SPANISH · HIGH SCHOOL · LEVEL I

Spanish I

First edition | 12 units | 36 lessons · one school year | Midterm and final exam | A video for every lesson | Quick reference

FIRST EDITION

Course guide

Spanish I is the first year of high-school Spanish, written for students who are beginning the language or beginning it again with seriousness. Over thirty-six weeks the student learns to greet and converse, describe people and places, talk about family, school, home, food, the city, the body, clothes, the weather and the daily routine, make plans, and tell what happened, with the present tense of regular, stem-changing and irregular verbs, ser and estar, gustar, reflexives, object pronouns and the regular preterite with ir, ser and hacer.

Every lesson opens with a true story: a Bible story whose verse the student reads in Spanish and English, and in each unit a great painting or engraving from the Spanish world: Las Meninas, Murillo's self-portrait for his children, Goya's royal family, Pereda's clocks and crowns, Velázquez's old woman cooking eggs, sixteenth-century Seville, the Marquesa de Pontejos, Goya's snowstorm, Martha and Mary, Zurbarán's bound lamb, the landing of Columbus and Doré's windmills.

The year closes with a five-minute presentation in Spanish on a Spanish-speaking country, its history and its church, and with Revelation 7:9: a great multitude of all nations, and kindreds, and people, and tongues.

> Every embedded video comes from a channel Jerad has approved for School Launch: Señor Jordan (a Spanish teacher's whiteboard lessons and songs, the workhorse of the grammar), The Language Tutor, Spanish Learning Lab, Learn Spanish Through Stories, Why Not Spanish?, Mi Camino Spanish, Spanish Playground and TED-Ed for the history of the language and Don Quixote. The videos were chosen by title and channel for each lesson; please preview each one before your student watches, and tell us if any is unsuitable. Most are three

> to seven minutes long; a few run nine or ten, and the lesson notes say which part to watch. Some channels end with an invitation to subscribe; you can stop the video when the teaching ends. You will hear small differences between speakers: in most of Spain, z and soft c sound like the th in think, while in Latin America they sound like s. Both are correct; this course teaches the Latin American sounds.

Start with Lesson 1.1 →

Who it is for

Written for high-school students (grade 9 or older, about ages 14 and up) beginning Spanish; no Spanish is assumed. Students who finished the School Launch Grade 8 Spanish course will recognize much of Units 1–6 and can move faster there. The student reads the lessons on his or her own; a parent or teacher listens to the oral work, asks the oral questions on the tests and checks the written work against the separate answer keys. Nothing needs to be bought: every activity uses paper, index cards, household things and a free online Bible.

How to use this course

1. **The weekly rhythm.** The year has 36 lessons, one a week, each with four sessions of 40–50 minutes. Session 1 is the warm-up, the story, the How Spanish works teaching and the video. Session 2 is the picture study (in the first lesson of each unit) or the backup video, the key terms and the Spanish notebook. Session 3 is the activity. Session 4 is the worked examples, the practice, the game and the worksheet. In the last week of each unit, add the unit test and the unit challenge.
2. **Speak every day.** A language is learned with the mouth as well as the eyes. Read every Spanish example aloud, say the verb charts standing up, and greet the family in Spanish. Ten minutes of Spanish out loud every day does more than an hour of silent reading once a week.
3. **Story, then grammar, then doing.** The paragraph marked *The story* tells a Bible story or a true story from history; the paragraphs marked *How Spanish works* teach the grammar with examples. After each paragraph, close the book and explain it back in your own words.

4. **Flashcards and the word list.** Every lesson ends with a vocabulary list; make a flashcard for each word (Spanish on the front with its el or la, English on the back) and each verb chart. Run the whole deck at the start of every session; a card right three days in a row moves to a weekly pile. Words from the School Launch Grade 3–8 courses are the word bank behind this course: a student who already knows them will find many familiar faces.
5. **The Spanish notebook.** Keep one notebook for the year for the charts, the copied verses, the worked examples and the activities. Date every page.
6. **Tests and exams.** Each unit ends with a 50-point test; the first questions of Unit 1 and many others are oral, asked by the parent. The midterm after Unit 6 and the final after Unit 12 are 100 points each. Answer keys for every worksheet, unit test and exam are separate PDFs for the parent.
7. **The Spanish Bible.** Spanish verses are quoted from the Reina-Valera 1909, the public-domain edition of the Reina-Valera (Bible Gateway calls it the Reina-Valera Antigua, RVA). They are printed as in 1909, so the little words a, e and o sometimes carry an old accent (á, é, ó) that modern spelling drops; the sound is the same. The English verse is always the King James Version.

Scope and sequence

UNIT 1 · WEEKS 1–3

Saludos y Sonidos

Greetings, courtesy and the two words for you, tú and usted, with Velázquez's Las Meninas and Boaz greeting his reapers; the Spanish alphabet, its five pure vowels, accent marks and the upside-down marks; and the numbers from 0 to 30.

1.1 Buenos Días: Greetings, Tú and Usted

1.2 Las Letras: Alphabet, Vowels and Accents

1.3 Los Números: 0 to 30

UNIT 2 · WEEKS 4–6

¿Quién Soy?

Who I am: the subject pronouns and the verb ser, with God's own name in Exodus 3:14; where I am from, countries and nationalities, with ser de and Pentecost's many tongues; and describing people with adjectives that agree, with Murillo's self-portrait and the Lord who looks on the heart.

2.1 Yo Soy: Pronouns and Ser

2.2 ¿De Dónde Eres? Countries and Nationalities

2.3 ¿Cómo Eres? Describing People

UNIT 3 · WEEKS 7–9

La Familia

The family: family words and the verb tener, with the blessing of children in Psalm 127; possessive adjectives and Joshua's promise, as for me and my house; and the numbers to one hundred, ages and tener expressions, with Methuselah's 969 years and Goya's portrait of a royal family.

3.1 Mi Familia: Family Words and Tener

3.2 Yo y Mi Casa: Possessive Adjectives

3.3 ¿Cuántos Años Tienes? Numbers to 100 and Tener Expressions

UNIT 4 · WEEKS 10–12

La Escuela y el Tiempo

School life and the regular -ar verbs, with the wise man who will hear and increase learning; telling time, with Pereda's Allegory of Vanity and a time for every purpose under heaven; and days, months, dates and question words, with the lights God set in the heavens for seasons, days and years.

4.1 En la Escuela: Regular -AR Verbs

4.2 ¿Qué Hora Es? Telling Time

4.3 Días, Meses y Preguntas

UNIT 5 · WEEKS 13–15

La Casa y la Comida

Home life and the regular -er and -ir verbs, with Velázquez's Old Woman Cooking Eggs and the disciples' blessing on every house; foods and the verb gustar, with man shall not live by bread alone; and ordering in a restaurant with querer, pedir and the stem-changing verbs, with the Bread of Life.

5.1 En Casa: Regular -ER and -IR Verbs

5.2 La Comida: Foods and Gustar

5.3 En el Restaurante: Stem-Changing Verbs

UNIT 6 · WEEKS 16–18

La Ciudad

Around town: places in the city and the verb ir, with a sixteenth-century view of Seville and Let us go into the house of the LORD; estar for location and the prepositions of place, with Psalm 139 and the God who is everywhere; and plans for the future with ir a + infinitive and James's If the Lord will.

6.1 ¿Adónde Vas? Places and the Verb Ir

6.2 ¿Dónde Está? Estar and Prepositions

6.3 Voy a...: Plans with Ir a + Infinitive

UNIT 7 · WEEKS 19–21

El Cuerpo y la Ropa

The body and health with doler, with fearfully and wonderfully made; clothing, colors and shopping with demonstratives and prices, with Goya's Marquesa de Pontejos and the lilies of the field; and the e→i verbs pedir, servir, vestirse and repetir, with the Son of Man who came not to be served but to serve.

7.1 El Cuerpo: Body and Health

7.2 La Ropa: Clothes, Colors and Shopping

7.3 Para Servir: E→I Verbs

UNIT 8 · WEEKS 22–24

El Tiempo y las Estaciones

Weather with hacer, llover and nevar, with Goya's La nevada and Jesus reading the evening sky; seasons, estar for conditions and the present progressive, with seedtime and harvest, cold and heat in Genesis 8:22; and the yo-go verbs hacer, poner, salir, traer, decir, venir and oír, with God seeing all He had made.

8.1 ¿Qué Tiempo Hace? The Weather

8.2 Las Estaciones: Estar and the Progressive

8.3 Hago, Pongo, Salgo: The Yo-Go Verbs

UNIT 9 · WEEKS 25–27

La Vida Diaria

The daily routine and reflexive verbs, with morning prayer in Psalm 5 and Velázquez's Christ in the House of Martha and Mary; chores and obligations with tener que, hay que and deber, with whatsoever ye do, do it heartily, as to the Lord; and the two verbs for knowing, saber and conocer, with the Good Shepherd who knows His sheep.

9.1 Me Levanto: Reflexive Verbs and Routine

9.2 Tengo Que Ayudar: Chores and Obligations

9.3 Saber y Conocer: Two Ways to Know

UNIT 10 · WEEKS 28–30

Fiestas y Fe

The Christian year in the Spanish-speaking world, Advent to Pentecost, with Zurbarán's Agnus Dei and Behold the Lamb of God; direct object pronouns, with If ye love me, keep my commandments; and indirect object pronouns with dar and decir, with Ask, and it shall be given you.

10.1 El Año Cristiano: Feasts and Seasons

10.2 Lo Guardamos: Direct Object Pronouns

10.3 Pedid y Se Os Dará: Indirect Object Pronouns

UNIT 11 · WEEKS 31–33

El Pasado

The preterite tense: regular -ar verbs and their spelling changes, with God so loved the world and Dióscoro Puebla's First Landing of Columbus; regular -er and -ir verbs, with the beloved disciple at the empty tomb who saw and believed; and the irregular ir, ser and hacer, with the first sign at Cana.

