo). Give the past-tense form correctly, accent included, and sail one seat around the circle; a miss means a storm, and you stay put. A bonus question every third turn (who, where, or when about the voyage, answered in Spanish or English) lets you sail two seats. Arrive back at Spain from the other side and announce, like the emperor's motto, ¡Primus circumdedisti me! Then time the parent's voyage and see who sails faster.

“If I take the wings of the morning, and dwell in the uttermost parts of the sea; Even there shall thy hand lead me, and thy right hand shall hold me.” (Psalm 139:9-10, KJV)

In Spanish: Si tomare las alas del alba y habitare en el extremo del mar, aun allí me guiará tu mano. The Victoria's verse on the map says her sails were her wings, and the eighteen men went to the uttermost parts of the sea. The psalm's promise went with them: there is no ocean so wide that God's hand is not already on the other side.

2.2 Abuela Cuenta: Telling What Happened

OBJECTIVES

- Tell a true story of five or more sentences in the past, mixing -ar, -er and -ir verbs, with time words and sequence words.
- Explain how families in the Spanish-speaking world, and everywhere, keep their history by telling it.
- Use the new words *nacer*, *la historia* and *contar*, including the present form *cuenta* and the past form *contó*.
- Prepare and carry out an interview with a parent or grandparent about the past.

Warm-up. Chant all three past families in one breath: *hablé, hablaste, hablé, hablamos, hablaron; comí, comiste, comió, comimos, comieron; viví, viviste, vivió, vivimos, vivieron*. Now think of the oldest person in your family. What is one story he or she has told you more than once? Tell it to the person next to you in English, in under a minute. Congratulations: you just did what this whole lesson is about.

Watch: How Magellan circumnavigated the globe - Ewandro Magalhaes

TED-Ed · 5:52

<https://www.youtube.com/watch?v=pFdiX8mjoEs>

When to watch: At the start of Session 1, as a storytelling model: you learned the Victoria's voyage last week; watch it told again in animation, then turn off the screen and retell it yourself in five Spanish past-tense sentences, exactly the skill of this lesson.

Note: An animated history in English. It mentions plainly, without gore, that many of the crew died and that Magellan was killed in a battle in the Philippines; it is told for the courage and the achievement. Watch it together.

Backup video: 02 Spanish Lesson - Preterite Regular -IR verbs

Señor Jordan · 3:39

<https://www.youtube.com/watch?v=L8kMZSFBrWI>

When to watch: The grammar companion to last week's -er video: Señor Jordan's -ir past tense, with the same endings you already know. Watch it before the practice for a quick review.

KEY TERMS

la historia

Both history and story. Spanish uses one word for both, and that is no accident: history is the true story of what happened.

contar

To tell (a story), and also to count. Present: cuento, cuentas, cuenta, contamos, cuentan (the o becomes ue in four forms). Past: conté, contaste, contó, contamos, contaron. Abuela cuenta: Grandmother tells.

nacer

To be born. Its past is regular: nació, naciste, nació, nacimos, nacieron. Mi abuela nació en 1950: my grandmother was born in 1950.

la sobremesa

The Spanish custom of lingering at the table after a meal to talk, sometimes for an hour or more. Literally over-the-table. English has no word for it, because English speakers usually get up.

sequence words

Little words that walk a story forward in order: primero (first), luego (then), después (afterward), por fin (at last).

CORE IDEAS

The story. Before there were history books, there were grandmothers. In every family on earth, the oldest members carry what happened: where the family came from, who married whom, the hard winter, the house that burned, the year the river flooded, the prayer that was answered. In the Spanish-speaking world this living library has a special place. Grandparents often live with their children and grandchildren, or just down the street, and the family meal does not end when the plates are empty: it rolls on into *la sobremesa*, the long talk around the table after eating, where the stories come out. A grandmother there is *la abuela*, or lovingly, *la abuelita*, and the phrase *cuentos de la abuela*, grandmother's tales, means the stories everyone has heard a hundred times and still wants to hear again. Many families can trace a great-grandfather's village, a journey across a border or an ocean, a farm, a trade, only because someone at the table kept telling it. There is an old saying that when an elder dies, a library burns; but not if the grandchildren listened. This week you learn to be one of the grandchildren who listened, and to tell what happened in Spanish.

How Spanish works: telling it in order. You now own all three families of the regular past: -ar (*hablé, habló, hablaron*) and the shared -er/-ir set (*comí, comió, comieron; viví, vivió, vivieron*). A story uses them all, one event after another, each one finished and done: that is exactly the job of this tense. To place a story in time, start with a time word: *ayer, anoche, la semana pasada, el sábado pasado*, or *en* plus a year: *en 1985*. To walk it forward, use sequence words, which you may borrow freely: *primero* (first), *luego* (then), *después* (afterward), *por fin* (at last). Listen how a small true story sounds: *El sábado pasado, primero trabajé en el jardín.*

Luego comí con mi familia. Después leí un libro. Por fin escribí una carta a mi abuela. (una carta, a letter.) Four events, three verb families, one tidy day.

Three storyteller's words, and a warning sign. Your new words are made for this lesson. *La historia* means both story and history. *Contar* means to tell, and also to count, because a story is an account; English count and recount come from the same Latin root, computare. Contar has a small habit in the present: its o stretches to ue when stressed, so *la abuela cuenta*, grandmother tells (cuento, cuentas, cuenta, contamos, cuentan), but in the past it is perfectly regular: *contó*, she told. And *nacer*, to be born, gives the first sentence of every family history: *Mi abuelo nació en 1948. Mi madre nació en Ohio.* Now the warning sign. A few of the most common verbs in Spanish are irregular in the past (I went, I had, I made, it was), and you will learn them in a later year. For your family history page, choose regular verbs, and you will never go wrong: vivir, nacer, trabajar, estudiar, aprender, escribir, comer, llegar, regresar, salir, caminar, cantar, mirar.

Say it out loud. Your three words: *nacer* (nah-SEHR), *la historia* (ees-TOH-ryah; the h is silent), *contar* (kohn-TAHR), with its present *cuenta* (KWEHN-tah) and past *contó* (kohn-TOH). Then tell a three-sentence story about yesterday out loud, using a sequence word for each: Primero... Luego... Por fin... Last, say the title of this lesson as a sentence, and then move it into yesterday: *La abuela cuenta una historia. Ayer la abuela contó una historia.*

Try it. You will draw a real day as six story cards and tell it aloud like a grandmother at the sobremesa, with time words and sequence words. Then you will plan the interview for this unit's challenge: three good questions for a grandparent or parent about the past.

PICTURE STUDY



Grandmother's Tales, Hugo Oehmichen, Late 19th or early 20th century · Oil painting · Private collection
Image: Wikimedia Commons, public domain

Hugo Oehmichen was a German painter who spent his life painting ordinary family scenes in farmhouse kitchens. This is not a Spanish painting, but it could hang in any home where a grandmother has ever come to visit: in German it is called Grandmother's Visit, and in English Grandmother's Tales. She has just arrived, with her basket and umbrella still beside her, and before she has even taken off her shawl, the children have gathered. One is holding a picture book; one has climbed onto a chair to listen; the eldest pauses in her chores. The window glows with lamplight: evening, the hour for stories. Everything in the picture leans toward the old woman, and she leans toward the children.

Look closely.

- Find the basket on the floor and the umbrella in grandmother's hands. What do they tell you about where she has just come from?
- Look at the little boy on the wooden chair, hands clasped around his knee. How can you tell he is listening hard?
- Find the green tiled stove behind them, the warm heart of a farmhouse in a cold country, and the older girl reaching up beside it.

- Find the lamp-lit window at the right. Why might the painter have chosen evening for this scene?

Talk about it.

1. The grandmother is the plainest-dressed person in the room, yet everyone looks at her. What does she have that the children want?
2. Who in your family is the keeper of its stories? What is one story you would not want to be lost?
3. Describe the painting in Spanish: La abuela es vieja. Los niños escuchan... Then imagine her first sentence, in the past: Cuando yo tenía diez años... (tenía, I had: a past form you will learn in a later year) or simply: Yo viví en una casa pequeña...

ACTIVITY

Story cards: what happened

A good storyteller tells events in order, one at a time, with a beginning, a middle and an end. Today you draw one real day of your own as six cards, tell it aloud the abuela way, and then plan the interview you will do for the unit challenge.

You will need:

- 3 index cards for the new words, plus 6 more for the story cards
- Pencil and colored pencils
- Your Spanish notebook

Steps:

1. Make three flashcards: nacer, la historia, contar (write cuenta and contó on the back too). Run the whole deck once.
2. Choose one real recent day: yesterday, last Saturday, or last Sunday. On six cards, draw six things you did that day, in order, one per card.
3. Under each drawing write one past-tense sentence, using at least two -ar verbs and two -er or -ir verbs across the six cards: *Comí pan. Caminé a la iglesia. Cantamos. Leí un libro. Escribí una carta. Subí a mi cuarto.*
4. Add a time word to the first card (El domingo pasado...) and a sequence word to each of the others (Primero, Luego, Después, Por fin).
5. Tell the day aloud to your family, card by card, like a grandmother at the sobremesa: slowly, with expression, and with a pause before por fin.

6. Plan the interview: write three questions in English for a parent or grandparent about when he or she was young (Where did you live when you were ten? What did you eat for a special day? What work did you do?). Set a time for the interview this week.

Tips:

- Choose regular verbs for your cards. If you want to say I went, say I walked (caminé) or I arrived (llegué) instead.
- Check each sentence's verb family before choosing the ending: -ar takes é/ó, -er and -ir take í/ió.
- The best interview questions ask for one story, not one word. What happened the day... is better than Did you like...

Check your work:

- My three new flashcards are made, with cuenta and contó on the back of contar.
- My six story cards are drawn and captioned in the past, with time and sequence words.
- I told the whole day aloud, in order, without reading every word.
- My three interview questions are written and the interview is planned.

SPANISH NOTEBOOK

1. Write the three new words, dated, with the present and past of contar beside them.
2. Copy your six story-card sentences as one paragraph, sequence words and all.
3. Write a master chart titled El pretérito: three columns, -ar, -er and -ir, with hablar, comer and vivir in full.
4. Write your three interview questions, and leave half a page to record the answers.

WORKED EXAMPLES

Example 1. Turn these present sentences into a past-tense story about last Saturday: *Trabajo en el jardín. Como con mi familia. Escribo una carta.*

1. Add a time word at the start: El sábado pasado.
2. Change each verb to the yo past: trabajo to trabajé (-ar), como to comí (-er), escribo to escribí (-ir).
3. Add sequence words: primero, luego, por fin.

Answer: El sábado pasado, primero trabajé en el jardín. Luego comí con mi familia. Por fin escribí una carta.

Example 2. Translate: *Mi abuela nació en 1950 y vivió en un rancho.*

1. Nació: past of nacer, she was born.
2. Vivió: past of vivir, she lived.
3. En un rancho: on a ranch (a Grade 6 friend).

Answer: My grandmother was born in 1950 and lived on a ranch.

Example 3. Report in Spanish what Grandpa told you: He worked in a store and learned English. (store = una tienda)

1. Trabajar is -ar: he worked = trabajó.
2. Aprender is -er: he learned = aprendió.
3. En una tienda; inglés, English.

Answer: Mi abuelo trabajó en una tienda y aprendió inglés.

PRACTICE

[EASY] **1.** Give the English: nacer, la historia, contar.

Answer: To be born; history, story; to tell, to count.

[EASY] **2.** Translate: *La abuela cuenta una historia.* Then: *Ayer la abuela contó una historia.*

Answer: Grandmother tells a story. Yesterday Grandmother told a story.

[EASY] **3.** What is la sobremesa?

Answer: The custom of staying at the table after a meal to talk, where family stories are often told.

[MEDIUM] **4.** Give the past for yo of each verb: trabajar, aprender, abrir, llegar.

Answer: Trabajé, aprendí, abrí, llegué.

[MEDIUM] **5.** Translate: *Anoche mis padres contaron una historia y mi hermano escribió la historia.*

Answer: Last night my parents told a story and my brother wrote the story (down).

[MEDIUM] **6.** Write in Spanish: First we ate. Then we read. At last we sang.

Answer: Primero comimos. Luego leímos. Por fin cantamos.

[HARD] **7.** Correct the three errors: *El sábado pasado mi abuelo cuento una historia. Él nacio en Texas y vivo en un rancho.*

Answer: El sábado pasado mi abuelo contó una historia. Él nació en Texas y vivió en un rancho. (cuento is present I tell; nació needs its accent; vivo is present I live.)

[CHALLENGE] **8.** Write a true five-sentence story about a day you remember, with one time word, at least three sequence words, and verbs from all three families.

Answer: Answers vary. Example: El domingo pasado caminamos a la iglesia. Primero cantamos. Luego comimos con mis abuelos. Después mi abuela contó una historia. Por fin escribí la historia en mi cuaderno. Check each ending against its family and each yo and él form for its accent.

COMMON MISTAKES

- Writing cuenta for the past. Cuenta is the present (she tells); the past is contó (she told). The ue appears only in some present forms.
- Mixing tenses mid-story: Ayer comí y luego leo. Once the story is in the past, keep every finished event in the past: Ayer comí y luego leí.
- Choosing irregular verbs for the family history page and guessing their forms. Stick to the regular list; you can say a great deal with vivir, trabajar and aprender.
- Reading the story cards word by word. A storyteller looks up; glance at the card, then tell it.

From history. Spanish names keep family history right in the name. A Spanish speaker traditionally carries two surnames: the father's first, then the mother's. If José García marries María López, their daughter Ana is Ana García López. So every Spanish name remembers two families at once, and a whole family tree can sometimes be read just from a few generations of names. Your interview this week may turn up surnames you have never heard; write them down.

Make it a game: La Abuela Dice. One player is la abuela and sits in the storyteller's chair. She starts a past-tense story with one sentence: Ayer la familia caminó a la plaza. Each player around the table must add the next sentence, in the past, beginning with a sequence word (Luego..., Después...), and the story must make sense. Anyone who uses a present-tense verb, an -ar ending on an -er verb, or a missing accent becomes the new abuela. When someone finally says Por fin..., the story ends, and the abuela retells the whole thing from memory for a bonus point.

“Remember the days of old, consider the years of many generations: ask thy father, and he will shew thee; thy elders, and they will tell thee.” (Deuteronomy 32:7, KJV)

In Spanish the verse ends: pregunta a tu padre, y él te declarará; a tus ancianos, y ellos te dirán. God commanded Israel to keep its history by asking and telling, father to child, generation to generation. Your interview this week is an old, obedient thing to do.

Unit 2 review

Answer each question in complete sentences where asked. The review is worth 30 points. It may be done orally, with a parent writing down the answers; for the Spanish answers, the parent checks the endings and the accent marks.

1. (5 pts) Tell the story of the voyage around the world: when it began, how many ships and men set out, what happened to Magellan, and who came home.

Answer: Five ships and about 270 men left Spain in 1519 under Magellan. They found the strait at the tip of South America and crossed the Pacific, running out of food. Magellan died in a battle in the Philippines. In 1522 one ship, the Victoria, under Juan Sebastián Elcano, came home with eighteen men, the first to sail around the world.

2. (5 pts) Chant the past tense of comer and of escribir, and explain what is special about the -er and -ir past.

Answer: Comí, comiste, comió, comimos, comieron. Escribí, escribiste, escribió, escribimos, escribieron. The -er and -ir families share one identical set of past endings.

3. (5 pts) Translate into English: *Salieron de España, navegaron alrededor del mundo y regresaron en 1522.*

Answer: They left Spain, sailed around the world and returned in 1522.

4. (5 pts) Translate into Spanish: (a) Last night I ate bread. (b) My grandmother was born in 1950. (c) We lived in a small house.