11.1 Ayer: The Preterite of -AR Verbs

11.2 Vio y Creyó: The Preterite of -ER and -IR Verbs

11.3 Fui, Fue, Hizo: Ir, Ser and Hacer in the Past

UNIT 12 · WEEKS 34–36

El Mundo Hispano

The Spanish-speaking world, its countries, capitals and peoples, with the gospel carried to the uttermost part of the earth; Cervantes and Don Quixote with comparisons (más que, tan como, mejor), with Doré's windmills and Wisdom is the principal thing; and a year-end review and presentation, with every nation and tongue before the throne.

12.1 Los Países Hispanohablantes

12.2 Don Quijote: Cervantes and Comparisons

12.3 Todas las Lenguas: Review and Final Presentation

Weekly pacing calendar

WEEK	PLAN
1	• Session 1: Lesson 1.1 Buenos Días: Greetings, Tú and Usted: warm-up, story, How Spanish works and video • Session 2: Lesson 1.1 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 1.1 activity (three scenes) • Session 4: Worked examples, practice, game and worksheet *Four sessions a week: one to learn, one to look and record, one to do, one to practice. On the fifth day, run the flashcards and read the week's verse aloud in Spanish. The midterm comes after week 18 and the final after week 36.*
2	• Session 1: Lesson 1.2 Las Letras: Alphabet, Vowels and Accents: warm-up, story, How Spanish works and video • Session 2: Lesson 1.2 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 1.2 activity (spell and read) • Session 4: Worked examples, practice, game and worksheet

WEEK	PLAN
3	• Session 1: Lesson 1.3 Los Números: 0 to 30: warm-up, story, How Spanish works and video • Session 2: Lesson 1.3 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 1.3 activity (the family census) • Session 4: Worked examples, practice, game and worksheet • End of unit: Unit 1 review and unit challenge (the welcome)
4	• Session 1: Lesson 2.1 Yo Soy: Pronouns and Ser: warm-up, story, How Spanish works and video • Session 2: Lesson 2.1 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 2.1 activity (who we are) • Session 4: Worked examples, practice, game and worksheet
5	• Session 1: Lesson 2.2 ¿De Dónde Eres? Countries and Nationalities: warm-up, story, How Spanish works and video • Session 2: Lesson 2.2 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 2.2 activity (the map of tongues) • Session 4: Worked examples, practice, game and worksheet
6	• Session 1: Lesson 2.3 ¿Cómo Eres? Describing People: warm-up, story, How Spanish works and video • Session 2: Lesson 2.3 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 2.3 activity (two portraits) • Session 4: Worked examples, practice, game and worksheet • End of unit: Unit 2 review and unit challenge (self-portrait in words)
7	• Session 1: Lesson 3.1 Mi Familia: Family Words and Tener: warm-up, story, How Spanish works and video • Session 2: Lesson 3.1 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 3.1 activity (family census) • Session 4: Worked examples, practice, game and worksheet

WEEK	PLAN
8	• Session 1: Lesson 3.2 Yo y Mi Casa: Possessive Adjectives: warm-up, story, How Spanish works and video • Session 2: Lesson 3.2 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 3.2 activity (our house) • Session 4: Worked examples, practice, game and worksheet
9	• Session 1: Lesson 3.3 ¿Cuántos Años Tienes? Numbers to 100 and Tener Expressions: warm-up, story, How Spanish works and video • Session 2: Lesson 3.3 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 3.3 activity (the ages of our family) • Session 4: Worked examples, practice, game and worksheet • End of unit: Unit 3 review and unit challenge (mi árbol familiar)
10	• Session 1: Lesson 4.1 En la Escuela: Regular -AR Verbs: warm-up, story, How Spanish works and video • Session 2: Lesson 4.1 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 4.1 activity (my school week) • Session 4: Worked examples, practice, game and worksheet
11	• Session 1: Lesson 4.2 ¿Qué Hora Es? Telling Time: warm-up, story, How Spanish works and video • Session 2: Lesson 4.2 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 4.2 activity (clocks and schedules) • Session 4: Worked examples, practice, game and worksheet
12	• Session 1: Lesson 4.3 Días, Meses y Preguntas: warm-up, story, How Spanish works and video • Session 2: Lesson 4.3 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 4.3 activity (the family calendar) • Session 4: Worked examples, practice, game and worksheet • End of unit: Unit 4 review and unit challenge (un día en mi escuela)

WEEK	PLAN
13	• Session 1: Lesson 5.1 En Casa: Regular -ER and -IR Verbs: warm-up, story, How Spanish works and video • Session 2: Lesson 5.1 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 5.1 activity (a tour of my house) • Session 4: Worked examples, practice, game and worksheet
14	• Session 1: Lesson 5.2 La Comida: Foods and Gustar: warm-up, story, How Spanish works and video • Session 2: Lesson 5.2 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 5.2 activity (the family menu survey) • Session 4: Worked examples, practice, game and worksheet
15	• Session 1: Lesson 5.3 En el Restaurante: Stem-Changing Verbs: warm-up, story, How Spanish works and video • Session 2: Lesson 5.3 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 5.3 activity (restaurante en casa) • Session 4: Worked examples, practice, game and worksheet • End of unit: Unit 5 review and unit challenge (una cena en casa)
16	• Session 1: Lesson 6.1 ¿Adónde Vas? Places and the Verb Ir: warm-up, story, How Spanish works and video • Session 2: Lesson 6.1 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 6.1 activity (mi pueblo) • Session 4: Worked examples, practice, game and worksheet
17	• Session 1: Lesson 6.2 ¿Dónde Está? Estar and Prepositions: warm-up, story, How Spanish works and video • Session 2: Lesson 6.2 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 6.2 activity (hide and find) • Session 4: Worked examples, practice, game and worksheet

WEEK	PLAN
18	• Session 1: Lesson 6.3 Voy a…: Plans with Ir a + Infinitive: warm-up, story, How Spanish works and video • Session 2: Lesson 6.3 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 6.3 activity (plans and prayers) • Session 4: Worked examples, practice, game and worksheet • End of unit: Unit 6 review and unit challenge (guía de mi pueblo) • Midterm exam (Units 1–6)
19	• Session 1: Lesson 7.1 El Cuerpo: Body and Health: warm-up, story, How Spanish works and video • Session 2: Lesson 7.1 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 7.1 activity (cabeza, hombros, rodillas y pies) • Session 4: Worked examples, practice, game and worksheet
20	• Session 1: Lesson 7.2 La Ropa: Clothes, Colors and Shopping: warm-up, story, How Spanish works and video • Session 2: Lesson 7.2 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 7.2 activity (the family fashion show) • Session 4: Worked examples, practice, game and worksheet
21	• Session 1: Lesson 7.3 Para Servir: E → I Verbs: warm-up, story, How Spanish works and video • Session 2: Lesson 7.3 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 7.3 activity (servants' week) • Session 4: Worked examples, practice, game and worksheet • End of unit: Unit 7 review and unit challenge (una tienda de ropa)
22	• Session 1: Lesson 8.1 ¿Qué Tiempo Hace? The Weather: warm-up, story, How Spanish works and video • Session 2: Lesson 8.1 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 8.1 activity (weather log) • Session 4: Worked examples, practice, game and worksheet

WEEK	PLAN
23	• Session 1: Lesson 8.2 Las Estaciones: Estar and the Progressive: warm-up, story, How Spanish works and video • Session 2: Lesson 8.2 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 8.2 activity (the four seasons) • Session 4: Worked examples, practice, game and worksheet
24	• Session 1: Lesson 8.3 Hago, Pongo, Salgo: The Yo-Go Verbs: warm-up, story, How Spanish works and video • Session 2: Lesson 8.3 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 8.3 activity (my morning, my week) • Session 4: Worked examples, practice, game and worksheet • End of unit: Unit 8 review and unit challenge (el pronóstico del tiempo)
25	• Session 1: Lesson 9.1 Me Levanto: Reflexive Verbs and Routine: warm-up, story, How Spanish works and video • Session 2: Lesson 9.1 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 9.1 activity (mi rutina) • Session 4: Worked examples, practice, game and worksheet
26	• Session 1: Lesson 9.2 Tengo Que Ayudar: Chores and Obligations: warm-up, story, How Spanish works and video • Session 2: Lesson 9.2 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 9.2 activity (el cuadro de quehaceres) • Session 4: Worked examples, practice, game and worksheet
27	• Session 1: Lesson 9.3 Saber y Conocer: Two Ways to Know: warm-up, story, How Spanish works and video • Session 2: Lesson 9.3 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 9.3 activity (¿qué sabes? ¿a quién conoces?) • Session 4: Worked examples, practice, game and worksheet • End of unit: Unit 9 review and unit challenge (un día en la vida)

WEEK	PLAN
28	• Session 1: Lesson 10.1 El Año Cristiano: Feasts and Seasons: warm-up, story, How Spanish works and video • Session 2: Lesson 10.1 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 10.1 activity (un calendario de fiestas) • Session 4: Worked examples, practice, game and worksheet
29	• Session 1: Lesson 10.2 Lo Guardamos: Direct Object Pronouns: warm-up, story, How Spanish works and video • Session 2: Lesson 10.2 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 10.2 activity (ten commandments, kept) • Session 4: Worked examples, practice, game and worksheet
30	• Session 1: Lesson 10.3 Pedid y Se Os Dará: Indirect Object Pronouns: warm-up, story, How Spanish works and video • Session 2: Lesson 10.3 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 10.3 activity (gifts and letters) • Session 4: Worked examples, practice, game and worksheet • End of unit: Unit 10 review and unit challenge (el año cristiano)
31	• Session 1: Lesson 11.1 Ayer: The Preterite of -AR Verbs: warm-up, story, How Spanish works and video • Session 2: Lesson 11.1 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 11.1 activity (ayer en casa) • Session 4: Worked examples, practice, game and worksheet
32	• Session 1: Lesson 11.2 Vio y Creyó: The Preterite of -ER and -IR Verbs: warm-up, story, How Spanish works and video • Session 2: Lesson 11.2 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 11.2 activity (la mañana de pascua) • Session 4: Worked examples, practice, game and worksheet

WEEK	PLAN
33	• Session 1: Lesson 11.3 Fui, Fue, Hizo: Ir, Ser and Hacer in the Past: warm-up, story, How Spanish works and video • Session 2: Lesson 11.3 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 11.3 activity (el verano pasado) • Session 4: Worked examples, practice, game and worksheet • End of unit: Unit 11 review and unit challenge (mi historia)
34	• Session 1: Lesson 12.1 Los Países Hispanohablantes: warm-up, story, How Spanish works and video • Session 2: Lesson 12.1 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 12.1 activity (un viaje imaginario) • Session 4: Worked examples, practice, game and worksheet
35	• Session 1: Lesson 12.2 Don Quijote: Cervantes and Comparisons: warm-up, story, How Spanish works and video • Session 2: Lesson 12.2 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 12.2 activity (los molinos) • Session 4: Worked examples, practice, game and worksheet
36	• Session 1: Lesson 12.3 Todas las Lenguas: Review and Final Presentation: warm-up, story, How Spanish works and video • Session 2: Lesson 12.3 picture study or backup video, key terms, Spanish notebook and flashcards • Session 3: Lesson 12.3 activity (presentación final) • Session 4: Worked examples, practice, game and worksheet • End of unit: Unit 12 review and unit challenge (presentación final) • Final exam (cumulative)

Materials

Spanish notebook (any notebook)

One for the year: charts, verses, worked examples and activities.

Index cards (about 400) and a box or binder rings

For the flashcard deck that grows every lesson.

A Reina-Valera 1909 Bible (print, or free online)

Bible Gateway calls it the Reina-Valera Antigua (RVA). Used in every lesson.

A world map or atlas

For the Spanish-speaking countries in Units 2 and 12.

Paper plates, sticky notes, markers and household things

For the clock, the labels, the store, the restaurant and the other activities.

A device to play the videos

Each lesson has a main video and usually a backup.

Grading

Grades come from steady daily work and from honest tests: a language is learned by repetition, and a student who speaks Spanish out loud daily, keeps the flashcard deck and the notebook, and corrects his or her own practice will do well on the tests.

PART	%
Daily speaking, flashcards and recitation	**20**
Spanish notebook, worksheets and practice (corrected with the keys)	**20**
Unit tests (12)	**25**
Unit challenges (12)	**10**
Midterm exam	**10**
Final exam	**15**

Scale: A 90–100, B 80–89, C 70–79, D 60–69. Below 60 on a unit test: review the unit's charts and practice, then retake the test.

- A verb counts when it is in the right person and tense and spelled correctly, accents included.

- Oral questions are graded on being understood: a Spanish speaker should be able to understand the answer. Accent and speed come with time.
- For a student who writes slowly, unit tests may be done orally with the parent writing down the answers.

A note to parents

You do not need to know Spanish to teach this course. Every example has its translation, every practice question and test has its answer in a separate key, and every lesson has videos with native or fluent speakers. Your job is to listen to the oral work, ask the oral test questions, and check the written work against the keys.

This course teaches Latin American pronunciation and forms, with ustedes for every group, since that is what a North American student will hear most. The Reina-Valera Bible uses Spain's vosotros throughout; the lessons point it out when it appears so that it never confuses the student.

The stories are drawn from Scripture and from the history of the Spanish-speaking world. Hard history (the landing of Columbus, Cervantes's captivity in Algiers) is told simply and honestly. The picture studies are all public-domain paintings and engravings from major museums. Please preview the videos: they were chosen by title and channel from approved teaching channels for each lesson.

PRINTABLE WORD LIST

Vocabulary for the course

Latin American Spanish. Latin American Spanish, which is what these Spanish courses teach: h is silent, ñ is ny, ll is y, j and ge/gi are a breathy h, and z and ce/ci are s rather than the th of Spain. Vowels are pure. There is no vosotros; tú is the familiar you and usted is the formal you. The capital letters are the stressed syllable.

Every week’s list is printed again inside that lesson. Say the capital letters loudest.

1.1 BUENOS DÍAS: GREETINGS, TÚ AND USTED

hola
OH-lah

interjection

hello

buenos días
BWEH-nohs DEE-ahs

phrase

good morning

buenas tardes
BWEH-nahs TAHR-dehs

phrase

good afternoon

buenas noches
BWEH-nahs NOH-chehs

phrase

good evening, good night

adiós
ah-DYOHS

interjection

goodbye

hasta luego
AHS-tah LWEH-goh

phrase

see you later

¿cómo estás?
KOH-moh ehs-TAHS

phrase · ¿cómo está usted? (formal)

how are you?

por favor
pohr fah-BOHR

phrase

please

gracias
GRAH-syahs

interjection

thank you

de nada
deh NAH-dah

phrase

you're welcome

usted
oos-TEHD

pronoun · ustedes (plural)

you (formal)

1.2 LAS LETRAS: ALPHABET, VOWELS AND ACCENTS

la letra
LEH-trah
noun
letter

la palabra
pah-LAH-brah
noun
word

la vocal
boh-KAHL
noun · las vocales
vowel

el acento
ah-SEHN-toh
noun
accent, stress mark

leer
leh-EHR
verb
to read

escribir
ehs-kree-BEER
verb
to write

¿cómo se escribe?
KOH-moh seh ehs-KREE-beh
phrase
how is it spelled?

la sílaba
SEE-lah-bah
noun
syllable

deletrear
deh-leh-treh-AHR
verb, -ar
to spell

el Verbo
BEHR-boh
noun
the Word (John 1:1); also verb

1.3 LOS NÚMEROS: 0 TO 30

el número
NOO-meh-roh
noun
number

cero
SEH-roh
number
zero

diez

DYEHS

number

ten

quince

KEEN-seh

number

fifteen

veinte

BAYN-teh

number

twenty

treinta

TRAYN-tah

number

thirty

contar

kohn-TAHR

verb, o → ue · cuento

to count

¿cuántos?

KWAHN-tohs

adjective · ¿cuántas?

how many?

hay

EYE

verb (haber)

there is, there are

el año

AH-nyoh

noun

year

2.1 YO SOY: PRONOUNS AND SER

ser

SEHR

verb · soy, eres, es, somos, son

to be (identity, origin, description)

yo

YOH

pronoun

I

tú

TOO

pronoun

you (familiar)

él

EHL

pronoun

he

ella

EH-yah

pronoun

she

nosotros

noh-SOH-trohs

pronoun · nosotras

we

ellos

EH-yohs

pronoun · ellas

they

usted

oos-TEHD

pronoun · ustedes

you (formal)

el maestro

mah-EHS-troh

noun · la maestra

teacher

el estudiante

ehs-too-DYAHN-teh

noun · la estudiante

student

2.2 ¿DE DÓNDE ERES? COUNTRIES AND NATIONALITIES

¿de dónde?

deh DOHN-deh

phrase

from where?

el país

pah-EES

noun · los países

country

la lengua

LEHN-gwah

noun

language; tongue

mexicano

meh-hee-KAH-noh

adjective · mexicana

Mexican

español

ehs-pah-NYOHL

adjective · española; also the Spanish language

Spanish

estadounidense

ehs-tah-doh-oo-nee-DEHN-seh

adjective

American (of the USA)

los Estados Unidos

lohs ehs-TAH-dohs oo-NEE-dohs

noun

the United States

hablar

ah-BLAHR

verb

to speak

la nacionalidad

nah-syoh-nah-lee-DAHD

noun

nationality

el mapa

MAH-pah

noun (masculine)

map

2.3 ¿CÓMO ERES? DESCRIBING PEOPLE

alto

AHL-toh

adjective · alta

tall

bajo

BAH-hoh

adjective · baja

short

joven

HOH-behn

adjective · jóvenes

young

simpático

seem-PAH-tee-koh

adjective · simpática

nice, friendly

amable

ah-MAH-bleh

adjective

kind

trabajador

trah-bah-hah-DOHR

adjective · trabajadora

hard-working

perezoso

peh-reh-SOH-soh

adjective · perezosa

lazy

inteligente

een-teh-lee-HEHN-teh

adjective

intelligent

valiente

bah-LYEHN-teh

adjective

brave

el corazón

koh-rah-SOHN

noun

heart

3.1 MI FAMILIA: FAMILY WORDS AND TENER

tener

teh-NEHR

verb · tengo, tienes, tiene, tenemos, tienen

to have

el padre

PAH-dreh

noun · la madre

father

el hijo

EE-hoh

noun · la hija

son

el hermano

ehr-MAH-noh

noun · la hermana

brother

el abuelo

ah-BWEH-loh

noun · la abuela

grandfather

el tío

TEE-oh

noun · la tía

uncle

el primo

PREE-moh

noun · la prima

cousin

el nieto

NYEH-toh

noun · la nieta

grandson

mayor

mah-YOHR

adjective

older

menor

meh-NOHR

adjective

younger

3.2 YO Y MI CASA: POSSESSIVE ADJECTIVES

mi
MEE
possessive · mis
my

tu
TOO
possessive · tus
your (familiar)

su
SOO
possessive · sus
his, her, their, your

nuestro
NWEHS-troh
possessive · nuestra, nuestros, nuestras
our

la casa
KAH-sah
noun
house, household

de
DEH
preposition · del = de + el
of, from (possession)

servir
sehr-BEER
verb
to serve

¿de quién?
deh KYEHN
phrase
whose?