Answer: (a) Anoche comí pan. (b) Mi abuela nació en 1950. (c) Vivimos en una casa pequeña.

5. (5 pts) Write a four-sentence past-tense story about yesterday with a sequence word in each sentence after the first, using at least one -ar verb and one -er or -ir verb.

Answer: Answers vary. Example: Ayer estudié español. Luego comí con mi familia. Después leí un libro. Por fin escribí una carta. Check endings, accents and sequence words.

6. (5 pts) What does la historia mean, and why is contar a good verb for a storyteller? Give its present form for she and its past form for she.

Answer: La historia means both history and story. Contar means to tell and to count, because a story is an account of what happened. She tells: cuenta. She told: contó.

Unit challenge: The family history page

Interview a grandparent or parent (in person or by phone) with the three questions you planned, plus one more: What happened the year you were ten? Take notes in English while they talk, and thank them in Spanish when you finish: ¡Gracias, abuela! Then make a family history page. At the top, letter the person's name and La historia de mi familia. Write a first sentence with nacer (Mi abuelo nació en 1951. or Mi madre nació en Ohio.), then at least three more sentences reporting what he or she told you, in the Spanish past, using only regular verbs: Vivió en una casa pequeña. Trabajó en una tienda. Aprendió a cantar. Add a drawing or, with permission, an old photograph. At the bottom, write one sentence in English: the thing you learned that surprised you most. Then read the page to the person you interviewed, Spanish first and English after, and give them a copy if they would like one.

Look for	What it means
The interview	A real interview was held with at least four questions, and notes were taken.
Spanish past tense	At least four correct past-tense sentences, including one with nacer, using regular verbs from at least two families, with accents in place.
Craftsmanship	The page is titled, neatly lettered and illustrated, with the English surprise sentence at the bottom.
Presentation	The student read the page aloud to the person interviewed, Spanish first and then English.

Tomorrow: Ir + A

For a thousand years, men, women and whole families have walked across the north of Spain to the city of Santiago de Compostela, where, by old tradition, the apostle James is buried. They wore broad hats with scallop shells pinned to them, carried a staff and a gourd of water, and all day long, on every road, they asked and answered the same question: ¿Adónde vas? Where are you going? Voy a Santiago. I am going to Santiago. That little sentence holds the verb of this unit: ir, to go, the smallest, oddest and most used verb in Spanish: voy, vas, va, vamos, van.

Then the pilgrims teach you their secret. Nobody walks five hundred miles at once; you walk to the next town, and tomorrow to the one after that. Spanish has a wonderfully simple way to talk about tomorrow, and it borrows the going verb to do it: voy a caminar, I am going to walk; vamos a comer, we are going to eat; ¿qué vas a hacer? what are you going to do? With it, the student's Spanish gains a future. The unit ends with a plan for a real week, seven sentences long, presented to the family and then checked, at week's end, against what really happened.

PREREQUISITES

- Units 1–2: the past tense of all three verb families, and the time words ayer, anoche and la semana pasada
- The Grade 4 days of the week (lunes to domingo) and the words hoy and mañana
- The infinitive: the to-form of a verb, ending in -ar, -er or -ir (hablar, comer, vivir)

MASTERY CHECKLIST

- I can chant the present of ir, voy, vas, va, vamos, van, and say where anyone is going with a or al.
- I can ask ¿Adónde vas? and answer it, and I know the difference between ¿adónde? and ¿dónde?
- I can tell the story of the Camino de Santiago: who walks it, where it goes, and what the scallop shell means.
- I can talk about the future with ir a + infinitive: Voy a estudiar. Vamos a comer. ¿Qué vas a hacer?
- I can use mañana, el lunes and la próxima semana to place a plan in time.
- I have written and presented a plan for my real week in seven voy-a sentences, and checked it at the end of the week.

OPTIONAL BOOKS AND RESOURCES

- **SpanishDict verb conjugator** — <https://www.spanishdict.com/conjugate/ir>: Free online. Look up ir to see how strange its forms are in every tense, and be glad you only need the present this year.
- **A children's atlas or a free online map**: For tracing the Camino de Santiago across northern Spain, from the French border through Pamplona, Burgos and León to Santiago. Any map of Spain will do.
- ***The Pilgrim's Progress*, by John Bunyan** — <https://www.gutenberg.org/ebooks/131>: Free at Project Gutenberg, and in many children's retellings at the library. The great English story of the Christian life as a pilgrimage, one road and one stage at a time: a fine companion to this unit's pilgrims.

3.1 Voy: The Going Verb

OBJECTIVES

- Chant the present of ir: voy, vas, va, vamos, van, and use it with a and al to say where anyone is going.
- Ask and answer ¿Adónde vas?, and tell ¿adónde? (to where) from ¿dónde? (where).
- Tell the story of the Camino de Santiago and the pilgrims' scallop shell.
- Learn the new words el camino, el peregrino, la concha and el país.

Warm-up. Chant hablar and ser in the present, then the three pasts in one breath: hablé, comí, viví. Now answer in English, fast: Where are you going after this lesson? Where are you going on Sunday? Where would you go if you could walk anywhere in the world? Today you learn to ask and answer that question in Spanish, and you learn it from people who have been asking it on the same road for a thousand years.

Watch: Using the verb IR (to go) in Spanish!

Señor Jordan · 5:52

<https://www.youtube.com/watch?v=oQhl9q4Io1E>

When to watch: After the How Spanish works paragraph. Copy his ir chart and his examples with a and al.

Note: Señor Jordan teaches voy, vas, va, vamos, van and how to say where you are going, including the little contraction al. Say each form aloud after him.

Backup video: The Verb IR (To Go) in Spanish and 3 Uses You Should Know | Super Easy Spanish 54

Easy Spanish · 5:22

<https://www.youtube.com/watch?v=2ECheTEbkhQ>

When to watch: Native speakers using ir at a learner's pace, with subtitles. It also previews next lesson's voy a + verb. Made for a slightly older audience, but clean teaching content; watch it together.

KEY TERMS

Santiago

Saint James, the apostle, brother of John. The name is Sant Iago run together: Saint James in old Spanish. By tradition his tomb lies in the cathedral of Santiago de Compostela, in the far northwest of Spain.

the Camino de Santiago

The Way of Saint James: the network of pilgrim roads across Europe that end at Santiago de Compostela. The most famous, the Camino Francés, crosses northern Spain from the French border, about five hundred miles.

pilgrim (el peregrino)

A person who travels on foot to a holy place, to pray and give thanks along the way. From Latin peregrinus, a traveler from abroad; English pilgrim is the same word worn down.

irregular verb

A verb that does not follow the usual pattern of endings. Ir is the most irregular verb in Spanish, and one of the most used.

contraction

Two words squeezed into one. Spanish has only two: a + el = al (to the), and de + el = del (of the).

CORE IDEAS

The story. The apostle James, the fisherman brother of John who left his nets to follow Jesus, was the first of the twelve apostles to die for Christ; the book of Acts records it in a single sentence (Acts 12:2). An old Spanish tradition says that James had preached in Spain, and that after his death his followers carried his body by sea to the far northwest corner of the country, the green, rainy land of Galicia. In the early 800s, the story goes, a hermit saw a light shining over a field, and there a tomb was found and honored as James's. A church rose over it, then a town, then a great cathedral, and the town took the name Santiago de Compostela. From that day to this, pilgrims have walked there from all over Europe. They walked from France, from Germany, from England, sleeping in monasteries and pilgrims' hostels, crossing mountains and wheat fields, praying as they went. Their badge was the scallop shell, *la concha*, gathered on the beaches of Galicia; it became so famous that today the shell itself, painted on signposts and walls, marks the way. In the 1980s a country priest, Father Elías Valiña, began painting yellow arrows along the route so no pilgrim would get lost, and the yellow arrows are everywhere now. Today hundreds of thousands of pilgrims walk the Camino every year, from every country on earth, many to pray and give thanks, all of them on foot, greeting each other on the road with two words: *¡Buen Camino!* And the question they ask most is the question of this lesson: *¿Adónde vas?* The answer is always the same: *Voy a Santiago.*

How Spanish works: the going verb. The verb *ir*, to go, is tiny and wildly irregular, and it is one of the five or six most used verbs in the language. Learn it as a chant: **voy, vas, va, vamos, van**: *voy* (I go, I am going), *vas* (you go), *va* (he, she or usted goes), *vamos* (we go), *van* (they or ustedes go). Notice that, odd as the stem is, the endings feel familiar: -s for you, -mos for we, -n for they. Why is it so strange? Latin had a verb *ire*, to go, but its present tense was so short (*eo*, is,

it) that it wore away to almost nothing. Spanish kept *ir*'s infinitive, *ir*, and borrowed the present from another Latin verb, *vadere*, to walk along: *vado* became *voy*, *vadit* became *va*, *vadunt* became *van*. So when you say *ir*, Latin *ir* is still alive inside it, and every *voy* is a little Latin footstep. (And here is a bonus that every Spanish speaker uses: *¡Vamos!* by itself means let's go!)

Going somewhere: a, al and ¿adónde? To say where you are going, put *a* (to) before the place: *Voy a Santiago. Vamos a la iglesia. Van a la escuela*. When *a* meets *el*, the two squeeze into one word: **a + el = al**. So: *Voy al mercado* (not *a el mercado*), *Van al jardín*. *La*, *los* and *las* never squeeze: *a la*, *a los*, *a las*. One handy exception: *Voy a casa*, with no article, means I am going home. To ask where someone is going, use **¿adónde?**, to where?: *¿Adónde vas?* Keep it apart from your old friend *¿dónde?*, where?, which asks where something is: *¿Dónde está la concha?* Where is the shell? *¿Adónde va el peregrino?* Where is the pilgrim going? A motion verb wants *adónde*; a resting verb wants *dónde*. And for the pilgrims' many homelands, one more word: *el país*, the country, plural *los países*: *Hay peregrinos de muchos países*.

Say it out loud. Chant *ir* like footsteps, one word per step around the room: *voy, vas, va, vamos, van*. Then the pilgrims' dialogue, two voices: *¡Buen Camino! ¿Adónde vas? Voy a Santiago. ¿Y tú? ¡Yo también! Vamos.* (*también*, too.) Your new words: *el camino* (kah-MEE-noh, the road, the way; and your Grade 5 verb *caminar*, to walk, is hiding inside), *el peregrino* (peh-reh-GREE-noh, the pilgrim), *la concha* (KOHN-chah, the shell), *el país* (pah-EES, the country; the accent splits the *a* and the *i* into two syllables). Then a round of *al*: *al mercado, al camino, al país*; and a round of *a la*: *a la iglesia, a la escuela, a la plaza*.

Try it. Real pilgrims carry a *credencial*, a folded pilgrim's passport, and collect a stamp at every church and hostel they reach. This week you make one, cut out a paper scallop shell for your hat or your door, and earn every stamp in your passport with a correct sentence about where someone is going.

PICTURE STUDY



The Cathedral of Santiago de Compostela, Fernando de Casas Novoa, architect of the western front (photograph by stephenD), Western front finished 1750; photographed 2018 · Granite · Plaza del Obradoiro, Santiago de Compostela, Spain

Image: stephenD, Wikimedia Commons, CC BY-SA 4.0

This is the end of the road. The cathedral of Santiago has stood here, in one form or another, for more than a thousand years; the great baroque front you see, called the Obradoiro, was finished in 1750 by the architect Fernando de Casas Novoa. It was built partly as a shield: behind it, out of the Galician rain, stands the older carved stone doorway of the 1100s that medieval pilgrims walked through. Every day, pilgrims who have been walking for weeks come into this square, the Plaza del Obradoiro, look up at these towers, and many simply sit down on the stones, or kneel, or cry for joy. The crowd in the photograph is the Camino arriving.

Look closely.

- Count the levels of the two towers as they climb. Each level grows narrower and more carved, pulling your eye up toward the sky.
- Look at the great windows in the center of the front. They let light into the old doorway hidden behind it.

- Look at the color of the stone: Galician granite, stained gold and green by centuries of rain and moss.
- Find the people in the square below. Some of them have walked five hundred miles to stand exactly where the photographer stood.

Talk about it.

1. Why do you think the builders made the end of the road so tall and so splendid, after weeks of plain walking?
2. What would you feel, walking into this square after a month on foot?
3. Answer as a pilgrim in Spanish: ¿Adónde vas? Then point at the picture and say where the pilgrims are: Los peregrinos están en la plaza...

ACTIVITY

The pilgrim's passport

Every pilgrim on the Camino carries a credencial, a folded card stamped at each stop to prove the journey. Today you make your own, earn a stamp for every correct *ir* sentence, and cut a scallop shell for the road.

You will need:

- 7 index cards for the new words
- A sheet of paper folded into a little booklet of eight panels, and a pencil eraser or a cut potato for stamping, with a marker or ink pad (or just draw the stamps)
- Light cardboard or heavy paper, scissors and a string for the scallop shell

Steps:

1. Make seven flashcards: the *ir* chant (voy, vas, va, vamos, van), *a* and *al*, ¿adónde?, el camino, el peregrino, la concha, el país. Run the whole deck once.
2. Make the passport: fold the paper into eight panels. On the cover write CREDENCIAL DEL PEREGRINO and your name. Label the other panels with seven stops: real places in your town or house (la iglesia, la escuela, el mercado, la cocina, el jardín, la casa de la abuela, Santiago!).
3. Earn each stamp: for each stop, write a sentence with *ir* and the right *a*, *a la* or *al*, using a different person each time: *Voy a la iglesia. Mi hermano va al mercado. Vamos a la cocina. Los peregrinos van a Santiago.* A parent checks it, and you stamp or draw a seal on that panel.

4. Write two pilgrim dialogues in your notebook, question and answer: *¿Adónde vas? Voy al jardín. ¿Adónde van ustedes? Vamos a la casa de la abuela.*
5. Cut a scallop shell from cardboard: a fan shape with ribs drawn from the hinge outward. Write ¡Buen Camino! on the back and hang it on your door or your hat.
6. Walk your passport: go to each stop in the house in order, and at each one say aloud where you are going next.

Tips:

- Before every el, stop and squeeze: a + el = al. Before la, los and las, never.
- ¿Adónde? asks to where, for going; ¿dónde? asks where, for being. ¿Adónde vas? but ¿Dónde estás?
- Say vamos with energy. It means we go, and on its own it means let's go.

Check your work:

- My seven flashcards are made and in the deck.
- My passport has seven stamped stops, each earned by a correct ir sentence.
- I used al at least twice and a la at least twice, correctly.
- My scallop shell is made, and I walked my passport route aloud.

SPANISH NOTEBOOK

1. Title a page Voy and date it. Copy the ir chart, and beside it write the Latin footnote: ire gave ir; vadere gave voy, va, van.
2. Write the rule a + el = al with three examples, and three examples with a la.
3. Copy your two pilgrim dialogues, and add a third of your own.
4. Draw a simple map of northern Spain with the Camino as a line ending at Santiago, and a shell at the end.

WORKED EXAMPLES

Example 1. Write in Spanish: We are going to the market.

1. We go: vamos.
2. The market is el mercado, so a + el squeezes into al.
3. Put it together.

Answer: Vamos al mercado.

Example 2. Answer in Spanish: *¿Adónde van los peregrinos?*

1. The question asks where the pilgrims are going: van, they go.
2. Answer with the same form, van, and a + the place.
3. Santiago is a city name, so no article: a Santiago.

Answer: Los peregrinos van a Santiago.

Example 3. *¿Dónde?* or *¿adónde?* Fill in: *¿_____ está la concha? ¿_____ vas mañana?*

1. Está is a resting verb: the shell is somewhere. Use *¿dónde?*
2. Vas is a motion verb: you are going somewhere. Use *¿adónde?*
3. Remember the marks at both ends.