la familia
fah-MEE-lyah
noun
family

el hogar
oh-GAHR
noun
home

3.3 ¿CUÁNTOS AÑOS TIENES? NUMBERS TO 100 AND TENER EXPRESSIONS

treinta
TRAYN-tah
number
thirty

cuarenta
kwah-REHN-tah
number
forty

cincuenta

seen-KWEHN-tah

number

fifty

sesenta

seh-SEHN-tah

number

sixty

setenta

seh-TEHN-tah

number

seventy

ochenta

oh-CHEHN-tah

number

eighty

noventa

noh-BEHN-tah

number

ninety

cien

SYEHN

number · ciento before other numbers

one hundred

el año

AH-nyoh

noun

year

tener hambre

teh-NEHR AHM-breh

expression

to be hungry

tener sed

teh-NEHR SEHD

expression

to be thirsty

tener miedo

teh-NEHR MYEH-doh

expression

to be afraid

4.1 EN LA ESCUELA: REGULAR -AR VERBS

hablar

ah-BLAHR

verb, -ar

to speak

estudiar

ehs-too-DYAHR

verb, -ar

to study

trabajar

trah-bah-HAHR

verb, -ar

to work

escuchar

ehs-koo-CHAHR

verb, -ar

to listen to

enseñar

ehn-seh-NYAHR

verb, -ar

to teach

necesitar

neh-seh-see-TAHR

verb, -ar

to need

el lápiz

LAH-pees

noun · los lápices

pencil

el cuaderno

kwah-DEHR-noh

noun

notebook

la historia

ees-TOH-ryah

noun

history; story

las matemáticas

mah-teh-MAH-tee-kahs

noun

math

4.2 ¿QUÉ HORA ES? TELLING TIME

la hora

OH-rah

noun

hour; time of day

¿Qué hora es?

keh OH-rah ehs

phrase

What time is it?

y cuarto

ee KWAHR-toh

phrase

quarter past

y media

ee MEH-dyah

phrase

half past

menos

MEH-nohs

adverb

minus, before (the hour)

el mediodía

meh-dyoh-DEE-ah

noun

noon

la medianoche

meh-dyah-NOH-cheh

noun

midnight

el reloj

reh-LOH

noun

clock, watch

el tiempo

TYEHM-poh

noun

time; weather

la vanidad

bah-nee-DAHD

noun

vanity, emptiness

4.3 DÍAS, MESES Y PREGUNTAS

el lunes

LOO-nehs

noun

Monday

el domingo

doh-MEEN-goh

noun

Sunday

el mes

MEHS

noun · los meses

month

la fecha

FEH-chah

noun

date

el cumpleaños

koom-pleh-AH-nyohs

noun

birthday

¿cuándo?

KWAHN-doh

question word

when?

¿dónde?

DOHN-deh

question word

where?

¿por qué?

pohr KEH

question word

why?

porque

POHR-keh

conjunction

because

hoy

OY

adverb

today

5.1 EN CASA: REGULAR -ER AND -IR VERBS

comer

koh-MEHR

verb, -er

to eat

beber

beh-BEHR

verb, -er

to drink

leer

leh-EHR

verb, -er

to read

aprender

ah-prehn-DEHR

verb, -er

to learn

vivir

bee-BEER

verb, -ir

to live

escribir

ehs-kree-BEER

verb, -ir

to write

abrir

ah-BREER

verb, -ir

to open

la cocina

koh-SEE-nah

noun

kitchen

la sala

SAH-lah

noun

living room

el dormitorio

dohr-mee-TOH-ryoh

noun

bedroom

5.2 LA COMIDA: FOODS AND GUSTAR

gustar

goos-TAHR

verb · me gusta(n)

to please; to like

encantar

ehn-kahn-TAHR

verb · me encanta(n)

to delight; to love

el pan

PAHN

noun

bread

la leche

LEH-cheh

noun

milk

el agua

AH-gwah

noun (feminine)

water

los huevos

WEH-bohs

noun

eggs

el pollo

POH-yoh

noun

chicken

el arroz

ah-RROHS

noun

rice

los frijoles

free-HOH-lehs

noun

beans

el desayuno

deh-sah-YOO-noh

noun

breakfast

la cena

SEH-nah

noun

supper

5.3 EN EL RESTAURANTE: STEM-CHANGING VERBS

querer

keh-REHR

verb, e → ie

to want; to love

preferir

preh-feh-REER

verb, e → ie

to prefer

poder

poh-DEHR

verb, o → ue

to be able, can

almorzar

ahl-mohr-SAHR

verb, o → ue

to eat lunch

dormir

dohr-MEER

verb, o → ue

to sleep

pedir

peh-DEER

verb, e → i

to ask for, order

servir

sehr-BEER

verb, e → i

to serve

la cuenta

KWEHN-tah

noun

the bill

el mesero

meh-SEH-roh

noun · la mesera; el camarero in Spain

waiter

quisiera

kee-SYEH-rah

polite form

I would like

6.1 ¿ADÓNDE VAS? PLACES AND THE VERB IR

ir
EER

verb · voy, vas, va, vamos, van

to go

¿adónde?
ah-DOHN-deh

question word

where to?

la iglesia
ee-GLEH-syah

noun

church

la biblioteca
bee-blee-oh-TEH-kah

noun

library

el banco
BAHN-koh

noun

bank; bench

el parque
PAHR-keh

noun

park

el mercado
mehr-KAH-doh

noun

market

la tienda
TYEHN-dah

noun

store

la plaza
PLAH-sah

noun

town square

la calle
KAH-yeh

noun

street

6.2 ¿DÓNDE ESTÁ? ESTAR AND PREPOSITIONS

estar
ehs-TAHR

verb · estoy, estás, está, estamos, están

to be (location, condition)

cerca de
SEHR-kah deh

preposition

near

lejos de

LEH-hohs deh

preposition

far from

al lado de

ahl LAH-doh deh

preposition

next to

delante de

deh-LAHN-teh deh

preposition

in front of

detrás de

deh-TRAHS deh

preposition

behind

encima de

ehn-SEE-mah deh

preposition

on top of

debajo de

deh-BAH-hoh deh

preposition

under

entre

EHN-treh

preposition

between

a la derecha

ah lah deh-REH-chah

phrase

to the right

6.3 VOY A...: PLANS WITH IR A + INFINITIVE

ir a + infinitivo

eer ah

phrase

to be going to (do)

mañana

mah-NYAH-nah

adverb

tomorrow

esta noche

EHS-tah NOH-cheh

phrase

tonight

el fin de semana

feen deh seh-MAH-nah

noun

weekend

próximo

PROHK-see-moh

adjective · próxima

next

hacer

ah-SEHR

verb · hago

to do, make

viajar

byah-HAHR

verb, -ar

to travel

visitar

bee-see-TAHR

verb, -ar

to visit

si Dios quiere

see DYOHS KYEH-reh

phrase

God willing

ojalá

oh-hah-LAH

interjection

I hope; may God grant

7.1 EL CUERPO: BODY AND HEALTH

el cuerpo

KWEHR-poh

noun

body

la cabeza

kah-BEH-sah

noun

head

la mano

MAH-noh

noun (feminine)

hand

el pie

PYEH

noun

foot

los ojos

OH-hohs

noun

eyes

la boca

BOH-kah

noun

mouth

el brazo

BRAH-soh

noun

arm

la pierna

PYEHR-nah

noun

leg

doler

doh-LEHR

verb, o → ue · me duele(n)

to hurt

enfermo

ehn-FEHR-moh

adjective · enferma

sick

el médico

MEH-dee-koh

noun · la médica

doctor

7.2 LA ROPA: CLOTHES, COLORS AND SHOPPING

la ropa

RROH-pah

noun

clothes

la camisa

kah-MEE-sah

noun

shirt

los pantalones

pahn-tah-LOH-nehs

noun

pants

el vestido

behs-TEE-doh

noun

dress

los zapatos

sah-PAH-tohs

noun

shoes

el abrigo

ah-BREE-goh

noun

coat

llevar

yeh-BAHR

verb, -ar

to wear; to carry

costar

kohs-TAHR

verb, o → ue · cuesta(n)

to cost

este

EHS-teh

demonstrative · esta, estos, estas

this

aquel

ah-KEHL

demonstrative · aquella, aquellos, aquellas

that (over there)

mil

MEEL

number

thousand

7.3 PARA SERVIR: E → I VERBS

servir

sehr-BEER

verb, e → i

to serve

pedir

peh-DEER

verb, e → i

to ask for, order

preguntar

preh-goon-TAHR

verb, -ar

to ask (a question)

repetir

rreh-peh-TEER

verb, e → i

to repeat

seguir

seh-GEER

verb, e → i · sigo

to follow; to continue

vestir

behs-TEER

verb, e → i

to dress

la ayuda

ah-YOO-dah

noun

help

el siervo

SYEHR-boh

noun · la sierva

servant

el rescate

rrehs-KAH-teh

noun

ransom; rescue

el Hijo del hombre

EE-hoh dehl OHM-breh

noun

the Son of Man

8.1 ¿QUÉ TIEMPO HACE? THE WEATHER

el tiempo

TYEHM-poh

noun

weather; time

hace calor

AH-seh kah-LOHR

phrase

it's hot

hace frío

AH-seh FREE-oh

phrase

it's cold

hace sol

AH-seh SOHL

phrase

it's sunny

hace viento

AH-seh BYEHN-toh

phrase

it's windy

llover

yoh-BEHR

verb, o → ue · llueve

to rain

nevar

neh-BAHR

verb, e → ie · nieva

to snow

nublado

noo-BLAH-doh

adjective

cloudy

la tormenta

tohr-MEHN-tah

noun

storm

el grado

GRAH-doh

noun

degree

8.2 LAS ESTACIONES: ESTAR AND THE PROGRESSIVE

la primavera

pree-mah-BEH-rah

noun

spring

el verano

beh-RAH-noh

noun

summer

el otoño

oh-TOH-nyoh

noun

autumn

el invierno

een-BYEHR-noh

noun

winter

cansado

kahn-SAH-doh

adjective · cansada

tired

contento

kohn-TEHN-toh

adjective · contenta

happy

triste

TREES-teh

adjective

sad

aburrido

ah-boo-RREE-doh

adjective · aburrida

bored (estar); boring (ser)

ocupado

oh-koo-PAH-doh

adjective · ocupada

busy

ahora

ah-OH-rah

adverb

now

8.3 HAGO, PONGO, SALGO: THE YO-GO VERBS

hacer
ah-SEHR
verb · hago
to do, make

poner
poh-NEHR
verb · pongo
to put, place

salir
sah-LEER
verb · salgo
to leave, go out

traer
trah-EHR
verb · traigo
to bring

oír
oh-EER
verb · oigo, oyes
to hear

decir
deh-SEER
verb · digo, dices
to say, tell

venir
beh-NEER
verb · vengo, vienes
to come

la tarea
tah-REH-ah
noun
homework

la cama
KAH-mah
noun
bed

el Creador
kreh-ah-DOHR
noun
the Creator

9.1 ME LEVANTO: REFLEXIVE VERBS AND ROUTINE

levantarse
leh-bahn-TAHR-seh
reflexive verb
to get up

despertarse
dehs-pehr-TAHR-seh
reflexive verb, e → ie
to wake up

ducharse

doo-CHAHR-seh

reflexive verb

to shower

lavarse

lah-BAHR-seh

reflexive verb

to wash (oneself)

vestirse

behs-TEER-seh

reflexive verb, e → i

to get dressed

acostarse

ah-kohs-TAHR-seh

reflexive verb, o → ue

to go to bed

cepillarse

seh-pee-YAHR-seh

reflexive verb

to brush (teeth, hair)

primero

pree-MEH-roh

adverb

first

luego

LWEH-goh

adverb

then, later

después

dehs-PWEHS

adverb

afterward

9.2 TENGO QUE AYUDAR: CHORES AND OBLIGATIONS

los quehaceres

keh-ah-SEH-rehs

noun

chores

tener que

teh-NEHR keh

phrase + infinitive

to have to

hay que

AY keh

phrase + infinitive

one must

deber

deh-BEHR

verb + infinitive

should, ought to

lavar los platos

lah-BAHR lohs PLAH-tohs

phrase

to wash the dishes

barrer

bah-RREHR

verb, -er

to sweep

sacar la basura

sah-KAHR lah bah-SOO-rah

phrase

to take out the trash

poner la mesa

poh-NEHR lah MEH-sah

phrase

to set the table

limpiar

leem-PYAHR

verb, -ar

to clean

ayudar

ah-yoo-DAHR

verb, -ar

to help

9.3 SABER Y CONOCER: TWO WAYS TO KNOW

saber

sah-BEHR

verb · sé, sabes

to know (facts); to know how

conocer

koh-noh-SEHR

verb · conozco, conoces

to know (people, places); to meet

la respuesta

rrehs-PWEHS-tah

noun

answer

la dirección

dee-rehk-SYOHN

noun

address; direction

el pastor

pahs-TOHR

noun

shepherd; pastor

la oveja

oh-BEH-hah

noun

sheep

nadar
nah-DAHR
verb, -ar
to swim

tocar
toh-KAHR
verb, -ar
to touch; to play (an instrument)

alguien
AHL-gyehn
pronoun
someone

nadie
NAH-dyeh
pronoun
no one

10.1 EL AÑO CRISTIANO: FEASTS AND SEASONS

la Navidad
nah-bee-DAHD
noun
Christmas

la Nochebuena
noh-cheh-BWEH-nah
noun
Christmas Eve

el villancico
bee-yahn-SEE-koh
noun
Christmas carol

los Reyes Magos
RREH-yehs MAH-gohs
noun
the Wise Men

la Cuaresma
kwah-REHS-mah
noun
Lent

la Semana Santa
seh-MAH-nah SAHN-tah
noun
Holy Week

la Pascua
PAHS-kwah
noun
Easter

el cordero
kohr-DEH-roh
noun
lamb

el pecado

peh-KAH-doh

noun

sin

celebrar

seh-leh-BRAHR

verb, -ar

to celebrate

10.2 LO GUARDAMOS: DIRECT OBJECT PRONOUNS

lo

LOH

pronoun

him, it (m.)

la

LAH

pronoun

her, it (f.)

los

LOHS

pronoun

them (m. or mixed)

las

LAHS

pronoun

them (f.)

me

MEH

pronoun

me

nos

NOHS

pronoun

us

amar

ah-MAHR

verb, -ar

to love

guardar

gwahr-DAHR

verb, -ar

to keep, guard

el mandamiento

mahn-dah-MYEHN-toh

noun

commandment

el regalo

rreh-GAH-loh

noun

gift

10.3 PEDID Y SE OS DARÁ: INDIRECT OBJECT PRONOUNS

dar
DAHR
verb · doy, das
to give

decir
deh-SEER
verb · digo, dices
to say, tell

le
LEH
pronoun · les
to him, her, you

mandar
mahn-DAHR
verb, -ar
to send; to command

prestar
prehs-TAHR
verb, -ar
to lend

la verdad
behr-DAHD
noun
truth

la carta
KAHR-tah
noun
letter

buscar
boos-KAHR
verb, -ar
to look for, seek

hallar
ah-YAHR
verb, -ar
to find

llamar
yah-MAHR
verb, -ar
to call; to knock

11.1 AYER: THE PRETERITE OF -AR VERBS

ayer
ah-YEHR
adverb
yesterday

anoche
ah-NOH-cheh
adverb
last night

pasado

pah-SAH-doh

adjective · pasada

last, past

hace + time

AH-seh

phrase

ago

llegar

yeh-GAHR

verb · llegué

to arrive

buscar

boos-KAHR

verb · busqué

to look for

empezar

ehm-peh-SAHR

verb · empecé

to begin

jugar

hoo-GAHR

verb · jugué

to play (games)

navegar

nah-beh-GAHR

verb, -ar

to sail

el mundo

MOON-doh

noun

world

11.2 VIO Y CREYÓ: THE PRETERITE OF -ER AND -IR VERBS

comí

koh-MEE

preterite of comer

I ate

viví

bee-BEE

preterite of vivir

I lived

vio

BYOH

preterite of ver

he/she saw

creyó

kreh-YOH

preterite of creer

he/she believed

leyó

leh-YOH

preterite of leer

he/she read

salir

sah-LEER

verb · salí

to leave

correr

koh-RREHR

verb · corrí

to run

el sepulcro

seh-POOL-kroh

noun

tomb

entrar

ehn-TRAHR

verb, -ar

to enter

resucitar

rreh-soo-see-TAHR

verb, -ar

to rise from the dead

11.3 FUI, FUE, HIZO: IR, SER AND HACER IN THE PAST

fui

FWEE

preterite of ir / ser

I went / I was

fue

FWEH

preterite of ir / ser

he/she/it went; was

fuimos

FWEE-mohs

preterite of ir / ser

we went / we were

hice

EE-seh

preterite of hacer

I did, made

hizo

EE-soh

preterite of hacer

he/she did, made

el viaje

BYAH-heh

noun

trip

la playa

PLAH-yah

noun

beach

la boda

BOH-dah

noun · las bodas

wedding

el vino

BEE-noh

noun

wine

la gloria

GLOH-ryah

noun

glory

12.1 LOS PAÍSES HISPANOHABLANTES

el país

pah-EES

noun

country

la capital

kah-pee-TAHL

noun

capital city

Sudamérica

sood-ah-MEH-ree-kah

noun

South America

Centroamérica

sehn-troh-ah-MEH-ree-kah

noun

Central America

el Caribe

kah-REE-beh

noun

the Caribbean

la montaña

mohn-TAH-nyah

noun

mountain

el volcán

bohl-KAHN

noun · los volcanes

volcano

hay

AY

verb form

there is, there are

el testigo

tehs-TEE-goh

noun

witness

viajar

byah-HAHR

verb, -ar

to travel

12.2 DON QUIJOTE: CERVANTES AND COMPARISONS

la novela

noh-BEH-lah

noun

novel

el caballero

kah-bah-YEH-roh

noun

knight; gentleman

el molino

moh-LEE-noh

noun

mill

el gigante

hee-GAHN-teh

noun

giant

más... que

MAHS keh

comparison

more... than

tan... como

TAHN KOH-moh

comparison

as... as

mejor

meh-HOHR

adjective

better

peor

peh-OHR

adjective

worse

la sabiduría

sah-bee-doo-REE-ah

noun

wisdom

el oro

OH-roh

noun

gold

el repaso
rreh-PAH-soh
noun
review

la presentación
preh-sehn-tah-SYOHN
noun
presentation

la lengua
LEHN-gwah
noun
language; tongue

el pueblo
PWEH-bloh
noun
people; town

el trono
TROH-noh
noun
throne

la salvación
sahl-bah-SYOHN
noun
salvation

alabar
ah-lah-BAHR
verb, -ar
to praise

juntos
HOON-tohs
adjective · juntas
together

la nación
nah-SYOHN
noun · las naciones
nation

el Cordero
kohr-DEH-roh
noun
the Lamb

UNIT 1

Saludos y Sonidos

Lesson 1.1 opens the year with greetings and courtesy: hola, buenos días, ¿cómo estás?, por favor, gracias, and the choice every Spanish speaker makes many times a day between tú (familiar) and usted (respectful). Velázquez's Las Meninas shows a royal household where every greeting had its rank, and Ruth 2:4 shows Boaz and his reapers blessing one another.