Answer: *¿Dónde está la concha? ¿Adónde vas mañana?*

PRACTICE

[EASY] **1.** Chant the present of ir with meanings.

Answer: Voy (I go), vas (you go), va (he/she/usted goes), vamos (we go), van (they/ustedes go).

[EASY] **2.** Give the English: el camino, el peregrino, la concha, el país.

Answer: The road (the way), the pilgrim, the shell, the country.

[EASY] **3.** What does *¡Vamos!* mean on its own?

Answer: Let's go!

[MEDIUM] **4.** Fill in a, a la or al: Voy _____ iglesia. Mi papá va _____ mercado. Vamos _____ Santiago.

Answer: Voy a la iglesia. Mi papá va al mercado. Vamos a Santiago.

[MEDIUM] **5.** Translate: *Hay peregrinos de muchos países en el camino.*

Answer: There are pilgrims from many countries on the road.

[MEDIUM] **6.** Write in Spanish: Where are you going? I am going home.

Answer: ¿Adónde vas? Voy a casa.

[HARD] 7. Why is ir so irregular? Explain where voy and va came from.

Answer: Latin's verb ire, to go, had a present so short (eo, is, it) that it wore away. Spanish kept the infinitive ir from ire but borrowed its present from another Latin verb, vadere, to walk along: vado became voy, vadit became va, vadunt became van.

[CHALLENGE] 8. Write a six-line pilgrim conversation in Spanish between two pilgrims who meet on the road: a greeting, where each is going, where each is from (Soy de...), and a goodbye.

Answer: Answers vary. Example: ¡Buen Camino! ¡Buen Camino! ¿Adónde vas? Voy a Santiago. ¿Y tú? Yo también. Soy de los Estados Unidos. ¿De qué país eres? Soy de México. ¡Vamos! Check the ir forms, the question marks and al/a la.

COMMON MISTAKES

- Writing a el instead of al: Voy a el mercado. The two words always squeeze together: al mercado.
- Using ¿dónde? with going: ¿Dónde vas? Spanish asks ¿Adónde vas? when someone is moving toward a place.
- Treating ir like a regular -ir verb: yo io or nosotros imos. Ir's present must be memorized: voy, vas, va, vamos, van.
- Forgetting the accent in país. Without it, pais would rhyme with dice; with it, pah-EES has two syllables.

From history. Santiago is everywhere in the Americas. Spanish explorers named cities after the apostle on every continent they reached: Santiago de Chile, the capital of Chile; Santiago de Cuba; and Santiago de los Caballeros in the Dominican Republic. Even the Milky Way had a Spanish nickname in the Middle Ages: el Camino de Santiago, because its long band of stars seemed to point the pilgrims west toward the tomb.

Make it a game: ¿Adónde Vas?. One player is the pilgrim and secretly chooses a destination in the house (la cocina, el jardín, el cuarto de mamá) and writes it on a slip. The others ask yes-or-no questions in Spanish to find it: ¿Vas a la cocina? ¿Vas al jardín? The pilgrim may answer only Sí, voy a... or No, no voy a... with the right a, a la or al. Whoever guesses the destination becomes the pilgrim; anyone who forgets to squeeze a + el into al pays a forfeit and chants ir once. Before each new round, everyone greets the pilgrim: ¡Buen Camino!

“I was glad when they said unto me, Let us go into the house of the LORD.” (Psalm 122:1, KJV)

In Spanish: Yo me alegré con los que me decían: A la casa de Jehová iremos. Iremos is a future form of your new verb ir: we will go. This psalm is one of the Songs of Degrees, sung by pilgrims climbing up to Jerusalem for the feasts, the first pilgrims' road songs ever written down.

3.2 Voy a Estudiar: Borrowing Tomorrow

OBJECTIVES

- Talk about the future with ir a + infinitive: Voy a estudiar. Vamos a comer. ¿Qué vas a hacer?
- Place plans in time with mañana, el lunes, el próximo sábado and la próxima semana.
- Tell how pilgrims walk the Camino one planned stage at a time, and connect it with James 4:15.
- Learn the new words hacer and el pueblo, and use them in plans.

Warm-up. Chant ir as you walk once around the room: voy, vas, va, vamos, van. Now finish these English sentences aloud: Tomorrow I am going to... Next Saturday we are going to... This summer my family is going to... Did you notice the little word you used every time? Going. English borrows the going verb to talk about tomorrow. So does Spanish, and it does it the very same way.

Watch: Talking about the Future with IR (to go) in Spanish!

Señor Jordan · 3:27

<https://www.youtube.com/watch?v=kwre7GpYzLY>

When to watch: After the How Spanish works paragraph. Pause after each example and say what the person is going to do before he translates it.

Note: A short, clear lesson on ir + a + infinitive. Notice that only ir changes for the person; the second verb always stays in its to-form.

Backup video: Spanish Grammar: Ir + A + Infinitive and Activities

Spanish Playground · 5:06

https://www.youtube.com/watch?v=E5Ky33j_N4Q

When to watch: A gentle second look at the pattern with everyday activity words. Good for Session 3, before you write your week plan; borrow any activity you like.

KEY TERMS

infinitive

The to-form of a verb, the one in the dictionary, ending in -ar, -er or -ir: estudiar, comer, vivir. After ir a, the second verb always stays in this form.

ir a + infinitive

The everyday Spanish future: a form of ir, then a, then the infinitive. Voy a caminar: I am going to walk.

stage (la etapa)

One day's walk on the Camino, from one town with a pilgrims' hostel to the next. The Camino Francés is usually walked in about thirty to thirty-five stages.

el pueblo

The town or village; also a people, a nation. El pueblo de Dios is the people of God.

si Dios quiere

If God wills. Spoken after a plan by Spanish speakers everywhere: *Mañana voy a Burgos, si Dios quiere.*

CORE IDEAS

The story. Five hundred miles is too far to think about. Nobody who walks the Camino from the French border to Santiago walks five hundred miles; they walk to the next town. Pilgrims have always divided the road into stages, *etapas*, each one a day's walk of about fifteen miles, from one village with a church and a pilgrims' hostel to the next. In the 1100s a pilgrims' guidebook, copied into a great manuscript kept at Santiago, already listed the stages, warned where the water was bad and the rivers dangerous, and told which towns had good bread. Today it is just the same. Every evening in the hostels, pilgrims spread out their maps on the table, and the talk is all about tomorrow: *Mañana voy a caminar a Burgos. ¿Y tú? ¿Qué vas a hacer? Voy a descansar un día.* (descansar, to rest.) In the morning they shoulder their packs and walk to the next town, and the day after that to the next, and one morning, after some five weeks of tomorrows, the towers of Santiago rise over the hills. That is the whole art of a long road, and maybe of a long life: plan tomorrow, walk tomorrow, and trust God with the rest. Spanish speakers have a phrase for that last part, and they say it after almost every plan: *si Dios quiere*, if God wills.

How Spanish works: borrowing tomorrow. To say what someone is going to do, take three pieces: **a form of ir + a + an infinitive.** *Voy a estudiar*, I am going to study. *Vas a comer*, you are going to eat. *Mi papá va a trabajar*, my dad is going to work. *Vamos a cantar*, we are going to sing (or, said brightly, let's sing!). *Los peregrinos van a caminar*, the pilgrims are going to walk. Only *ir* changes for the person; the second verb never changes at all, it stays in its dictionary form: you never conjugate it. That makes this the easiest future in any language you will ever study: every verb you own, -ar, -er or -ir, regular or irregular, is ready to use in the future right now, without learning a single new ending. Spanish has another future tense too, with its own endings (iremos, in this week's psalm verse, is one of them), and you will meet it in a later year; but in everyday talk, from Madrid to Mexico City, *voy a* is the future people actually use.

What are you going to do? The great question of planning needs one new verb: *hacer*, to do or to make. *¿Qué vas a hacer mañana?* What are you going to do tomorrow? *¿Qué van a hacer ustedes el sábado?* You have actually known *hacer* since Grade 4 without realizing it: *hace sol*,

hace frío, the weather phrases, literally it makes sun, it makes cold, are the he-form of this very verb. To place your plans in time, use the time words you own (*mañana, hoy, el lunes*; for a coming day, Spanish says *el lunes*, on Monday) and one new pair, the mirror of *pasado*: *la próxima semana*, next week, and *el próximo sábado*, next Saturday. *Próximo* agrees, like any adjective. And a new place word for a pilgrim's day: *el pueblo*, the town or village. *Mañana vamos a caminar al próximo pueblo*. Tomorrow we are going to walk to the next town.

Say it out loud. Chant the future of *caminar*, stepping in place: *voy a caminar, vas a caminar, va a caminar, vamos a caminar, van a caminar*. Then the same with a verb from each family: *voy a estudiar, voy a comer, voy a escribir*. Your new words: *hacer* (ah-SEHR; the h is silent), *el pueblo* (PWEH-bloh), *la próxima semana* (PROHK-see-mah). Then the evening question around the hostel table, three times with three answers: *¿Qué vas a hacer mañana? Voy a caminar a León. Voy a comer pan. Voy a descansar*. End with the pilgrims' last word on every plan: *si Dios quiere* (see dee-OHS KYEH-reh).

Try it. You will plan a pilgrimage of five stages, either along the real Camino on a map or a homemade one through your own neighborhood, writing each day's plan in *voy-a* sentences. Then you will walk at least one stage of it for real, with your family, and tell what you are going to do at every stop.

PICTURE STUDY



Pilgrims to Santiago Arriving at an Inn, Master of the Legend of Saint James, Late 15th century · Oil on panel · Musée de l'Œuvre Notre-Dame, Strasbourg, France
Image: Wikimedia Commons, public domain

This panel was painted in the late 1400s by an unknown German artist, whom scholars call the Master of the Legend of Saint James because he painted a whole series of pictures telling one of the famous stories of the pilgrim road. Here a family of pilgrims has reached an inn at Toulouse, in France, on the way to Santiago; the old French title says so. They stand at the left in their travelers' broad hats with their staffs, one carrying a tall staff crowned with a cross, while the innkeeper's household eats at a long table set with bread, fruit and cups. The painter dressed everyone in the clothes of his own day, so this is a true picture of what a pilgrim's evening looked like five hundred years ago: the end of one stage, a table, and tomorrow's road out the window.

Look closely.

- Find the pilgrims at the left: broad hats, long cloaks and walking staffs. Find the tall staff topped with a cross in a ring.
- Look at the table: the white cloth with stripes, the round loaves, the cups and plates. What would a hungry pilgrim look at first?

- Find the arched windows at the back and the green hills and road beyond them. That is tomorrow's stage.
- Find the little dog sitting at the bottom left, and the two jugs on the floor at the right. Painters of this age loved small household details.

Talk about it.

1. Why do you think the painter made the open archway so wide, so that the road outside is part of the picture?
2. If you were one of these pilgrims, what would you be planning for tomorrow?
3. Give two of the pilgrims voy-a sentences: Mañana voy a caminar a... Esta noche vamos a comer... (esta noche, tonight).

ACTIVITY

The pilgrim's plan

A pilgrimage is walked one planned stage at a time. Today you plan five stages of your own, in voy-a sentences, and then you walk one of them.

You will need:

- 4 index cards for the new words
- A map: the real Camino on an atlas or screen, or a hand-drawn map of your own neighborhood
- Your Spanish notebook, your passport and your scallop shell from Lesson 3.1

Steps:

1. Make four flashcards: ir a + infinitive (write voy a caminar as the example), hacer, el pueblo, la próxima semana. Run the whole deck once.
2. Choose your road. Either five real stages of the Camino (for example Pamplona, Logroño, Burgos, León, Santiago), or five stops in your own neighborhood that you could really walk to (the park, the church, a friend's house, the library, home).
3. For each stage write a plan of two voy-a sentences, using a day word and at least one verb from each family across the five stages: *El lunes voy a caminar a Burgos. Voy a comer pan. El martes vamos a escribir en el cuaderno. Vamos a descansar.* (cuaderno, notebook; descansar, to rest.)
4. End each stage with si Dios quiere, the way Spanish speakers do.

5. Walk one stage for real with your family: a walk to the park, the church or a neighbor's. Before you leave, each person says what he or she is going to do there. When you arrive, stamp your passport.
6. Back home, ask each person ¿Qué vas a hacer mañana? and write down their answers in Spanish.

Tips:

- Only *ir* changes. The second verb stays exactly as it is in the dictionary: *voy a comer*, never *voy a como*.
- Do not forget the little *a* in the middle: *voy a estudiar*, not *voy estudiar*.
- Use *al* before an *el* place: *Vamos a caminar al pueblo*.

Check your work:

- My four new flashcards are made and in the deck.
- My five-stage plan has at least ten *voy-a* sentences, with day words and verbs from all three families.
- I walked one stage for real and stamped my passport.
- I asked my family ¿Qué vas a hacer mañana? and wrote their answers in Spanish.

SPANISH NOTEBOOK

1. Title a page *El futuro: voy a...* and date it. Write the formula in a box: *ir + a + infinitive*, with five examples, one for each person.
2. Copy your five-stage pilgrim's plan.
3. Write the family's answers to ¿Qué vas a hacer mañana?
4. Make a two-column chart, *PASADO* and *FUTURO*, pairing *ayer* with *mañana*, *la semana pasada* with *la próxima semana*, *el sábado pasado* with *el próximo sábado*, and *estudié* with *voy a estudiar*.

WORKED EXAMPLES

Example 1. Write in Spanish: We are going to eat in the town.

1. We are going: *vamos*.
2. Add *a* and the infinitive: *a comer*.
3. In the town: *en el pueblo*.

Answer: *Vamos a comer en el pueblo.*

Example 2. Translate: *¿Qué vas a hacer la próxima semana?*

1. Vas a hacer: you are going to do.
2. Qué: what.
3. La próxima semana: next week.

Answer: What are you going to do next week?

Example 3. Change from the past to the future: *Ayer estudié español.*

1. Swap the time word: ayer becomes mañana.
2. Swap the verb: estudié (I studied) becomes voy a estudiar (I am going to study).
3. The infinitive stays unchanged after voy a.

Answer: Mañana voy a estudiar español.

PRACTICE

[EASY] **1.** What are the three pieces of the voy-a future?

Answer: A form of ir, then a, then an infinitive: voy a estudiar.

[EASY] **2.** Give the English: hacer, el pueblo, la próxima semana.

Answer: To do, to make; the town (village); next week.

[EASY] **3.** Translate: *Voy a leer un libro.*

Answer: I am going to read a book.

[MEDIUM] **4.** Write in Spanish: They are going to walk to the next town.

Answer: Van a caminar al próximo pueblo.

[MEDIUM] **5.** Answer truthfully in Spanish: *¿Qué vas a hacer el sábado?*

Answer: Answers vary. Example: El sábado voy a trabajar en el jardín y voy a leer.

[MEDIUM] **6.** Correct the errors: *Mañana mi hermana va estudia. Nosotros vamos a comemos.*

Answer: Mañana mi hermana va a estudiar. Nosotros vamos a comer. (Keep the a, and keep the second verb in its infinitive form.)

[HARD] 7. Write three sentences about the same verb, cantar, in three times: yesterday, today and tomorrow.

Answer: Ayer canté. Hoy canto. Mañana voy a cantar.

[CHALLENGE] 8. Write a short evening conversation in a pilgrims' hostel: two pilgrims, four lines, using ¿Qué vas a hacer?, at least two different voy-a plans, one past-tense sentence about today, and si Dios quiere.

Answer: Answers vary. Example: ¿Qué vas a hacer mañana? Voy a caminar a Burgos, si Dios quiere. ¿Y tú? Hoy caminé mucho. Mañana voy a descansar y voy a escribir a mi familia.