Lesson 1.2 lays the foundation of sound: the 27 letters, the five pure vowels, the letters that differ from English, the written accent and the marks ¿ and ¡. John 1:1 is the first verse read aloud in Spanish. Lesson 1.3 counts from cero to treinta and asks ¿Cuántos? and ¿Cuántos años tienes?, with Psalm 90:12, so teach us to number our days.

PREREQUISITES

- None. Spanish I assumes no Spanish. Students who finished the School Launch Grade 8 Spanish course will know much of Units 1–6 and can move through them faster, spending the saved weeks on reading.

MASTERY CHECKLIST

- ☐ I can greet and take leave politely at any time of day, and choose tú or usted correctly.
- ☐ I can say the Spanish alphabet and spell my name aloud.
- ☐ I can read any Spanish word aloud with pure vowels and the right stress.
- ☐ I can count from 0 to 30 and ask and answer ¿Cuántos…?
- ☐ I can read Ruth 2:4 and John 1:1 aloud in the Reina-Valera 1909.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **A Reina-Valera 1909 Bible**: Print or free online (for example at BibleGateway, version RVA, a close reprint of the 1909). Used all year.
- **Index cards and a box**: For the flashcard deck that grows every lesson.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

LESSONS IN THIS UNIT

1.1	**Buenos Días: Greetings, Tú and Usted**	4 sessions of 40–50 minutes
1.2	**Las Letras: Alphabet, Vowels and Accents**	4 sessions of 40–50 minutes
1.3	**Los Números: 0 to 30**	4 sessions of 40–50 minutes

Unit 1 test

Unit 1 test. Questions 1–3 are oral: the parent asks and marks. The rest are written. 50 points.

1. 5 pts

   Oral: Greet the parent as you would at 8 a.m., then at 3 p.m., then at 9 p.m., and ask how he or she is.

2. 5 pts

   Oral: Spell your full name aloud with Spanish letter names.

3. 5 pts

   Oral: Read John 1:1 aloud in Spanish: En el principio era el Verbo, y el Verbo era con Dios, y el Verbo era Dios.

4. 5 pts

   Would you use tú or usted with: (a) your little brother, (b) the pastor, (c) a shopkeeper you have never met, (d) your best friend, (e) your grandmother?

5. 5 pts

   Write in Spanish: Good morning, Mrs. García. How are you? Very well, thank you. And you?

6. 5 pts

   Write the five Spanish vowels and an English word with the same sound for each.

7. 5 pts

   Mark the stressed syllable: hablo, español, ciudad, árbol, lápiz.

8. 5 pts

   Write these numbers in Spanish words: 7, 12, 15, 21, 30.

9. 5 pts

   Answer in Spanish: ¿Cuántos años tienes? ¿Cuántos días hay en abril?

10. **5 pts**

Copy Ruth 2:4 from Jehová sea con vosotros to the end, and translate it.

ANSWER KEY

1. Buenos días / Buenas tardes / Buenas noches, ¿cómo está usted? (or ¿cómo estás?).
2. Each letter named the Spanish way (a, be, ce, de, e, efe, ge, hache, i, jota…).
3. Pure vowels, silent h-free words, stressed syllables: prin-CI-pio, VER-bo, DIOS. Graded on clear vowels and steady reading.
4. (a) tú, (b) usted, (c) usted, (d) tú, (e) many families use usted for grandparents, others tú; either is right if it matches the family's custom.
5. Buenos días, señora García. ¿Cómo está usted? Muy bien, gracias. ¿Y usted?
6. a (father), e (bed/they), i (machine), o (go, short), u (moon).
7. HA-blo, es-pa-ÑOL, ciu-DAD, ÁR-bol, LÁ-piz.
8. siete, doce, quince, veintiuno, treinta.
9. Tengo ___ años. Hay treinta días en abril.
10. Jehová sea con vosotros. Y ellos respondieron: Jehová te bendiga. The LORD be with you. And they answered: The LORD bless thee.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: THE WELCOME

Welcome a guest (a parent playing a visitor, a grandparent, or a Spanish-speaking neighbor) in Spanish from the door to the table: greet with the right time of day and usted, introduce yourself and spell your name, offer a seat (Siéntese, por favor), ask how many are in the family (¿Cuántas personas hay en su familia?), and take leave politely. Then read John 1:1 aloud for your guest. Keep a one-page script in your notebook and record the welcome if you can.

LOOK FOR	WHAT IT MEANS
Courtesy	Greetings, por favor, gracias, de nada and leave-taking are used naturally.
Tú and usted	Usted forms are used consistently with the guest.
Sounds	Pure vowels, silent h, and the stress in the right place.
Numbers	Asks and answers a ¿cuántos? question correctly.

UNIT 1 · SALUDOS Y SONIDOS · LESSON 1.1 OF 36 · 4 SESSIONS OF 40–50 MINUTES

1.1 Buenos Días: Greetings, Tú and Usted

OBJECTIVES

- Greet and take leave at any time of day: hola, buenos días, buenas tardes, buenas noches, adiós, hasta luego.
- Ask and answer ¿Cómo estás? / ¿Cómo está usted? and use por favor, gracias, de nada and perdón.
- Choose between tú and usted and explain the choice.
- Describe Velázquez's Las Meninas and what it shows about courtesy at the Spanish court.

> **Warm-up.** How do you greet your grandparents? Your best friend? The pastor? Do you use the same words for all three? English once had two words for you, thou for family and friends and you for respect; the King James Bible still uses both. Spanish still does. Today you learn when to use each.

WATCH

How to Greet Someone in Spanish

Señor Jordan · 8:47

https://www.youtube.com/watch?v=YUmNVMgNR4M

> **WHEN TO WATCH**
> Session 1, after the story and the How Spanish works paragraphs. Pause after each greeting and say it back.

Note: A clear lesson on greeting people in Spanish, with formal and familiar forms.

BACKUP VIDEO

Saludos | Conversaciones

The Language Tutor - Spanish · 1:44

https://www.youtube.com/watch?v=Oe48lhez6qI

Session 2 or 3: a short conversation using the greetings. Watch it twice, the second time saying the lines along with the speakers.

KEY TERMS

saludar / el saludo

To greet / the greeting.

tú (TOO)

You, familiar: for family, friends, children and God in prayer.

usted (oos-TEHD)

You, respectful: for adults you do not know well, elders and people in authority. Abbreviated Ud.

la cortesía

Courtesy, good manners: por favor, gracias, de nada, perdón, con permiso.

el señor / la señora / la señorita

Mr. or sir / Mrs. or madam / Miss.

las Meninas

The maids of honor who attended the princess at the Spanish court.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

hola
OH-lah

interjection

hello

buenos días
BWEH-nohs DEE-ahs

phrase

good morning

buenas tardes
BWEH-nahs TAHR-dehs

phrase

good afternoon

buenas noches
BWEH-nahs NOH-chehs

phrase

good evening, good night

adiós
ah-DYOHS

interjection

goodbye

hasta luego
AHS-tah LWEH-goh

phrase

see you later

¿cómo estás?
KOH-moh ehs-TAHS

phrase · ¿cómo está usted? (formal)

how are you?

por favor
pohr fah-BOHR

phrase

please

gracias
GRAH-syahs

interjection

thank you

de nada
deh NAH-dah

phrase

you're welcome

usted
oos-TEHD

pronoun · ustedes (plural)

you (formal)

CORE IDEAS

The story. In 1656 Diego Velázquez, painter to King Philip IV of Spain, painted the most studied picture in the Prado museum. In the middle stands the five-year-old princess, the Infanta Margarita. One maid of honor kneels and offers her a little red cup of water on a tray; another bows. Behind them are a court lady and a guard; at the right, two court dwarfs and a sleepy mastiff. At the left Velázquez himself stands at a huge canvas, brush in hand, looking straight out at us. And in the mirror on the back wall we see the king and queen. They are standing where we stand, and everyone in the room is greeting them. At the Spanish court, every greeting had its rank and its form, and a child of five already knew them. Spanish has kept a little of that courtesy in two words: tú and usted.

How Spanish works: the greetings. Hola (OH-lah) is hello at any time; the h is always silent. Then there are greetings by the clock: **buenos días** until noon or lunch, **buenas tardes** in the afternoon and early evening, **buenas noches** after dark, which also means good night. To take leave: **adiós** (goodbye, literally to God), **hasta luego** (see you later), **hasta mañana** (see you tomorrow). To ask how someone is: **¿Cómo estás?** to a friend, **¿Cómo está usted?** to an elder. Answer: **Bien, gracias. ¿Y tú?** or **Muy bien, gracias. ¿Y usted?**

How Spanish works: tú and usted. Tú is the familiar you: family, friends, children, pets, and God in prayer (Padre nuestro, que estás en los cielos). **Usted** is the respectful you: teachers, pastors, shopkeepers, elders and anyone you have just met who is older than you. Usted came from the old phrase vuestra merced, your grace, and it takes the verb form for he or she: ¿Cómo está usted? When in doubt with an adult, use usted; if the person wants tú, he or she will say so: Puedes tutearme. This is close to the old English pair thou and you: the King James Bible addresses God as thou, the familiar word, because He is our Father.

Say it out loud. Practice three short scenes with a parent. Morning: Buenos días, mamá. ¿Cómo estás? / Muy bien, hijo. ¿Y tú? Afternoon, with a visitor: Buenas tardes, señor. ¿Cómo está usted? / Bien, gracias. ¿Y usted? Night: Buenas noches. Hasta mañana. Then switch roles. Finish with the courtesy words: Por favor. Gracias. De nada. Perdón. Con permiso (excuse me, may I pass).

PICTURE STUDY



Las Meninas, Diego Velázquez, 1656 · Oil on canvas · Museo del Prado, Madrid

Image: Wikimedia Commons, public domain

Velázquez was court painter to Philip IV for almost forty years. Las Meninas shows the household of the princess Margarita in the painter's studio in the Alcázar of Madrid. Painters and writers have argued for three hundred years about who is really being painted. Many visitors to the Prado say it is the greatest painting in the world.

Look closely

- Find the princess. Who is greeting her, and how?
- Find the painter. Where is he looking?
- Find the mirror on the back wall. Who is in it?
- Find the dog. Is it paying attention to the royal visitors?
- Find the man in the doorway. Is he coming or going?

Talk about it

1. Why does everyone in the room seem to turn toward us?
2. What does the painting show about manners and respect in a household? What does our household show?

ACTIVITY

Three scenes

Write and act three short greeting scenes in Spanish: one with tú, one with usted, one at night.

You will need

- Your Spanish notebook
- A family member or two to act with

Steps

1. Write a four-line scene with a friend (tú): greeting, ¿Cómo estás?, answer, leave-taking.
2. Write a four-line scene with an adult you have just met (usted), using señor or señora.
3. Write a two-line good-night scene for your family.
4. Act all three. Then switch roles so you hear both sides.
5. Make five flashcards: greeting on one side, English and when to use it on the other.

Tips

- Use buenos, buenas exactly: buenos días, but buenas tardes and buenas noches.
- Add a handshake for usted and a hug or wave for tú, the way Spanish speakers do.

Check your work

☐ My three scenes are written in my notebook and acted aloud.

☐ I chose tú or usted correctly in each scene.

SPANISH NOTEBOOK

1. Copy the greetings chart: morning, afternoon, night, leave-taking.
2. Write a two-column list: people I call tú, people I call usted.
3. Copy Ruth 2:4 in Spanish and English.

> **From history.** In Spain and Latin America, friends and family usually greet with a kiss on the cheek (in Spain, one on each cheek), and men shake hands. Coming into a shop or waiting room, people greet the whole room: Buenos días. Leaving without saying Adiós or Hasta luego is thought rude.

WORKED EXAMPLES

Example 1. Greet your new piano teacher at 4 p.m. and ask how she is.

▼ **Show solution**

1. 4 p.m. is afternoon: buenas tardes.
2. A teacher you do not know well gets usted: ¿Cómo está usted?
3. Add señora for respect.

Answer: Buenas tardes, señora. ¿Cómo está usted?

Example 2. Your friend asks ¿Cómo estás? Answer and ask back.

▼ **Show solution**

1. Answer: Bien, gracias.
2. Ask back with the friend form: ¿Y tú?

Answer: Bien, gracias. ¿Y tú?

Example 3. Why does Spanish pray to God with tú (Padre nuestro, que estás en los cielos)?

▼ **Show solution**

1. Tú is for family.
2. Jesus taught us to call God our Father.

Answer: Because God is our Father; we speak to Him as His children, with the family word, as the King James Bible says thou.

PRACTICE

1. Easy What do you say at 9 a.m.?

   ▼ **Show answer**

   Buenos días.

2. Easy How do you say see you tomorrow?

   ▼ **Show answer**

   Hasta mañana.

3. Easy What does de nada mean?

   ▼ **Show answer**

   You're welcome.

4. Medium Write: Good evening, sir. How are you?

   ▼ **Show answer**

   Buenas noches (or buenas tardes, if before dark), señor. ¿Cómo está usted?

5. Medium Tú or usted: a police officer; your cousin; a new neighbor who is seventy?

   ▼ **Show answer**

   Usted; tú; usted.

6. Medium Translate: Con permiso. Perdón.

   ▼ **Show answer**

   Excuse me (may I pass). Pardon me / sorry.

7. Hard Where does usted come from, and why does it take the he/she verb form (está)?

   ▼ **Show answer**

   From vuestra merced, your grace; since it was a title (your grace is…), it takes the third-person verb.

8. Hard In Ruth 2:4, which words of greeting and blessing do Boaz and the reapers exchange, in Spanish?

   ▼ **Show answer**

   Jehová sea con vosotros. / Jehová te bendiga.

COMMON MISTAKES

- Saying buenos tardes. Tarde and noche are feminine: buenas tardes, buenas noches.
- Pronouncing the h in hola. Spanish h is always silent: OH-lah.
- Using tú with every adult. With adults you do not know well, start with usted.

> **Make it a game · ¿Tú o usted?.** The parent names a person (el presidente, tu hermana, el médico, tu mejor amigo, un bebé, el pastor) and the student greets that person correctly in Spanish with the right time of day and tú or usted. A point for each right greeting; ten points wins.

> **Scripture.** "And, behold, Boaz came from Bethlehem, and said unto the reapers, The LORD be with you. And they answered him, The LORD bless thee." (Ruth 2:4, KJV)
>
> In the Spanish Bible Boaz greets his reapers: Jehová sea con vosotros. Y ellos respondieron: Jehová te bendiga. A greeting can be a blessing. Notice vosotros, the plural you used in Spain and in the old Bible; Latin America says ustedes.

UNIT 1 · SALUDOS Y SONIDOS · LESSON 1.2 OF 36 · 4 SESSIONS OF 40–50 MINUTES

1.2 Las Letras: Alphabet, Vowels and Accents

OBJECTIVES

- Say the 27 letters of the Spanish alphabet and spell words aloud.
- Pronounce the five pure vowels and the consonants that differ from English (h, j, g, ll, ñ, rr, z, c, v).
- Place the stress in any word by the two stress rules and the written accent.
- Read John 1:1 aloud in Spanish.

> **Warm-up.** English spelling is famous for surprises: though, through, tough, cough. Spanish is not like that. Once you learn its sounds, you can read almost any word aloud correctly the first time. Today you learn the whole system.

WATCH

Canción - El alfabeto en español | The Spanish Alphabet Song

Señor Jordan · 2:39

https://www.youtube.com/watch?v=1wJIkTuckEI

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraph on the letters. Sing along the second time.

Note: A Spanish teacher's alphabet song with each letter name.

BACKUP VIDEO

Cómo mejorar tu pronunciación en español / How to improve pronunciation in Spanish

Why Not Spanish? · 6:45

https://www.youtube.com/watch?v=5Gc-wvh6Gkk

Session 2 or 3: tips from a native speaker for clear Spanish pronunciation. Repeat each example aloud.

KEY TERMS

el alfabeto / el abecedario
The alphabet: 27 letters, including ñ.

la sílaba
Syllable.

¿ ¡
Opening question and exclamation marks, written at the start of the question or exclamation.

la vocal / la consonante
Vowel / consonant.

el acento (la tilde)
The written accent mark, as in canción. Tilde is also the wave on ñ.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

la letra
LEH-trah
noun
letter

la palabra
pah-LAH-brah
noun
word

la vocal
boh-KAHL
noun · las vocales
vowel

el acento
ah-SEHN-toh
noun
accent, stress mark

leer
leh-EHR
verb
to read

escribir
ehs-kree-BEER
verb
to write

¿cómo se escribe?
KOH-moh seh ehs-KREE-beh
phrase
how is it spelled?

la sílaba
SEE-lah-bah
noun
syllable

deletrear
deh-leh-treh-AHR
verb, -ar
to spell

el Verbo
BEHR-boh
noun
the Word (John 1:1); also verb

CORE IDEAS

The story. In 1492, the year Columbus sailed, a scholar named Antonio de Nebrija gave Queen Isabella the first grammar ever printed of a modern European language, the Gramática de la lengua castellana. In his preface Nebrija wrote that language has always been the companion of empire, and Spanish would soon cross the ocean with the ships. He believed something else too: that Spanish should be written as it is

spoken, one letter for one sound. That is why Spanish spelling is so honest today. The Royal Spanish Academy, founded in 1713, still guards the spelling and the dictionary, and since 2010 it counts 27 letters.

How Spanish works: the vowels. Five vowels, five sounds, always the same, short and pure: **a** as in father, **e** as in they (without the y glide), **i** as in machine, **o** as in go (short, without the w glide), **u** as in moon. Never let a Spanish vowel slide into another sound. Say **mesa, libro, uno, casa, peso**.

How Spanish works: the consonants to watch. h is silent (hola, hijo). **j** and **g** before e or i are a breathy h (Jesús, gente). **ll** and **y** sound like y (llamar, yo). **ñ** is ny as in canyon (año, España). **r** between vowels is a quick tap like the tt in butter (pero); **rr** and an r at the start of a word are rolled (perro, rosa). **z** and **c** before e or i sound like s in Latin America (zapato, cielo). **v** and **b** sound the same (vivir). **qu** is k (que), and the u is silent.

How Spanish works: stress and marks. Two rules: words ending in a vowel, n or s are stressed on the next-to-last syllable (CA-sa, HA-blan); words ending in any other consonant are stressed on the last syllable (es-pa-ÑOL, ciu-DAD). A written accent overrides the rules: ÁR-bol, can-CIÓN, LÁ-piz. Accents also tell apart words that look alike: si (if) and sí (yes), tu (your) and tú (you). Questions open with ¿ and exclamations with ¡: ¿Cómo estás? ¡Qué bien!

ACTIVITY

Spell and read

Spell names aloud, then read a verse with perfect vowels.

You will need

- Your Spanish notebook
- Your Reina-Valera 1909

Steps

1. Spell your full name aloud with Spanish letter names, then the names of everyone in your family.
2. Read this list aloud, marking the stressed syllable first: casa, hablan, ciudad, árbol, canción, Jesús, España, ferrocarril.
3. Find John 1:1 in the Reina-Valera and read it aloud three times, slowly, then at normal speed.
4. Record your reading and listen for any vowel that slides.
5. Make flashcards for the letters that differ from English.

Tips

- Practice the rolled rr with butter-butter-butter, then perro.
- Smile slightly on e and i to keep them pure.

Check your work

☐ I spelled my name aloud in Spanish.

☐ I read John 1:1 with pure vowels and correct stress.