COMMON MISTAKES

- Dropping the a: voy estudiar. The pattern always has its little bridge: voy a estudiar.
- Conjugating the second verb: vamos a comemos. Only ir changes; the second verb stays an infinitive.
- Using the wrong form of ir for the doer: mi papá van a trabajar. One person takes va: mi papá va a trabajar.
- Mixing up pasado and próximo: la semana pasada is last week; la próxima semana is next week.

From history. The great twelfth-century manuscript kept at the cathedral of Santiago, called the Codex Calixtinus, is a whole library in one book: sermons, hymns, stories of miracles, and, in its last part, a practical guide for pilgrims, the oldest travel guide in Europe. It names the towns, describes the rivers, praises the people who welcome pilgrims, and warns about the ones who cheat them. Pilgrims nine hundred years ago were planning their stages exactly as pilgrims plan them today.

Make it a game: El Adivino. Fold a paper fortune-teller (the kind you open and close with your fingers). On the outer flaps write four colors in Spanish (rojo, azul, verde, amarillo); on the inner flaps, numbers; under the last flaps, eight futures in voy-a Spanish: Vas a comer chocolate. Vas a caminar a Santiago. Vas a cantar en la iglesia. Vas a leer cien libros (cien, a hundred). Each player picks a color and a number, and the fortune-teller reads the future aloud. The player must translate it and answer with a real plan of his or her own: No, mañana voy a estudiar. Make a second fortune-teller with ustedes futures (Van a...) for the whole family.

“For that ye ought to say, If the Lord will, we shall live, and do this, or that.” (James 4:15, KJV)

In Spanish: Si el Señor quiere, viviremos y haremos esto o aquello. Haremos is a future form of your new verb hacer, we will do. James does not tell us to stop planning; he tells us to plan humbly. Spanish speakers carry his advice in three words after every plan: si Dios quiere.

Unit 3 review

Answer each question in complete sentences where asked. The review is worth 30 points. It may be done orally, with a parent writing down the answers; for the Spanish answers, the parent checks the ir forms, the a or al, and the infinitives.

1. (5 pts) Tell the story of the Camino de Santiago: whose tomb pilgrims go to, where it is, how long the road is, and what the scallop shell means.

Answer: By old tradition, the tomb of the apostle James lies in the cathedral of Santiago de Compostela in northwest Spain. For a thousand years pilgrims have walked there from all over Europe; the most famous route crosses northern Spain, about five hundred miles, in about five weeks. The scallop shell from the beaches of Galicia is the pilgrims' badge, and today it marks the way.

2. (5 pts) Chant the present of ir, and write: (a) I am going to the church. (b) We are going to the market.

Answer: Voy, vas, va, vamos, van. (a) Voy a la iglesia. (b) Vamos al mercado.

3. (5 pts) Explain a + el = al, and the difference between ¿dónde? and ¿adónde?, with one example of each.

Answer: When a meets el, they join into al: al mercado (a la, a los and a las never join). ¿Dónde? asks where something is: ¿Dónde está la concha? ¿Adónde? asks where someone is going: ¿Adónde vas?

4. (5 pts) Translate into Spanish: (a) I am going to study. (b) My mother is going to write a letter. (c) What are you going to do tomorrow?

Answer: (a) Voy a estudiar. (b) Mi madre va a escribir una carta. (c) ¿Qué vas a hacer mañana?

5. (5 pts) Translate into English: *La próxima semana los peregrinos van a caminar al próximo pueblo, si Dios quiere.*

Answer: Next week the pilgrims are going to walk to the next town, if God wills.

6. (5 pts) Write the same activity three ways: something you did yesterday, something you do today, and something you are going to do tomorrow, using one verb.

Answer: Answers vary. Example: Ayer leí un libro. Hoy leo un libro. Mañana voy a leer un libro.

Unit challenge: The week plan

Plan your real coming week in Spanish, the pilgrim's way, one day at a time. Make a page with seven boxes, one for each day, lettered lunes through domingo. In each box write one true voy-a sentence about what you are really going to do that day: El lunes voy a estudiar matemáticas. El martes voy a trabajar en el jardín. El domingo vamos a ir a la iglesia. (Ir a ir is perfectly good Spanish: vamos a ir, we are going to go.) Use at least five different verbs, at least one nosotros sentence, and finish the page with si Dios quiere. Decorate it with a scallop shell. Present the plan to your family at the start of the week, reading each day aloud. Then, at the end of the week, come back to it: beside each day, write in the past tense what actually happened (El lunes estudié matemáticas.), and put a shell beside every plan that came true.

Look for	What it means
Seven true plans	One real voy-a sentence for each day, with at least five different verbs and one nosotros sentence.
Correct future	Every sentence has the right form of ir, the little a, and an unchanged infinitive.
The week checked	At week's end, each day has a past-tense sentence telling what really happened, with correct endings and accents.
Presentation	The plan was read aloud to the family at the start of the week, clearly and with the day words.

The Little Pronouns

Don Quixote's squire, Sancho Panza, cannot open his mouth without a proverb falling out of it, and then another, and another, until his master begs him to stop. Spanish is a language that loves short sayings, refranes, and in a good refrán every word earns its keep, especially the little ones. This unit opens with Sancho and the smallest working words in Spanish: lo, la, los and las, which stand in for a noun so you do not have to say it twice (¿El libro? Lo leo. ¿Las uvas? Las como.), along with me and te. They are tiny, they are everywhere, and they park in a place English never puts them: before the verb.

Then you will go back to the beach at Valencia with an old friend from Grade 5, the painter Joaquín Sorolla, who loved the sea all his life, and you will finally learn what me gusta has really meant since Grade 4. Spanish does not say I like the sea. It says the sea pleases me: me gusta el mar. And once you know that, everything else falls into place: many things please me, so me gustan los barcos; and a Sorolla le gustó el mar. The unit ends with a real survey of what your family likes, charted in Spanish.

PREREQUISITES

- Units 1–3: the past tense of all three families, the verb ir and the voy-a future
- Me gusta and no me gusta as phrases (Grade 4), and the Grade 5–6 nouns with el, la, los and las
- The idea of a direct object from English: in I read the book, the book is what gets read

MASTERY CHECKLIST

- I can replace a noun with lo, la, los or las and put the pronoun before the verb: ¿El libro? Lo leo.
- I can use me and te as objects: Mi madre me ve. Te veo.
- I can chant the present of ver: veo, ves, ve, vemos, ven.
- I can explain that gustar means to please, and choose gusta for one thing and gustan for many: me gusta el mar, me gustan los barcos.
- I can say what someone else likes with le: A papá le gusta el café. A Sorolla le gustó el mar.
- I have surveyed three family members on eight items and charted the results in Spanish.

OPTIONAL BOOKS AND RESOURCES

- ***Don Quixote*, retold by Martin Jenkins, illustrated by Chris Riddell:** A funny, faithful retelling for young readers that many libraries carry. Sancho and his proverbs come through beautifully; a good companion for Lesson 4.1, and a bridge to the real book someday.

- **The Museo Sorolla, Madrid:** Sorolla's own house and garden in Madrid is now a museum of his work, and its website and many free online collections show his beach paintings in large, bright images. Look for his paintings of the beach at Valencia, the fishermen and the boats.
- **SpanishDict** — <https://www.spanishdict.com>: Free online. Type gustar or any refrán to hear it spoken. The site's grammar guide to direct object pronouns is a clear second explanation if you want one.

4.1 Lo Veo: Little Words That Stand In

OBJECTIVES

- Replace a noun with lo, la, los or las, matching its gender and number, and place the pronoun before the conjugated verb.
- Use me and te as objects (Mi madre me ve. Te veo.), and chant the present of ver.
- Tell who Sancho Panza was and why Spanish loves refranes, and say five refranes from memory.
- Use the pronouns with the past and with voy a: Lo leí. Lo voy a leer.

Warm-up. Chant ir, then the three pasts: hablé, comí, viví. Now listen to this English and tell what is wrong with it: I found the book. I opened the book. I read the book. I liked the book, so I gave the book to my sister. Nobody talks like that! English swaps book for a little word, it, after the first time. Spanish does the same thing, with its own little words, and it tucks them into a surprising place.

Watch: Learn Spanish! - How to use Direct objects (lo, la, los, las)

Señor Jordan · 6:55

<https://www.youtube.com/watch?v=hVXSusr9nTg>

When to watch: After the How Spanish works paragraph. Copy his four pronouns into your notebook as he writes them.

Note: A clear whiteboard lesson on lo, la, los and las standing in for nouns and parking before the verb. Pause on each example sentence and say what the pronoun stands for.

Backup video: Lesson 1: How to use Lo and La in Spanish? Direct Object Pronouns Made Easy!

Why Not Spanish? · 5:54

<https://www.youtube.com/watch?v=UUblBQa6Q4M>

When to watch: A second teacher, María, with a gentle beginner's explanation of lo and la. Good for Session 3 if the pronouns still feel slippery.

KEY TERMS

direct object

The person or thing that receives the action of the verb: in Leo el libro, el libro is what gets read.

direct object pronoun

A little word that stands in for the direct object: lo (him, it), la (her, it), los and las (them), me (me), te (you). ¿El libro? Lo leo. I read it.

el refrán

A proverb: a short, old, rhyming or rhythmic saying that carries a piece of common wisdom. Spanish has thousands, and Sancho Panza seems to know them all.

Sancho Panza

Don Quixote's squire: a plump, practical farmer from La Mancha who rides a donkey, loves his dinner, and answers everything with a proverb.

personal a

When the direct object is a person, Spanish sets a little a in front of it: Veo a Sancho. I see Sancho. It has no English translation; it simply marks a person.

CORE IDEAS

The story. You met Don Quixote in Grade 5, charging the windmills. Riding beside him on a grey donkey was the other half of the story, Sancho Panza, a farmer from La Mancha whom Don Quixote talked into becoming his squire with the promise of an island to govern. Where Don Quixote is tall, thin and full of dreams, Sancho is short, round and full of dinner; where his master quotes books of knighthood, Sancho quotes the wisdom of every village kitchen in Spain. He speaks in *refranes*, proverbs, and they pour out of him by the dozen, strung together like beads, until Don Quixote throws up his hands and begs him to stop. But Cervantes, who wrote the book in 1605 and 1615, gives Sancho the last laugh: when at last Sancho is made governor of a make-believe island as a joke, he judges the cases brought to him with such plain good sense that everyone is astonished. A refrán, it turns out, is a whole lesson folded small. Spanish speakers still trade them every day, sayings like these: *Poco a poco se va lejos*, little by little one goes far. *En boca cerrada no entran moscas*, flies do not get into a closed mouth. *Ojos que no ven, corazón que no siente*, eyes that do not see, a heart that does not grieve. *El que la sigue, la consigue*, whoever keeps after it gets it. Look at that last one: two little words, la and la, are doing the work of a whole noun. That is this lesson.

How Spanish works: the stand-in words. When you have already named a thing, Spanish replaces it with a little pronoun that matches its gender and number: **lo** for an el noun, **la** for a la noun, **los** for a los noun, **las** for a las noun. And here is the surprise: the pronoun goes **before** the conjugated verb. ¿El libro? Lo leo. The book? I read it (literally, it I read). ¿La carta? La escribo. ¿Los libros? Los leo. ¿Las uvas? Las como. The same words stand in for people: lo is him, la is her. ¿Sancho? Lo veo. I see him. Two more little words work the same way: **me** (me) and **te** (you): Mi madre me ve. My mother sees me. Te veo. I see you. With no, the no comes first of all: No lo veo. In the past it works the same: ¿El libro? Lo leí ayer. With the voy-a future you have a

choice: put the pronoun before *ir*, or tie it onto the end of the infinitive: *Lo voy a leer* or *Voy a leerlo*. Both are perfectly correct.

The seeing verb, and the personal a. To practice the pronouns, you need a verb that can see things: *ver*, to see. Its present is nearly regular, with one surprise in the *yo* form: **veo, ves, ve, vemos, ven**. It gives the title of this lesson, *Lo veo*, I see it, or I see him, and a phrase you will hear at every Spanish goodbye: *¡Te veo mañana!* See you tomorrow! One more small rule comes with seeing people. When the thing you see is a person, Spanish sets a little **a** in front of him or her: *Veo a mi madre. Don Quijote ve a Sancho*. (In Spanish the knight is Don Quijote.) It is called the personal *a*, and it has no English translation; it is Spanish's way of saying, careful, this one is a person. Once you swap the person for a pronoun, the *a* disappears: *Veo a mi madre. La veo*.

Say it out loud. Chant *ver*: *veo* (VEH-oh), *ves*, *ve*, *vemos*, *ven*. Then the pronoun drill, question and answer, fast: *¿El libro? Lo leo. ¿La leche? La bebo. ¿Los perros? Los veo. ¿Las flores? Las miro*. Your new word: *el refrán* (reh-FRAHN; the *r* at the start of a word is rolled, like *rr*). Then say the four refranes with rhythm, as Sancho would, clapping on the beats: *Po-co a po-co se va le-jos. En bo-ca ce-rra-da no en-tran mos-cas*.

Try it. You will make a deck of *refrán* cards, illustrated, with the little words circled, and then play the pronoun swap with your family until answering *¿El libro?* with *Lo leo* feels as natural as saying it in English.

PICTURE STUDY



Don Quixote and Sancho Panza, Gustave Doré, 1863 · Wood engraving · From the 1863 French edition of *Don Quixote* illustrated by Doré

Image: Wikimedia Commons, public domain

In Grade 5 you saw Gustave Doré's engraving of Don Quixote charging the windmills. This is another plate from the same great edition of 1863: master and squire riding side by side through a mountain pass, the way they ride through the whole book. Don Quixote sits tall and stiff in his armor, lance pointing at the sky, gazing ahead at adventures only he can see; Sancho, round and comfortable on his donkey, turns to look at his master, as if he is about to say something sensible, probably a proverb. Doré drew about 370 pictures for *Don Quixote*, and he traveled through Spain to get the landscapes right.

Look closely.

- Compare the two riders: one tall, thin and upright on a tall, thin horse; one short and round on a short, round donkey. How did Doré make the animals match their riders?
- Look at where each man is looking. Don Quixote gazes ahead and upward; Sancho looks at Don Quixote. What does that tell you about each of them?
- Find the bright gap in the mountains ahead of them, where the light pours in. Where is the road taking them?

- Find the two names cut into the bottom corners: Doré's at the left, and at the right the name of the engraver who cut the drawing into the wood block.

Talk about it.

1. Sancho follows a man everyone else thinks is crazy. Why do you think he stays?
2. Which do you think a person needs more: Don Quixote's big dreams or Sancho's plain proverbs? Could someone have both?
3. Answer with pronouns: ¿Ves a don Quijote? Sí, lo veo. ¿Ves la lanza? (the lance) ¿Ves las montañas? ¿Ves a Sancho?

ACTIVITY

Refrán cards and the pronoun swap

Sancho carries his wisdom in proverbs; today you start your own collection. Then you train the little pronouns until they jump into place without thinking.

You will need:

- 6 index cards for the new words, plus 6 more for the refrán cards
- Colored pencils
- Ten ordinary things from around the house: a book, a cup, a spoon, two pencils, some apples or grapes, a flower, shoes

Steps:

1. Make six flashcards: me, te, lo and la, los and las, ver (veo, ves, ve, vemos, ven), el refrán. Run the whole deck once.
2. Make six refrán cards. On the front, write the refrán in Spanish in your best lettering; on the back, its English meaning and a small drawing. Use the four from the lesson, plus two more: *Al pan, pan, y al vino, vino* (call bread bread and wine wine: speak plainly) and *Quien canta, sus males espanta* (whoever sings scares away his troubles).
3. On the El que la sigue, la consigue card, circle both la's and write what they stand for: la cosa, the thing you are after.
4. The pronoun swap: lay out the ten household things. A parent picks one up and asks ¿Ves el libro? or ¿Ves las manzanas? You answer with the right pronoun: Sí, lo veo. Sí, las veo. Then the parent asks with other verbs you own: ¿Lees el libro? ¿Comes las uvas? ¿Escribes la carta?
5. Swap into the past and future: ¿Comiste la manzana? Sí, la comí. ¿Vas a leer el libro? Sí, lo voy a leer.

6. Read your six refranes aloud to the family with Sancho's rhythm, and ask which one they like best.

Tips:

- Look at the noun's little word before you choose: el gives lo, la gives la, los gives los, las gives las.
- Park the pronoun right before the conjugated verb: Lo leo, not Leo lo.
- With people, use the personal a until you swap: Veo a papá. Lo veo.

Check your work:

- My six new flashcards and six refrán cards are made.
- I answered at least ten swap questions with the right pronoun in the right place.
- I used a pronoun with the past and with the voy-a future.
- I read the refranes aloud and can say four of them from memory.

SPANISH NOTEBOOK

1. Title a page Lo veo and date it. Make a chart: el libro, lo; la carta, la; los libros, los; las uvas, las; plus me and te, with one example sentence each.
2. Copy the chant of ver, with ¡Te veo mañana! beneath it.
3. Copy your six refranes with their meanings, the little words circled.
4. Write five question-and-answer pairs from the pronoun swap, including one in the past and one with voy a.

WORKED EXAMPLES

Example 1. Answer with a pronoun: *¿Lees la carta?*

1. La carta is a la word, singular: the pronoun is la.
2. The verb for I is leo.
3. Put the pronoun before the verb: la leo.

Answer: Sí, la leo. (Yes, I read it.)

Example 2. Replace the noun: *Don Quijote ve a Sancho.*

1. Sancho is a man, singular: him is lo.
2. The personal a disappears when the person becomes a pronoun.
3. Place lo before ve.

Answer: Don Quijote lo ve. (Don Quixote sees him.)

Example 3. Say it two ways with a pronoun: *Voy a comer las uvas.*

1. Las uvas is las, plural: the pronoun is las.
2. With voy a, it can go before voy: Las voy a comer.
3. Or it can be tied onto the infinitive: Voy a comerlas.

Answer: Las voy a comer. / Voy a comerlas. (I am going to eat them.)

PRACTICE

[EASY] **1.** Which pronoun replaces each noun? el pan, la leche, los perros, las flores.

Answer: Lo, la, los, las.

[EASY] **2.** Chant the present of ver.

Answer: Veo, ves, ve, vemos, ven.

[EASY] **3.** Translate: *Te veo. Mi madre me ve.*

Answer: I see you. My mother sees me.

[MEDIUM] **4.** Answer with a pronoun: *¿Comes el pan? ¿Bebes la leche? ¿Escribes las cartas?*

Answer: Sí, lo como. Sí, la bebo. Sí, las escribo.

[MEDIUM] **5.** Translate: *¿El libro? No lo leí.*

Answer: The book? I did not read it.

[MEDIUM] **6.** Write in Spanish: I see my father. I see him.

Answer: Veo a mi padre. Lo veo.

[HARD] **7.** Explain the two la's in the refrán *El que la sigue, la consigue*. What do they stand for, and where do they sit?

Answer: Both are the direct object pronoun la, standing for a feminine thing already in mind, the goal (la cosa, la meta): whoever follows it, gets it. Each sits right before its verb, sigue and

consigue.

[CHALLENGE] **8.** Write a four-line dialogue between Don Quixote and Sancho using at least four different object pronouns (choose from me, te, lo, la, los, las) and one refrán.

Answer: Answers vary. Example: Sancho, ¿ves los gigantes? No, señor, no los veo. Veo los molinos. ¿Y la isla? ¿La ves? No, señor. Pero poco a poco se va lejos. ¡Te veo mañana! Check that each pronoun matches its noun and stands before the verb.

COMMON MISTAKES

- Putting the pronoun after a conjugated verb, the English way: Leo lo. It parks before: Lo leo.
- Using lo for everything. Match the noun: la carta, la escribo; las uvas, las como.
- Keeping the personal a after the swap: A lo veo. The a goes away with the noun: Veo a Sancho. Lo veo.
- Forgetting the personal a with people: Veo mi madre. Spanish marks a person with a: Veo a mi madre.

From history. Spanish collectors have been writing refranes down for five hundred years. In 1627 a scholar of Salamanca, Gonzalo Correas, gathered many thousands of them into one enormous book, and they are still being collected today. Many have English twins: más vale pájaro en mano que ciento volando is our a bird in the hand is worth two in the bush. Spanish just counts more birds.

Make it a game: ¿Lo Tienes?. One player leaves the room while the others hide five household things (a book, a cup, two spoons, some grapes) on different people or under cushions. The searcher returns and asks each person about each thing: ¿Tienes el libro? The person must answer with the right pronoun, truthfully: Sí, lo tengo. or No, no lo tengo. When the searcher finds a thing, he holds it up and says ¡Lo veo! (or ¡Las veo!). A wrong pronoun by anyone costs a point; find all five in the fewest questions to win, then trade places.

“But let your communication be, Yea, yea; Nay, nay: for whatsoever is more than these cometh of evil.” (Matthew 5:37, KJV)

In Spanish: Pero sea vuestro hablar: Sí, sí; no, no. Jesus praises plain speech, the kind the old Spanish refrán puts so well: al pan, pan, y al vino, vino. Call bread bread. The little pronouns make Spanish short and plain; let your words be the same.

4.2 Me Gusta, Honestly

OBJECTIVES

- Explain that gustar means to please, and that the thing liked is the subject: me gusta el mar, the sea pleases me.
- Choose gusta for one thing (or an activity) and gustan for many things: me gusta la playa, me gustan los barcos.
- Use me, te and le to say who is pleased: ¿Te gusta? A papá le gusta el café. A Sorolla le gustó el mar.
- Tell the story of Sorolla and his sea, and learn the new words la playa and el pescador.

Warm-up. Chant ver, then answer with pronouns: ¿Ves la mesa? ¿Ves los libros? Now an old Grade 4 phrase: say me gusta el chocolate. Easy. Now try this: say I like books. Most students say me gusta los libros, and it sounds wrong to every Spanish speaker in the room. Today you find out why, and once you see what gustar really means, you will never make that mistake again.

Watch: Learn Spanish - Talking about Likes/Dislikes (part 1)

Señor Jordan · 3:25

<https://www.youtube.com/watch?v=cRo55O9Zaic>

When to watch: After the How Spanish works paragraph. Listen for why it is gusta with one thing and gustan with many.

Note: A short starter on me gusta and me gustan. Señor Jordan also has a fuller lesson on all the forms of gustar, about fourteen minutes long, on his channel, for families who want more.

Backup video: Gustar: likes and preferences in Spanish || Lección 14

Why Not Spanish? · 6:55

<https://www.youtube.com/watch?v=XA8Aoy3HGFA>

When to watch: María's gustar lesson, mixing English and Spanish clearly, with te gusta and le gusta in conversation. Good for Session 3, before the practice.

KEY TERMS

gustar

To please, to be pleasing. Spanish says what you like by saying what pleases you: me gusta el mar, the sea pleases me. From Latin gustare, to taste; English cousins: gusto, disgust.

me, te, le (with gustar)

To me, to you, to him, her or usted: the person who is pleased. *Me gusta*, it pleases me; *te gusta*, it pleases you; *le gusta*, it pleases him or her.

Joaquín Sorolla

The painter of Valencia (1863–1923), famous for the bright light of his beach paintings. You met him in Grade 5, by the sea.

la playa

The beach. Sorolla painted the beaches of Valencia, on Spain's Mediterranean coast, all his life.

el pescador

The fisherman. From *pescar*, to fish; cousin of *el pez*, the fish (Grade 3), and Latin *piscis*.

CORE IDEAS

The story. Joaquín Sorolla was born in Valencia, on the Mediterranean coast of Spain, in 1863. When he was two years old, both his parents died in an epidemic, and he and his little sister were raised by an aunt and her husband, a locksmith, who soon noticed that the boy drew on everything. He grew up to be one of the most loved painters Spain has ever had, and of all the things in the world he could paint, the thing he loved best was the sea. He painted it again and again, all his life: the beach at Valencia in the blazing noon light, children running on the sand, women mending nets, fishing boats with their great white sails. He set up his easel right on the beach, in the wind and the spray, and worked fast to catch the light before it changed. In the 1890s the fishing boats of Valencia were still hauled up out of the surf by teams of oxen, and Sorolla painted them doing it. That painting, *La vuelta de la pesca*, The Return from Fishing, won him a medal in Paris in 1895 and was bought for the French nation; it hangs in Paris to this day. Ask anyone who knew him what Sorolla liked, and the answer comes in one Spanish sentence: *A Sorolla le gustó el mar*. The sea pleased Sorolla, all his life.

How Spanish works: gustar, honestly. Since Grade 4 you have said *me gusta* and thought it meant I like. Here is the truth: Spanish has no verb that works like English like. *Gustar* means **to please**. So *me gusta el mar* really says **the sea pleases me**. The sea is the subject, doing the pleasing; me (to me) is the person being pleased. Now the mystery of *me gustan* solves itself. The verb agrees with its subject, the thing liked. One thing pleases: *me gusta el barco*. Many things please: *me gustan los barcos*. One beach: *me gusta la playa*. Many books: *me gustan los libros*. Activities count as one thing, so they always take *gusta*: *me gusta pintar*, *me gusta nadar y leer* (*nadar*, to swim). To ask a friend, change me to **te**: *¿Te gusta el mar?* *¿Te gustan las uvas?* To talk about someone else, use **le**: *le gusta*, it pleases him or her. And to make clear who, put a + the person in front: *A papá le gusta el café*. *A mi hermana le gustan los gatos*. *A Sorolla le gustó el mar*. (Gustó is the past, regular -ar: it pleased. Gustaron, they pleased.) Saying you dislike something is easy: put no first: *No me gustan las arañas*. (arañas, spiders.)

Gustar in a family of verbs. Once you own the pattern, you can recognize it everywhere: Spanish expresses many feelings this way, with the thing doing the pleasing and the person receiving it, and later years will add more verbs that work just like it. For now, own the four you need: *me gusta* / *me gustan*, *te gusta* / *te gustan*, *le gusta* / *le gustan* (and, for when you meet them, *nos gusta*, it pleases us, and *les gusta*, it pleases them). Two new words come from Sorolla's beach: *la playa*, the beach, and *el pescador*, the fisherman, built on *pescar*, to fish, the same root as your Grade 3 word *el pez* and Latin *piscis*. Latin students, notice too that *gustar* comes from Latin *gustare*, to taste: a thing that pleases you is a thing you have a taste for.

Say it out loud. Make two piles in your mind, one thing and many things, and say each sentence with a hand gesture: one finger for *gusta*, a whole open hand for *gustan*. *Me gusta el mar.* *Me gustan los barcos.* *Me gusta la playa.* *Me gustan los pescadores.* Then ask the person next to you, and let them answer: *¿Te gusta el café?* *Sí, me gusta.* *¿Te gustan las uvas?* *No, no me gustan.* Then report it: *A mamá le gusta el café.* Your new words: *la playa* (PLAH-yah), *el pescador* (pehs-kah-DOR). Last, the sentence of the lesson: *A Sorolla le gustó el mar.*

Try it. You will draw Sorolla's beach, label everything in it in Spanish, and sort the labels into *gusta* and *gustan*; then you will write what pleases you, what pleases your family, and what pleased Sorolla. Next comes the unit challenge: a real survey of the family's likes, charted in Spanish.

PICTURE STUDY



Return from Fishing (La vuelta de la pesca), Joaquín Sorolla, 1894 · Oil on canvas · Musée d'Orsay, Paris
Image: Wikimedia Commons, public domain

This is the painting that made Sorolla famous outside Spain. It shows a scene he watched all his youth on the beach at Valencia: a fishing boat coming home, its great white sail still full of wind, being dragged up out of the surf by a team of oxen, because the beach had no harbor. The fishermen work in the water around them in straw hats and rolled-up clothes, one carrying a heavy wooden plank to slide under the hull. Sorolla painted it in 1894; the next year it won a medal at the great Paris exhibition and the French government bought it. Look at the light: the sail glows, the foam sparkles, and the water around the oxen's legs is green and gold. Sorolla was called the painter of light, and here you can see why.

Look closely.

- Find the two oxen and the yoke across their horns. One is red-brown, one is dark with a white face. How deep is the water around them?
- Look at the great sail. How did Sorolla make plain white canvas look full of sunlight and wind?
- Find the fishermen: one up by the yoke guiding the oxen, one carrying a wooden plank through the surf, one in the boat with a big basket. Each has a job.
- Look at the far horizon on the right: tiny white sails. More boats are coming home.

Talk about it.

1. Sorolla could have painted kings and palaces. Why do you think he chose fishermen and oxen?
2. What in this painting do you think Sorolla liked most? Answer in Spanish: A Sorolla le gustó... or le gustaron...
3. Say three things you like and three you do not in the painting, the honest Spanish way: Me gusta el barco. Me gustan los bueyes (the oxen). No me gusta el agua fría.

ACTIVITY

Sorolla's beach: gusta or gustan

Today you paint Sorolla's beach with words. Draw the beach, label everything in Spanish, sort the labels into one thing and many things, and then say honestly what pleases whom.

You will need:

- 5 index cards for the new words
- A sheet of paper, colored pencils or crayons
- Your Spanish notebook

Steps:

1. Make five flashcards: me gustan, te gusta / te gustan, le gusta / le gustan, la playa, el pescador. Run the whole deck once.
2. Draw a beach in Sorolla's style: bright sun, white sails, the sea, a fisherman or two, maybe oxen, children, fish and shells. Fill the page.
3. Label at least ten things in Spanish with their little words, using words you own: el mar, la playa, el sol, el barco, los barcos, el pescador, los peces, las conchas, la luz, los niños.
4. Sort your labels into two lists in your notebook: GUSTA (one thing: el mar, la playa, la luz) and GUSTAN (many: los barcos, las conchas, los peces).
5. Write six true sentences: two about you (Me gusta la playa. Me gustan las conchas.), two asking a family member and recording the answer (¿Te gustan los peces? A mi hermano le gustan los peces.), and two about Sorolla in the past (A Sorolla le gustó el mar. A Sorolla le gustaron los barcos.).
6. Show your beach to the family, point at each thing, and tell them whether it pleases you, with the gesture: one finger for gusta, open hand for gustan.

Tips:

- Ask yourself: what is doing the pleasing, one thing or many? That decides gusta or gustan, not the person who likes it.
- Activities are always gusta, even several of them: Me gusta nadar y pintar.
- For someone else, start with a + the person and keep le: A mamá le gusta el sol.

Check your work:

- My five new flashcards are made and in the deck.
- My beach is drawn with at least ten Spanish labels.
- My notebook has the GUSTA and GUSTAN lists and six correct sentences, two of them in the past.
- I presented my beach to the family, choosing gusta or gustan correctly every time.

SPANISH NOTEBOOK

1. Title a page Gustar: to please and date it. Write the honest translation: me gusta el mar = the sea pleases me.
2. Make a chart with three rows (me, te, le) and two columns (gusta, gustan), with an example in each box.
3. Copy your six beach sentences.

4. Write five true sentences about what pleases five people in your family, starting each with A + the person: A papá le gusta...

WORKED EXAMPLES

Example 1. Write in Spanish: I like books.

1. Turn it around: books please me.
2. Books are many things, so the verb is gustan.
3. To me is me: me gustan los libros.

Answer: Me gustan los libros.

Example 2. Write in Spanish: Dad likes coffee.

1. Turn it around: coffee pleases Dad.
2. Coffee is one thing: gusta. To him is le.
3. Name him with a: a papá le gusta el café.

Answer: A papá le gusta el café.

Example 3. Translate: *A Sorolla le gustaron los barcos y le gustó pintar el mar.*

1. Gustaron: past, plural; the boats pleased him.
2. Gustó: past, singular; painting pleased him (an activity counts as one thing).
3. Turn it back into natural English with like.

Answer: Sorolla liked the boats, and he liked painting the sea.

PRACTICE

[EASY] **1.** What does gustar really mean, and what does *me gusta el mar* say word for word?

Answer: To please. Me gusta el mar says: the sea pleases me.

[EASY] **2.** Gusta or gustan? el pan, las flores, la playa, los perros.

Answer: Me gusta el pan; me gustan las flores; me gusta la playa; me gustan los perros.

[EASY] **3.** Give the English: la playa, el pescador.

Answer: The beach, the fisherman.

[MEDIUM] **4.** Translate: *¿Te gustan las uvas? No, no me gustan.*

Answer: Do you like grapes? No, I do not like them.

[MEDIUM] **5.** Write in Spanish: My sister likes cats. The fisherman likes the sea.

Answer: A mi hermana le gustan los gatos. Al pescador le gusta el mar. (a + el = al)

[MEDIUM] **6.** Write in Spanish: I like to read and to paint. (pintar = to paint)

Answer: Me gusta leer y pintar. (Activities always take gusta.)

[HARD] **7.** A student writes *Yo gusto los libros*. What does it actually say, and how do you fix it?

Answer: Yo gusto means I please, so it says something like I please the books. The books must be the subject, doing the pleasing: Me gustan los libros.

[CHALLENGE] **8.** Write four sentences about Sorolla in the past using gustó and gustaron correctly, and one about yourself in the present that answers whether you agree with him.

Answer: Answers vary. Example: A Sorolla le gustó el mar. Le gustaron los barcos y los pescadores. Le gustó la luz de Valencia. Le gustó pintar en la playa. A mí también me gusta la playa. (a mí, to me, for emphasis.)

COMMON MISTAKES

- Choosing gusta or gustan by the person instead of the thing. In me gustan los barcos, the boats are many, so gustan, though only one person is pleased; in a mis padres les gusta el café, the coffee is one thing, so gusta, though two people are pleased. Ask: what is doing the pleasing?
- Writing me gusta los libros. Many things please: me gustan los libros.
- Using yo with gustar: Yo gusto el chocolate. The person is me, te or le, never the subject: me gusta el chocolate.
- Forgetting le when naming the person: A papá gusta el café. Keep both: A papá le gusta el café.

From history. Sorolla painted so fast and so much that he left behind more than two thousand paintings. His family home in Madrid, with the garden he designed himself and the studio where he worked, is now the Museo Sorolla, kept almost as he left it, his brushes still in their jars. And when a great American collector asked him to paint the regions of Spain for the Hispanic Society of America in New York, Sorolla spent years on it: fourteen enormous canvases of fishermen, shepherds, dancers and farmers, every one of them painted from life.

Make it a game: ¿Gusta o Gustan?. Make two paddles from paper plates or cards: one with a single finger drawn on it, GUSTA, and one with an open hand, GUSTAN. The parent calls out nouns and activities, fast: el chocolate, las fresas, nadar, los perros, la playa, cantar y bailar. The student holds up the right paddle and says the whole sentence, honestly: Me gusta el chocolate. No me gustan las arañas. Two in a row wrong and the parent takes the paddles. In round two, the student calls and the parent answers, but must report it about someone else: A Sorolla le gustan los barcos.

“Delight thyself also in the LORD; and he shall give thee the desires of thine heart.” (Psalm 37:4, KJV)

In Spanish: Deléitate asimismo en Jehová, y él te concederá las peticiones de tu corazón. Gustar is about what pleases you; this verse asks what pleases you most. Sorolla delighted in the sea God made; the psalm invites us to delight first in the One who made it.

Unit 4 review

Answer each question in complete sentences where asked. The review is worth 30 points. It may be done orally, with a parent writing down the answers; for the Spanish answers, the parent checks the pronouns, their position, and gusta or gustan.

1. (5 pts) Who was Sancho Panza, what is a refrán, and give two refranes with their meanings.

Answer: Don Quixote's squire, a practical farmer from La Mancha who rides a donkey and speaks in proverbs. A refrán is a short, old saying that carries common wisdom. Examples: Poco a poco se va lejos (little by little one goes far); En boca cerrada no entran moscas (flies do not get into a closed mouth); El que la sigue, la consigue (whoever keeps after it gets it).

2. (5 pts) Answer with a pronoun: (a) ¿Lees el libro? (b) ¿Comes las uvas? (c) ¿Ves a tu madre? (d) ¿Escribiste la carta?

Answer: (a) Sí, lo leo. (b) Sí, las como. (c) Sí, la veo. (d) Sí, la escribí.

3. (5 pts) Translate into English: *Mi madre me ve. Te veo mañana. ¿Los barcos? No los veo.*

Answer: My mother sees me. I see you tomorrow (see you tomorrow). The boats? I do not see them.

4. (5 pts) Explain what gustar means and why we say me gusta el mar but me gustan los barcos.

Answer: Gustar means to please. The thing liked is the subject, doing the pleasing, so the verb agrees with it: one thing (el mar) takes gusta; many things (los barcos) take gustan.

5. (5 pts) Translate into Spanish: (a) I like the beach. (b) Do you like grapes? (c) Dad likes coffee. (d) Sorolla liked the sea.

Answer: (a) Me gusta la playa. (b) ¿Te gustan las uvas? (c) A papá le gusta el café. (d) A Sorolla le gustó el mar.

6. (5 pts) Tell what Sorolla's painting La vuelta de la pesca shows, and why the oxen are there.

Answer: A fishing boat with a great white sail being hauled out of the surf onto the beach at Valencia by a team of oxen, with fishermen working around them. The beach had no harbor, so

oxen pulled the boats up onto the sand.

Unit challenge: The gustos survey

Survey three family members on eight things, in Spanish. First choose your eight items and write them as questions on a clipboard or sheet, mixing one-thing items and many-thing items, with at least two activities: ¿Te gusta el café? ¿Te gustan los perros? ¿Te gusta la playa? ¿Te gustan las uvas? ¿Te gusta cantar? Then interview each person, asking every question in Spanish; they may answer Sí, me gusta / me gustan or No, no me gusta / no me gustan (teach them how before you start!). Record the answers in a chart: the eight items down the side, the three names across the top, a check or an X in each box. Under the chart, write at least six report sentences in Spanish, using le and each person's name: A papá le gusta el café. A mamá no le gustan los perros. A mi hermano le gusta cantar. Add one sentence about yourself: Me gustan las uvas. Finally, announce the most popular item to the family, and the least.

Look for	What it means
The survey	Eight items, mixing singular, plural and activities, asked in Spanish of three people, with every answer recorded in a neat chart.
Gusta or gustan	Every question and report sentence chooses gusta or gustan by the thing liked, not the person.
Report sentences	At least six report sentences with a + name + le, plus one about the student with me.
Presentation	The student announced the results aloud in Spanish and taught the family to answer with me gusta and me gustan.

Real Fables

Everything you have built this quarter comes together now for the payoff: you are going to read two real fables in Spanish. Fables are the oldest stories in the schoolroom, short animal tales with a lesson folded inside, and every one you know was first told in Greek by Aesop, retold in Latin by Phaedrus, in French by La Fontaine, and in Spanish verse by Félix María de Samaniego, who wrote his fables in the 1780s so that schoolboys could learn wisdom while they laughed. You will read each fable first in a Spanish prose version built entirely from this quarter's grammar, the past for what happened, the present and *voy a* for what the animals say, the little pronouns and *gustar*, and then in a few true lines of Samaniego's own eighteenth-century verse.

The first fable is the fox and the grapes, the very same fox the Latin Grade 7 student met in Phaedrus, who said *nondum matura sunt*, now speaking Spanish and saying *¡Están verdes!* The second is the cicada and the ant, the fable of summer singing and winter hunger that Solomon's own proverb, *go to the ant, thou sluggard*, said first. The quarter ends with *la noche de fábulas*, a family fable night: both fables read aloud with voices, both morals in two languages, Samaniego's lines recited, and a paper medal, *La Hormiga de Oro*, for the hardest worker in the house.

PREREQUISITES

- Units 1–4: the past tense of all three families, *ir* and *voy a*, the object pronouns, and *gustar*
- The Grade 6 difference between *ser* and *estar*, and the Grade 3 color *verde*
- The Grade 5 method of reading a story three ways: aloud, for meaning, and aloud again with feeling

MASTERY CHECKLIST

- I read *La zorra y las uvas* aloud in Spanish, translated it, and can retell it in my own Spanish.
- I can explain why the fox says *las uvas están verdes*, not *son verdes*, and what *verde* means there.
- I can say who Félix María de Samaniego was and recite four lines of his verse with their meaning.
- I read *La cigarra y la hormiga* aloud in Spanish and can give its moral in Spanish and English.
- I can explain how fables tell the truth sideways, and what Proverbs 6:6 says about the ant.
- I hosted *la noche de fábulas* for my family and awarded the medals.

OPTIONAL BOOKS AND RESOURCES

- **Samaniego's fables on Spanish Wikisource** —

[https://es.wikisource.org/wiki/La_zorra_y_las_uvas_\(Samaniego\)](https://es.wikisource.org/wiki/La_zorra_y_las_uvas_(Samaniego)): Free online: Samaniego's full fables,

from an 1882 edition illustrated by Grandville, in the old spelling of the day. Read the whole fox fable, and then try La cigarra y la hormiga; with this unit's glosses, a determined seventh grader can follow most of it.

- **School Launch Latin, Grade 7, Lesson 5.1** — </courses/latin/grade-7/>: Free, from our own shelf. The same fox, the same grapes, in Latin: Vulpes et Uva. A student taking both courses can read the fable in the mother tongue and the daughter on the same evening.
- ***Aesop's Fables*, illustrated by Arthur Rackham**: The 1912 translation by V. S. Vernon Jones with Rackham's drawings, the source of both pictures in this unit, is in the public domain and in many libraries. A good fable a night for the rest of the year.

5.1 La Zorra y las Uvas

OBJECTIVES

- Read the fable La zorra y las uvas aloud in Spanish, understand it directly, and translate it sentence by sentence.
- Explain the fox's famous line ¡Están verdes!: why estar, and what verde means for fruit.
- Tell who Samaniego was, and read four lines of his real verse with the help of a gloss.
- Learn the new words la fábula, la moraleja, la zorra, la uva, maduro and saltar.

Warm-up. Chant the three pasts, then ir, then the gustar pair: me gusta, me gustan. Now count what you own: three past families, a future, a going verb, four little pronouns, the honest grammar of liking, and about a hundred and fifty words from Grades 5 to 7. That is not a pile of parts anymore; that is enough machinery to read a real story. Today you read a fable older than the Roman Empire, in Spanish.

Watch: Fábula de la zorra y las uvas. Cuentos con moraleja para niños

guiainfantil · 2:48

<https://www.youtube.com/watch?v=auomAS68m5M>

When to watch: After your first reading of the fable aloud: watch it told in Spanish by a native speaker, with pictures. Then watch once more and raise a hand at every word you know.

Note: A short illustrated fable for Spanish-speaking children, narrated slowly, with the moraleja stated at the end. It is not your text word for word, which is good: hearing the same story in someone else's Spanish is real listening.

Backup video: el zorro y las uvas fabula || Cuentos Infantiles en Español || Fábulas para niños

T-Series Kids Hut - Cuentos en Español · 4:51

<https://www.youtube.com/watch?v=y8kopOprnLU>

When to watch: A longer animated retelling in Spanish. Listen for one difference: this version makes the fox a he, el zorro, instead of a she, la zorra. Both words are real Spanish; the lesson explains why.

KEY TERMS

la fábula

A fable: a short story, usually about animals, that teaches a lesson. From Latin fabula, a story, a tale, the word the Latin student already knows.

la moraleja

The moral: the lesson a fable teaches, often stated at the end. Spanish has a special word for a fable's moral, built on moral.

Félix María de Samaniego

A Spanish poet from the Basque country (1745–1801) who retold Aesop's and La Fontaine's fables in lively Spanish verse for the boys of a school at Vergara. His *Fábulas morales* are still read in Spanish schools.

sour grapes

An English phrase born from this fable: pretending you never wanted something you could not get. Spanish says the grapes are green: ¡Están verdes!

la zorra, el zorro

The fox. La zorra is the she-fox (the vixen), and in Spanish fables the fox is usually la zorra; el zorro is the he-fox, the name of the masked hero of old California stories.

CORE IDEAS

The story. More than two thousand five hundred years ago, a Greek storyteller named Aesop told a story about a hungry fox, a vine and a bunch of grapes she could not reach, and people have been telling it ever since. The Roman poet Phaedrus put it into Latin verse; you may have read his fox in Latin Grade 7, saying *nondum maturae sunt*, they are not ripe yet. In the 1600s La Fontaine put it into French. And in the 1780s a cheerful Spanish gentleman named Félix María de Samaniego, from the town of Laguardia in the Basque country, set it into Spanish rhyme. A new school had opened in the Basque town of Vergara, and Samaniego wanted its boys to have fables in their own language that they would enjoy reading, short, quick and funny, so that they would learn wisdom while they laughed. He wrote more than a hundred and fifty of them, the *Fábulas morales*, and Spanish children have been memorizing them for two hundred years. His fox jumps and fails and walks away saying, with her nose in the air, *no están maduras*, they are not ripe; in everyday Spanish she says it shorter: *¡Están verdes!* They are green! That little sentence became a Spanish saying: when someone runs down what he could not get, Spanish speakers smile and say, *¡Están verdes!*

How Spanish works: reading a fable. Your fable, printed in the activity below, uses only grammar you own, and you will see how the tenses take turns. The **story** runs in the past, event after event: *caminó, no comió, encontró, saltó, regresó*. The **fox's words** are in the present and the future, because she is speaking in her own now: *¡Me gustan las uvas!* (Unit 4, *gustan* for many grapes) and *¡Las voy a comer!* (Unit 3's future with Unit 4's *las*, parked before *voy*). Read it the Grade 5 way. First, **aloud in Spanish**, slowly, without translating, to see how much arrives on its own. Second, **for meaning**, sentence by sentence, using the helper-word gloss. Third, **aloud again with feeling**: you are the narrator and the fox, and the fox is very hungry and then very

proud. When a sentence resists, do what readers do: find the verb, read its ending for the doer and the tense, and let the rest fall into place.

The fox's grammar: están verdes. Here is a lovely piece of Grade 6 grammar hiding in the punch line. Verde means green, your Grade 3 color. But *las uvas son verdes*, with *ser*, says what the grapes are: green grapes, a green-colored kind. *Las uvas están verdes*, with *estar*, says how they are right now: unripe, not ready yet. So when the fox says ¡Están verdes!, she means they are unripe, sour, not worth eating, and the joke is that the narrator has already told you the grapes were *negras*, dark and ripe. She is fibbing to save face. Your new words for this lesson: *la fábula* (the fable), *la moraleja* (the moral), *la zorra* (the fox), *la uva* (the grape), *maduro* (ripe; it agrees: *las uvas maduras*; Latin *maturus*, English *mature*), and *saltar* (to jump, a regular -ar verb: saltó, she jumped). Latin students will hear Phaedrus inside Samaniego: *nondum maturae, no están maduras*, the same word, worn smooth.

Say it out loud. Your new words: *la fábula* (FAH-boo-lah; the accent puts the push on the first syllable), *la moraleja* (moh-rah-LEH-hah), *la zorra* (SOH-rrah, with a rolled rr), *la uva* (OO-vah), *maduro* (mah-DOO-roh), *saltar* (sahl-TAHR). Then the fox's two great lines, in two voices: first greedy and excited, *¡Me gustan las uvas y las voy a comer!*; then sniffy and proud, turning away, *¡Bah! Están verdes*. Say Samaniego's last line, too, with a shrug: *No las quiero comer: no están maduras*.

Try it. The activity is the fable itself: three readings, a comprehension round in Spanish, and Samaniego's four real lines of verse. Then you will make a simple paper fox puppet and perform the fable for the family, a dress rehearsal for la noche de fábulas next week.

PICTURE STUDY



The Fox and the Grapes, Arthur Rackham, 1912 · Pen-and-ink drawing · From *Aesop's Fables: A New Translation*, by V. S. Vernon Jones (London, 1912)

Image: Wikimedia Commons, public domain

Arthur Rackham was one of the great English illustrators of the early 1900s, famous for his drawings of fairy tales, and in 1912 he illustrated a new English translation of Aesop's fables. Here is his fox. Notice what is missing: the grapes. Rackham leaves them out of the picture entirely, above the top edge, and draws only the fox looking up at them, so that you have to imagine the grapes yourself, exactly where she does. Every line of her body points up: the stretched neck, the nose, the pricked ears. It is the moment before the first jump, when the fox still says ¡Me gustan las uvas!

Look closely.

- Find where the fox is looking. Why do you think Rackham left the grapes out of the picture?
- Follow the long line from the tip of her nose down her stretched neck. How did the artist show longing without drawing a face?
- Look at her tail curled on the ground and her front paws planted together. Is she about to jump, or still deciding?

- Rackham used only black ink and short, quick strokes for the fur. Find the place where the strokes are thickest.

Talk about it.

1. If Rackham had drawn the fox walking away at the end, what would her face and tail look like?
2. Why do people, like the fox, sometimes pretend they never wanted what they could not have?
3. Describe the picture in Spanish, then tell what happens next with *voy a*: La zorra mira arriba.
La zorra va a saltar...

ACTIVITY

La zorra y las uvas: the fable, and Samaniego's lines

Here is your fable, built from this quarter's grammar. The helper words beneath it are free; everything else is yours already. Read it three ways: aloud in Spanish, sentence by sentence for meaning, and aloud again with feeling.

LA ZORRA Y LAS UVAS · Un día de verano, una zorra caminó mucho por el campo. No comió nada en todo el día. Cerca del camino encontró una parra muy alta. Arriba, en la parra, vio unas uvas grandes y negras. «¡Me gustan las uvas!», exclamó la zorra, «¡y las voy a comer!» La zorra saltó una vez, pero no llegó a las uvas. Saltó otra vez, y otra vez, y otra vez. Saltó toda la tarde, pero las uvas no bajaron. Por fin, la zorra miró las uvas una vez más. «¡Bah! Están verdes», exclamó. «No me gustan las uvas verdes.» Y regresó a su casa con hambre. *Moraleja*: Algunas personas, cuando no tienen una cosa, dicen que la cosa es mala.

Helper words (free): un día de verano = one summer day · mucho = a lot · por el campo = through the countryside · nada = nothing · todo el día = all day · cerca del = near the · encontró = she found · la parra = the grapevine · muy = very · arriba = up above · vio = she saw (the past of ver) · unas = some · exclamó = she exclaimed · pero = but · una vez = once · otra vez = again · toda la tarde = all afternoon · bajaron = came down · por fin = at last · una vez más = one more time · su casa = her home · con hambre = hungry · algunas personas = some people · cuando = when · dicen que = say that · la cosa = the thing · mala = bad.

Samaniego's own lines. Here are four real lines from Samaniego's fable, as he wrote them in the 1780s (in modern spelling). The fox has seen the dark bunches of grapes high on the vine: *Miró, saltó, y anduvo en probaduras; / pero vio el imposible ya de fijo. / Entonces fue cuando la Zorra dijo: / No las quiero comer: no están maduras.* Gloss: miró = she looked · saltó = she jumped · anduvo en probaduras = she kept on trying · pero vio el imposible ya de fijo = but she saw for certain it was impossible · entonces fue cuando = that was when · dijo = she said · no las

quiero comer = I do not want to eat them · no están maduras = they are not ripe. Find the two -ar past verbs in the first line, and the little pronoun las in the last. Samaniego then ends with a playful twist of his own: he tells a friend named Fabio that when one of his plans fails, he should not lose his temper, but apply the story and say, coolly, they are not ripe.

You will need:

- 6 index cards for the new words
- Your Spanish notebook and a pencil
- A paper bag or a sheet of orange or brown paper, scissors and markers, for a fox puppet

Steps:

1. Make six flashcards: la fábula, la moraleja, la zorra, la uva, maduro, saltar. Run the whole deck once.
2. First reading, Spanish aloud: slow and brave, pure vowels, rising on the exclamations. Put a light pencil dot under any word that made you stumble.
3. Second reading, for meaning: say each sentence in good English, using the helper words and your notebook charts. Underline every past-tense verb in one color and every present or future verb in another.
4. Answer the comprehension questions in the practice section, the Spanish ones in Spanish.
5. Read Samaniego's four lines aloud twice, then copy them into your notebook with the gloss. Learn them by heart for the fable night.
6. Make a fox puppet from a paper bag or a cut-out, and perform the fable for someone: you are the narrator, the puppet is the fox, and an empty hand held high is the vine.

Tips:

- Read the « » marks as quotation marks: they show when the fox is talking, and her tense changes when she talks.
- When a sentence resists, find the verb, read its ending, then let the rest fall into place.
- Give the fox two voices: hungry and hopeful before the jumps, proud and sniffy after.

Check your work:

- I read the fable aloud three times, the last one with feeling.
- I translated every sentence and color-coded the past and present verbs.
- I copied and can recite Samaniego's four lines, and I know what they mean.
- I performed the fable with my fox puppet for a real audience.

SPANISH NOTEBOOK

1. Write the six new words, dated, with Latin cousins where you can: *fábula/fabula*, *maduro/maturus*.
2. Copy the whole fable, *LA ZORRA Y LAS UVAS*, in your best handwriting, and your English translation beneath it.
3. Copy Samaniego's four lines and their gloss, and write his name and dates: Félix María de Samaniego, 1745–1801.
4. Write a two-column note: *Las uvas son verdes* means... *Las uvas están verdes* means... and one sentence on why the fox's line is a fib.

WORKED EXAMPLES

Example 1. Open the sentence: *Arriba, en la parra, vio unas uvas grandes y negras.*

1. Find the verb: *vio*, the past of *ver*: she saw.
2. Find the object: *unas uvas grandes y negras*, some big dark grapes (the adjectives agree: feminine plural).
3. Let the rest fall into place: *arriba*, up above; *en la parra*, on the vine.

Answer: Up above, on the vine, she saw some big dark grapes.

Example 2. Explain the grammar of *¡Las voy a comer!*

1. *Voy a comer*: the *voy-a* future, I am going to eat.
2. *Las*: the pronoun for *las uvas*, them, parked before the conjugated verb *voy*.
3. It could also be said *Voy a comerlas*.

Answer: I am going to eat them! Unit 3's future plus Unit 4's pronoun.

Example 3. Answer in Spanish: *¿Llegó la zorra a las uvas?*

1. The question asks: did the fox reach the grapes?
2. Find the story line: *La zorra saltó una vez, pero no llegó a las uvas*.
3. Answer with the same past form, *llegó*, and no.

Answer: No, la zorra no llegó a las uvas.

PRACTICE

[EASY] 1. Give the English: *la fábula*, *la moraleja*, *la zorra*, *la uva*, *maduro*, *saltar*.

Answer: The fable, the moral, the fox, the grape, ripe, to jump.

[EASY] **2.** Answer in Spanish: *¿Qué vio la zorra en la parra?*

Answer: Vio unas uvas grandes y negras.

[EASY] **3.** Translate: *Saltó otra vez, y otra vez, y otra vez.*

Answer: She jumped again, and again, and again.

[MEDIUM] **4.** List five past-tense verbs from the fable and give their infinitives.

Answer: Examples: caminó (caminar), comió (comer), encontró (encontrar), vio (ver), exclamó (exclamar), saltó (saltar), llegó (llegar), bajaron (bajar), miró (mirar), regresó (regresar).

[MEDIUM] **5.** Why does the fox say *están verdes* and not *son verdes*?

Answer: Estar tells how something is right now, its condition: *están verdes* means they are unripe, not ready. Son verdes, with ser, would only say they are a green-colored kind of grape.

[MEDIUM] **6.** Write in Spanish: The fox did not eat the grapes, and she returned home hungry.

Answer: La zorra no comió las uvas y regresó a su casa con hambre.

[HARD] **7.** In Samaniego's line *No las quiero comer: no están maduras*, what does *las* stand for, and how does *maduras* show its Latin parent?

Answer: Las stands for las uvas, the grapes: I do not want to eat them. Maduras comes from Latin *maturae*, ripe, the very word in Phaedrus's *nondum maturae*; the t softened to d, as in many Spanish words.

[CHALLENGE] **8.** Retell the fable in four Spanish sentences of your own, with the fox as *el zorro* instead of *la zorra*. What else must change?

Answer: Answers vary. Example: Un día un zorro vio unas uvas. «¡Las voy a comer!», exclamó el zorro. Saltó mucho, pero no llegó a las uvas. «Están verdes», dijo, y regresó a su casa. Besides *el* and *un*, any adjective describing the fox must change to masculine (*un zorro hambriento*, not *hambrienta*); the grapes stay *las uvas*.

COMMON MISTAKES

- Translating word by word in Spanish order instead of finding the verb first. Find *vio*, then ask who saw and what.
- Missing the tense change at the quotation marks. The narrator speaks in the past; the fox speaks in her present and future.
- Reading *está verde* as green in color. With fruit, *estar verde* means unripe.
- Rushing Samaniego. Verse packs words tightly; read a line, read the gloss, then read the line again aloud.

From history. Aesop's fox has traveled through every language of Europe, and each one gave her grapes a different complaint. In Greek and Latin they are not yet ripe; in French, La Fontaine's fox says they are too green and only fit for louts; in Spanish, *¡están verdes!*; in English the grapes became the phrase sour grapes, which most English speakers use without ever knowing a fox started it. One small story, twenty-five centuries, and still true every time someone shrugs off what he could not have.

Make it a game: ¡Están Verdes!. Hang a small bunch of grapes (or a paper bunch) from a doorframe with string, just within reach of a jump. Players take turns at the vine. Before each jump, the parent asks a question about the fable or a past-tense verb to conjugate (*¿saltar, ella? ¿comer, nosotros?*). A right answer earns a jump, and if you touch the grapes you shout *¡Me gustan las uvas!* and take one. A wrong answer means you must turn away with your nose in the air and say, in your best fox voice, *¡Bah! ¡Están verdes!* Whoever collects the most grapes shares them with the family, with the moral: *los que trabajan comen*.

“A word fitly spoken is like apples of gold in pictures of silver.” (Proverbs 25:11, KJV)

In Spanish: Manzana de oro con figuras de plata es la palabra dicha como conviene. Manzana, your Grade 5 word, is still the apple. A fable is a word fitly spoken: a few short lines that stay with a listener for life. The fox's ¡Están verdes! has been fitly spoken for twenty-five centuries.

5.2 La Cigarra y la Hormiga, and Fable Night

OBJECTIVES

- Read the fable La cigarra y la hormiga aloud in Spanish, understand it directly, and give its moral in Spanish and English.
- Explain how fables and parables tell the truth sideways, and connect the fable with Proverbs 6:6.
- Read the opening of Samaniego's verse fable with the help of a gloss.
- Learn the new words la cigarra, la hormiga, guardar and la comida, and host la noche de fábulas.

Warm-up. Chant all of it, the quarter's whole machine: *hablé, comí, viví; voy, vas, va, vamos, van; me gusta, me gustan*. Now recite the fox's two lines from memory, in two voices. Today you read a second fable, about a summer of singing and a winter of hunger, and then you plan the evening when you will perform both for the whole family.

Watch: Fábula de la Cigarra y la hormiga para niños. Fábula con valores
guiainfantil · 1:58

<https://www.youtube.com/watch?v=gvb-lhV-qXI>

When to watch: After your first reading of the fable aloud: the same story told by a native speaker in under two minutes. Watch it twice and catch the moraleja at the end.

Note: A short narrated fable for Spanish-speaking children, slow and clear, from the same channel as last week's fox. Listen for la cigarra, la hormiga and el invierno.

Backup video: La Cigarra y la Hormiga | Cuentos Clásicos

OkiDokiDo Español · 8:57

<https://www.youtube.com/watch?v=erImv5PJqnA>

When to watch: A longer animated retelling in Spanish, with more scenes and voices. Good for a relaxed afternoon; see how many past-tense verbs you can catch.

KEY TERMS

la cigarra

The cicada, the insect that buzzes loudly in the summer trees. Aesop's and Samaniego's singer is a cicada; English retellings usually turn her into a grasshopper.

la hormiga

The ant. Proverbs 6:6 sends the lazy to learn from her: *Ve a la hormiga, oh perezoso*.

guardar

To keep, to put away, to store, a regular -ar verb: la hormiga guardó comida, the ant stored food. English guard and ward are cousins.

parable

A short story that teaches a truth by comparison, as Jesus taught: the sower, the lost sheep. Fables and parables both tell the truth sideways.

la noche de fábulas

Fable night: this quarter's family finale, with both fables read aloud, the morals in two languages, Samaniego recited and medals awarded.

CORE IDEAS

The story. Why tell a truth with animals? Because a truth that comes in sideways gets past our defenses. Nobody likes to be told, you are lazy, or you are a sore loser; but anyone will listen to a story about a cicada or a fox, laugh, and only afterward notice that the story was about him. The Bible knows this better than any fable book. When King David had done a great wrong, the prophet Nathan did not accuse him; he told him a story about a rich man who stole a poor man's only lamb, and David, furious, said the man deserved to die, and Nathan answered: thou art the man (2 Samuel 12). Jesus taught the deepest truths in the world in parables, short stories about seeds, sheep, coins and sons. And long before Aesop, King Solomon had already used an animal to teach a lesson: *Go to the ant, thou sluggard; consider her ways, and be wise.* Today's fable says the same thing in a story. The cicada sang all summer and stored nothing; the ant worked all summer and stored food; and when winter came, one had a full house and the other had an empty stomach. Samaniego put this fable near the very beginning of his book, and in his version the hungry cicada politely asks to borrow food, promising to pay it back with interest, while the ant, whom Samaniego calls greedy, hides the keys of her storehouse behind her back. So the fable carries two lessons for a Christian family to talk over: Solomon's, that we must work while it is summer, and the one Samaniego's grumpy ant forgot, that Scripture tells us to work *that he may have to give to him that needeth* (Ephesians 4:28).

How Spanish works: the whole quarter in one fable. This fable, printed in the activity below, is a review of everything at once. The **story** is in the -ar past: *cantó, trabajó, guardó, llegó, caminó, llamó*. The **talk** between the animals uses the present (*¿Por qué trabajas tanto?*), the voy-a future (*voy a tener hambre*), a Grade 6 tener idiom (*tengo hambre*), and a past-tense question and answer: *¿Trabajaste en el verano? No, no trabajé. ¡Canté!* You even get the Grade 6 parts of the day: *por la mañana, por la tarde y por la noche*. Read it the same three ways as the fox: aloud, for meaning, and aloud again with voices, a cheerful, careless voice for the cicada and a brisk, busy one for the ant. And notice the very last line of the ant's answer, *¡Ahora baila!*, now

dance!: *baila* is a command form, which you will study in a later year, borrowed here from Samaniego and La Fontaine, whose ants say exactly that.

The last four words, and Samaniego's first lines. Your final flashcards: *la cigarra* (the cicada), *la hormiga* (the ant; the h is silent), *guardar* (to keep, to store), and *la comida* (food, a meal; it grew from *comer*, to eat, which you have known since Grade 6). With them your quarter's deck is complete: 52 cards. And now look at the first four lines of Samaniego's real fable:

Cantando la Cigarra / pasó el verano entero, / sin hacer provisiones / allá para el invierno.

Look what you can read in eighteenth-century Spanish verse: *pasó* is a regular -ar past (*pasar*, to pass, to spend time), *el verano* and *el invierno* are your Grade 4 seasons, and *hacer* is your Unit 3 verb. The only stranger is *cantando*, singing, a form you will learn later.

Say it out loud. Your new words: *la cigarra* (see-GAH-rrah, roll the rr like a buzzing cicada), *la hormiga* (or-MEE-gah, silent h), *guardar* (gwar-DAHR), *la comida* (koh-MEE-dah). Then the fable's dialogue in two voices: *¿Por qué trabajas tanto? Porque en el invierno voy a tener hambre.* And the morals of both fables, in Spanish and then in English, as you will say them at fable night: *Algunas personas, cuando no tienen una cosa, dicen que la cosa es mala. El que trabaja hoy va a comer mañana.*

Try it. This week: the second fable, read three ways, Samaniego's opening lines learned by heart, and then the preparations for *la noche de fábulas*: the medals, the puppets, the program and the grapes.

PICTURE STUDY



The Grasshopper and the Ants, Arthur Rackham, 1912 · Pen-and-ink drawing · From *Aesop's Fables: A New Translation*, by V. S. Vernon Jones (London, 1912)

Image: Wikimedia Commons, public domain

Here is the same Rackham who drew last week's fox, telling the second fable in ink. In English the singer is a grasshopper, so Rackham drew a grasshopper, though Aesop's Greek and Samaniego's Spanish both make her a cicada. Winter has come. The grasshopper, thin as a stick, wrapped in a ragged scarf that flaps in the cold wind, a tear on his cheek, has come to beg. Facing him stands the ant family, solid and well fed, with their rakes and spade, guarding a great heap of grain they gathered all summer. One ant points at him, as if asking the question of the fable: and what did you do all summer?

Look closely.

- Compare the grasshopper's body with the ants' bodies. How did Rackham show who has eaten and who has not?
- Find the tools in the ants' hands: two rakes and a spade. What do they tell you about how the ants spent the summer?
- Find the heap of grain behind the ants. That is la comida they guardaron.
- Look at the grasshopper's tattered scarf blowing out behind him, and the tear on his face. How does Rackham make you feel both the lesson and some pity?

Talk about it.

1. The ants were right to work. Were they right to say no? What would a Christian ant have done?
2. Which do you find easier, to work ahead like the ant or to enjoy today like the cicada? Why does God want us to know how to do both?
3. Describe the picture in Spanish, then tell what happened in the past: Las hormigas tienen comida. La cigarra tiene hambre... Las hormigas trabajaron...

ACTIVITY

La cigarra y la hormiga, and the fable-night preparations

Here is your second fable. The helper words are free; read it three ways, as you read the fox: aloud in Spanish, sentence by sentence for meaning, and aloud again with two voices.

LA CIGARRA Y LA HORMIGA · Todo el verano, la cigarra cantó en el campo. Cantó por la mañana, por la tarde y por la noche. La hormiga no cantó: trabajó todo el verano y guardó comida en su casa. «¿Por qué trabajas tanto?», preguntó la cigarra. «Porque en el invierno voy a tener hambre», contestó la hormiga. La cigarra cantó más y no guardó nada. Por fin llegó el invierno, con mucho frío. La cigarra no encontró comida en el campo. Caminó a la casa de la hormiga y llamó a la puerta. «Hormiga, tengo hambre. ¿Me das comida, por favor?» La hormiga preguntó:

«¿Y tú? ¿Trabajaste en el verano?» «No, no trabajé», contestó la cigarra. «¡Canté!» «Pues cantaste todo el verano», exclamó la hormiga. «¡Ahora baila todo el invierno!» *Moraleja*: El que trabaja hoy va a comer mañana.

Helper words (free): todo el verano = all summer · el campo = the countryside · su casa = her house · ¿por qué? = why? · tanto = so much · preguntó = asked · porque = because · contestó = answered · más = more · nada = nothing · por fin = at last · con mucho frío = bitterly cold · encontró = found · llamó a la puerta = knocked at the door · ¿Me das...? = will you give me...? · ¿Y tú? = and you? · pues = well then · exclamó = exclaimed · ahora = now · baila = dance! (a command) · el que = whoever · hoy = today.

Samaniego's own lines. Here are the first four lines of Samaniego's fable, as he wrote them in the 1780s (in modern spelling): *Cantando la Cigarra / pasó el verano entero, / sin hacer provisiones / allá para el invierno*. Gloss: cantando = singing · pasó = spent (the past of pasar) · el verano entero = the whole summer · sin hacer provisiones = without laying in supplies · allá para el invierno = for the winter ahead. In the rest of his poem, the cold drives the cicada indoors with nothing to eat; she politely asks her neighbor the ant for a loan; the ant hides the storehouse keys behind her back and asks what she did in the good weather; and when the cicada says she sang for everyone who passed by, the ant answers: you sang while I worked? Then now that I am eating, dance!

You will need:

- 4 index cards for the new words
- Your Spanish notebook and a pencil
- For the fable night: paper or light cardboard, yellow and other colored pencils, string or ribbon, and the fox puppet from Lesson 5.1

Steps:

1. Make the last four flashcards: la cigarra, la hormiga, guardar, la comida. Run the complete deck, all 52, start to finish, and set aside any card you miss for review this week.
2. First reading, Spanish aloud; second reading, for meaning, using the helper words; third reading, with two voices. Answer the comprehension questions in the practice section.
3. Read Samaniego's four opening lines aloud twice, copy them with the gloss, and learn them by heart.
4. Make the medals: cut paper circles, color them gold, and letter them in Spanish: LA HORMIGA DE ORO (the golden ant: the hardest worker), LA CIGARRA DE ORO (the golden

cicada: the most cheerful singer), and LA ZORRA SABIA (the wise fox: the best loser, who never says ¡Están verdes!). Add ribbon or string.

5. Write the program for la noche de fábulas on one card: 1. Bienvenidos. 2. La zorra y las uvas. 3. Samaniego. 4. La cigarra y la hormiga. 5. Las moralejas. 6. Las medallas. 7. ¡Las uvas!
6. Rehearse both fables once, start to finish, with voices and the fox puppet, in front of a mirror or one listener.

Tips:

- The cicada should sound happy and careless, the ant busy and brisk. Voices make the moral land.
- Practice the morals in both languages until you can say them without looking.
- Award the medals kindly: the fable night should leave everyone laughing, especially whoever gets La Zorra Sabia.

Check your work:

- My deck is complete, all 52 cards, and I ran it start to finish.
- I read the second fable three ways and answered the comprehension questions.
- I can recite Samaniego's opening lines for both fables, with their meanings.
- The medals and the program are made, and I rehearsed both fables once with voices.

SPANISH NOTEBOOK

1. Write the last four words, dated, and beneath them: My deck is complete: 52 cards.
2. Copy the whole fable, LA CIGARRA Y LA HORMIGA, in your best handwriting, with your English translation beneath it.
3. Copy Samaniego's four opening lines and their gloss, under the fox's four lines from last week.
4. Last page of the quarter: write both morals in Spanish and English, and one sentence in Spanish about what you are going to do with your Spanish next: Voy a...

WORKED EXAMPLES

Example 1. Open the sentence: *La hormiga no cantó: trabajó todo el verano y guardó comida en su casa.*

1. Find the verbs: cantó, trabajó, guardó, all -ar past, she: sang, worked, stored.
2. Find the doer: la hormiga, the ant.
3. Let the rest fall into place: todo el verano, all summer; comida, food; en su casa, in her house.

Answer: The ant did not sing: she worked all summer and stored food in her house.

Example 2. Explain the grammar of the ant's answer: *Porque en el invierno voy a tener hambre.*

1. Voy a tener: the voy-a future of tener, I am going to have.
2. Tener hambre: the Grade 6 idiom, to be hungry (to have hunger).
3. Porque: because; en el invierno: in the winter.

Answer: Because in the winter I am going to be hungry.

Example 3. Turn the moral into the past, as if telling what happened to the ant: *El que trabaja hoy va a comer mañana.*

1. The ant worked: trabajó.
2. Then she ate: comió.
3. Use the seasons for the time words: en el verano, en el invierno.

Answer: La hormiga trabajó en el verano y comió en el invierno.

PRACTICE

[EASY] **1.** Give the English: la cigarra, la hormiga, guardar, la comida.

Answer: The cicada, the ant, to keep (to store), food (a meal).

[EASY] **2.** Answer in Spanish: *¿Qué hizo la cigarra en el verano?* (hizo = did)

Answer: La cigarra cantó (todo el verano).

[EASY] **3.** Translate: *Por fin llegó el invierno, con mucho frío.*

Answer: At last winter came, bitterly cold (with much cold).

[MEDIUM] **4.** Answer in Spanish: *¿Por qué trabajó la hormiga?*

Answer: Porque en el invierno va a tener hambre. (Or: Porque en el invierno no hay comida en el campo.)

[MEDIUM] **5.** Translate the cicada's request: *Hormiga, tengo hambre. ¿Me das comida, por favor?*

Answer: Ant, I am hungry. Will you give me food, please?

[MEDIUM] **6.** Write in Spanish: The cicada did not work. She sang all summer.

Answer: La cigarra no trabajó. Cantó todo el verano.

[HARD] **7.** In Samaniego's line *pasó el verano entero*, identify the verb, its infinitive, its tense and its doer, and translate.

Answer: Pasó, from pasar, -ar past tense, he/she form; the doer is la Cigarra. She spent the whole summer.

[CHALLENGE] **8.** Write a new ending in Spanish, four sentences, in which the ant shares and the cicada promises to work next summer. Use at least one past verb, one voy-a future and one object pronoun.

Answer: Answers vary. Example: La hormiga abrió la puerta. Le dio comida a la cigarra y la cigarra la comió. «Gracias, hormiga. El próximo verano voy a trabajar.» Y en el verano, la cigarra cantó y trabajó. (dio = gave.) Check every ending and the pronoun's place.

COMMON MISTAKES

- Translating cigarra as cigar. It is the cicada; the cigar is el puro or el cigarro, an old false friend.
- Pronouncing the h in hormiga. Spanish h is always silent: or-MEE-gah.
- Reading every verb in the fable as past. The story is past, but inside the « » marks the animals speak in their own present and future.
- Forgetting the moral is meant to be said, not only read. Practice it aloud until it sounds like a proverb.

From history. The ant in Proverbs has been watched by naturalists ever since. Many kinds of ants really do store food for winter: harvester ants gather seeds all summer, carry them underground into storerooms, and after a rain even carry the damp seeds out into the sun to dry so they will keep. Solomon, the Bible says, spoke of beasts and fowl and creeping things (1 Kings 4:33); he was a careful observer of the very creatures he used to teach. Aesop's fable and Solomon's proverb agree because both men had watched real ants at work.

Make it a game: La Hormiga de Oro. A summer-and-winter race. Scatter thirty dried beans, buttons or paper squares around the room: that is the summer harvest. Set a timer for one minute. The ants gather beans into their cups, but before picking up each bean they must say a Spanish word from the quarter's deck, with no repeats. The cicada (one player, by turns) may only sing, and gathers nothing. Then winter: the timer stops, and the cicada must ask each ant *¿Me das comida, por favor?* in Spanish; each ant decides whether to share. Score one point per bean in your cup plus two points for every bean you gave away. The winner wears La Hormiga de Oro for the evening.

“Go to the ant, thou sluggard; consider her ways, and be wise:” (Proverbs 6:6, KJV)

In Spanish: Ve a la hormiga, oh perezoso, mira sus caminos, y sé sabio. Hormiga is your newest word, caminos is your Unit 3 word, and mira is your Grade 5 verb. Solomon told this fable in one sentence centuries before Aesop told it in a story.

Unit 5 review

Answer each question in complete sentences where asked. The review is worth 30 points. It may be done orally, with a parent writing down the answers. Questions 1–3 use the fable LA ZORRA Y LAS UVAS and questions 4–5 use LA CIGARRA Y LA HORMIGA. (La noche de fábulas itself is the unit challenge and is assessed by its rubric.)

1. (5 pts) Translate from the fox fable: *Arriba, en la parra, vio unas uvas grandes y negras. «¡Me gustan las uvas!», exclamó la zorra, «¡y las voy a comer!»*

Answer: Up above, on the vine, she saw some big dark grapes. "I like grapes!" exclaimed the fox, "and I am going to eat them!"

2. (5 pts) Answer in Spanish: *¿Llegó la zorra a las uvas? ¿Qué dijo la zorra al final?* (dijo = said; al final = at the end)

Answer: No, la zorra no llegó a las uvas. Dijo: «¡Están verdes! No me gustan las uvas verdes.»

3. (5 pts) Explain why the fox's *¡Están verdes!* is a fib, using what *ser* and *estar* tell you and what the narrator told you about the grapes.

Answer: *Están verdes*, with *estar*, means the grapes are unripe right now. But the narrator said they were *negras*, dark, which means ripe. The fox calls them unripe only because she could not reach them: sour grapes.

4. (5 pts) Translate from the second fable: *La hormiga no cantó: trabajó todo el verano y guardó comida en su casa*. Then give the fable's moral in Spanish and English.

Answer: The ant did not sing: she worked all summer and stored food in her house. Moral: El que trabaja hoy va a comer mañana. Whoever works today is going to eat tomorrow.

5. (5 pts) Write in Spanish: (a) The cicada sang all summer. (b) In the winter she did not find food. (c) The ant is going to eat.

Answer: (a) La cigarra cantó todo el verano. (b) En el invierno no encontró comida. (c) La hormiga va a comer.

6. (5 pts) Who was Félix María de Samaniego, why did he write fables, and recite two lines of his verse with their meaning.

Answer: A Spanish poet from the Basque country (1745–1801) who retold Aesop's and La Fontaine's fables in lively Spanish verse for the boys of a school at Vergara, so they could learn wisdom while they laughed. Example lines: Entonces fue cuando la Zorra dijo: / No las quiero comer: no están maduras (Then the fox said: I do not want to eat them: they are not ripe). Or: Cantando la Cigarra / pasó el verano entero (Singing, the cicada spent the whole summer).

Unit challenge: La noche de fábulas: the family fable night

End the quarter the way Samaniego's schoolboys did: with fables read aloud and a lot of laughing. Set out grapes on the table (ripe ones!) and something the ant would have stored, and hand each guest the program. Welcome everyone in Spanish: ¡Bienvenidos a la noche de fábulas! Then perform LA ZORRA Y LAS UVAS aloud in Spanish, with voices and the fox puppet, and give the English after. Recite Samaniego's four lines about the fox, from memory, and explain them. Perform LA CIGARRA Y LA HORMIGA the same way, with a cheerful cicada and a busy ant, and recite Samaniego's opening lines. Then deliver both morals, in Spanish and in English, and ask the family, gently and with a smile, which fable fits which person in the house: who is our hardest-working ant? who sings all summer? who has ever said ¡Están verdes!? Close by awarding the paper medals: La Hormiga de Oro to the hardest worker, La Cigarra de Oro to the most cheerful singer, and La Zorra Sabia to the best sport. Then share the grapes, which are, you may announce, perfectly maduras.

Look for	What it means
The two fables	Both fables read aloud in Spanish with clear vowels, the right stress on the past tenses, and distinct voices for the animals, followed by the English.
Samaniego	Four lines of Samaniego's verse for each fable recited from memory and explained.
The morals	Both morals delivered in Spanish and English, and the family conversation led kindly about which fable fits whom.
Hosting	Guests welcomed in Spanish, the program followed, the medals made and awarded with good humor.

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