SPANISH NOTEBOOK

1. Copy the alphabet with letter names (a, be, ce, de, e, efe, ge, hache, i, jota, ka, ele, eme, ene, eñe, o, pe, cu, erre, ese, te, u, uve, uve doble, equis, ye, zeta).
2. Copy the two stress rules with three examples each.
3. Copy John 1:1 in Spanish and English.

> **From history.** The Spanish alphabet once had two more letters, ch and ll, and older dictionaries list words starting with ch and ll in their own sections. In 2010 the Academies of the Spanish language, one for each Spanish-speaking country, agreed on 27 letters, keeping ñ, the most famous Spanish letter of all.

WORKED EXAMPLES

Example 1. Where is the stress in hablan?

▼ **Show solution**

1. It ends in n.
2. Words ending in vowel, n or s stress the next-to-last syllable.

Answer: HA-blan.

Example 2. Where is the stress in ciudad, and does it need an accent mark?

▼ **Show solution**

1. It ends in d, a consonant other than n or s.
2. Rule two: stress on the last syllable, so no mark is needed.

Answer: ciu-DAD, no accent mark.

Example 3. Why does canción have an accent mark?

▼ **Show solution**

1. It ends in n, so the rule says can-CI-on… next-to-last: CAN-cion.
2. But it is said can-CIÓN, so the mark shows the exception.

Answer: Because the stress falls on the last syllable even though the word ends in n.

PRACTICE

1. Easy How do you pronounce the h in hijo?

   ▼ **Show answer**

   It is silent: EE-hoh.

2. Easy What sound does ñ make?

   ▼ **Show answer**

   ny, as in canyon.

3. Easy Write the opening marks for a question and an exclamation.

   ▼ **Show answer**

   ¿ and ¡.

4. Medium Mark the stressed syllable: mesa, papel, joven, lección, Bogotá.

   ▼ **Show answer**

   ME-sa, pa-PEL, JO-ven, lec-CIÓN, Bo-go-TÁ.

5. Medium What is the difference between si and sí? tu and tú?

   ▼ **Show answer**

   si = if, sí = yes; tu = your, tú = you.

6. Medium Spell Jesús aloud in Spanish.

   ▼ **Show answer**

   jota, e, ese, u (con acento), ese.

7. Hard Why does Spanish spelling match its sounds better than English spelling?

   ▼ **Show answer**

   Spanish was deliberately written one letter for one sound (Nebrija's principle), and the Royal Spanish Academy has kept spelling up to date with pronunciation.

8. Hard Read and translate John 1:1 from the Reina-Valera 1909.

   ▼ **Show answer**

   En el principio era el Verbo, y el Verbo era con Dios, y el Verbo era Dios. In the beginning was the Word, and the Word was with God, and the Word was God.

COMMON MISTAKES

- Gliding the vowels: saying no as noh-oo or me as may. Keep them short and pure.
- Saying the u in que and qui. It is silent: KEH, KEE.

- Leaving off accent marks. They are part of the spelling: tú and tu are different words.

REFERENCE GUIDE

An eight-page, color-coded Spanish verbs and grammar guide for Spanish I: sounds and accents, nouns, articles and adjectives, pronouns, ser and estar, gustar, stem-changing and irregular verbs, reflexive and object pronouns, the preterite, imperfect, future, conditional and perfect tenses, the subjunctive, commands, por and para, and a table of the most-used irregular verbs. Latin American Spanish, as the course teaches. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Make it a game · Deletreo (spelling bee).** The parent says a Spanish word from this unit (hola, gracias, señora, España, Jesús, ciudad); the student spells it aloud with Spanish letter names, including the accent (con acento) and ñ. Then switch: the student gives the parent a word.

> **Scripture.** "In the beginning was the Word, and the Word was with God, and the Word was God." (John 1:1, KJV)
>
> In the Spanish Bible: En el principio era el Verbo, y el Verbo era con Dios, y el Verbo era Dios. The Word is el Verbo, the same word Spanish uses for a verb, a word of action. Read it aloud: every vowel is pure.

UNIT 1 · SALUDOS Y SONIDOS · LESSON 1.3 OF 36 · 4 SESSIONS OF 40–50 MINUTES

1.3 Los Números: 0 to 30

OBJECTIVES

- Count from cero to treinta and write the numbers in words.
- Ask and answer ¿Cuántos? / ¿Cuántas? and ¿Cuántos años tienes?
- Use hay (there is, there are) with numbers.
- Read Psalm 90:12 in Spanish.

> **Warm-up.** How many people are in your family? How old are you? How many days are in this month? You will answer all three in Spanish before the week is over.

WATCH

Canción - Los números 1-20 / Spanish numbers 1-20 song

Señor Jordan · 2:06

https://www.youtube.com/watch?v=G27hp1G00wI

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraph. Sing along the second time.

Note: A Spanish teacher's song with the numbers 1 to 20.

BACKUP VIDEO

Los Números 1-20 para Niños (Numbers 1-20 in Spanish for Kids)

Mi Camino Spanish · 1:03

https://www.youtube.com/watch?v=NNHZ_I3rfE0

Session 2 or 3: a short, clear review of 1 to 20 made for children. Count along, then count backward from veinte yourself.

KEY TERMS

el número
Number.

hay (EYE)
There is, there are. One word for both.

veinti-
The prefix for 21–29: veintiuno, veintidós...

¿cuántos? / ¿cuántas?
How many? Agrees with the noun: ¿Cuántos libros? ¿Cuántas casas?

¿Cuántos años tienes?
How old are you? Literally, how many years do you have?

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

el número
NOO-meh-roh
noun
number

cero
SEH-roh
number
zero

diez
DYEHS
number
ten

quince
KEEN-seh
number
fifteen

veinte
BAYN-teh
number
twenty

treinta
TRAYN-tah
number
thirty

contar
kohn-TAHR
verb, o → ue · cuento
to count

¿cuántos?
KWAHN-tohs
adjective · ¿cuántas?
how many?

hay
EYE
verb (haber)
there is, there are

el año
AH-nyoh
noun
year

CORE IDEAS

The story. Psalm 90 is the oldest psalm in the Bible; its title calls it a prayer of Moses, the man of God. Moses had seen a whole generation pass away in the wilderness, and he prays: So teach us to number our days, that we may apply our hearts unto wisdom. To number our days does not mean to count them with a calculator. It means to know that they are few and precious, gifts from God to be used well. This week you learn to count in Spanish, and every number you learn is a reminder of that prayer.

How Spanish works: 0–15. cero, uno, dos, tres, cuatro, cinco, seis, siete, ocho, nueve, diez, once, doce, trece, catorce, quince. Uno becomes **un** before a masculine noun and **una** before a feminine noun: un libro, una casa.

How Spanish works: 16–30. From 16 to 19, Spanish says ten-and-six, written as one word: **dieciséis, diecisiete, dieciocho, diecinueve**. Then **veinte**, and twenty-and-one, also one word: **veintiuno, veintidós, veintitrés, veinticuatro, veinticinco, veintiséis, veintisiete, veintiocho, veintinueve**, and **treinta**. Notice the accents on dieciséis, veintidós, veintitrés and veintiséis.

How Spanish works: asking how many. ¿Cuántos? goes with masculine nouns and **¿cuántas?** with feminine: ¿Cuántos hermanos tienes? ¿Cuántas personas hay? Answer with **hay**: Hay cinco personas en mi familia. For age, Spanish says have years: **¿Cuántos años tienes? Tengo quince años.** Never say soy quince.

ACTIVITY

The family census

Take a census of your household in Spanish and present it.

You will need

- Your Spanish notebook
- A calendar

Steps

1. Ask each person ¿Cuántos años tienes? (or ¿Cuántos años tiene usted? for elders) and write the answers in Spanish words.
2. Count and write: ¿Cuántas personas hay? ¿Cuántos cuartos hay en la casa? ¿Cuántas ventanas?
3. Look at the calendar and write how many days are in this month and next: Hay treinta días en septiembre.
4. Present your census aloud to the family, all in Spanish.
5. Make flashcards for 0–30.

Tips

- Count stairs, plates and books in Spanish all week.
- Say phone numbers digit by digit in Spanish.

Check your work

☐ I asked and answered ¿Cuántos? questions in Spanish.

☐ I can count from 0 to 30 and back.

SPANISH NOTEBOOK

1. Write the numbers 0–30 in words, with accents.
2. Write five sentences with hay and a number about your home.
3. Copy Psalm 90:12 in Spanish and English.

> **From history.** Spanish speakers often write the number 1 with a long upstroke and cross the 7, and they use a comma where English uses a decimal point in many countries: 3,5 means three and a half in Spain and much of South America. Mexico and the Caribbean use the point, as in the United States.

WORKED EXAMPLES

Example 1. Write 26 in Spanish.

▼ **Show solution**

1. Twenty-and-six, as one word.
2. Seis carries an accent at the end of the long word.

Answer: veintiséis

Example 2. How many sisters do you have? (Ask a friend.)

▼ **Show solution**

1. Hermanas is feminine plural.
2. Use cuántas and the tú form tienes.

Answer: ¿Cuántas hermanas tienes?

Example 3. Say: There are twenty-one books.

▼ **Show solution**

1. There are = hay.
2. Veintiuno becomes veintiún before a masculine noun.

Answer: Hay veintiún libros.

PRACTICE

1. Easy Write 13, 14 and 15 in Spanish.

▼ **Show answer**

trece, catorce, quince.

2. Easy What does hay mean?

▼ **Show answer**

There is / there are.

3. Easy Count by twos from 2 to 20 in Spanish.

▼ **Show answer**

dos, cuatro, seis, ocho, diez, doce, catorce, dieciséis, dieciocho, veinte.

4. Medium Answer: ¿Cuántos años tienes?

▼ **Show answer**

Tengo ___ años.

5. Medium Write 17, 22, 23 and 29 in words.

▼ **Show answer**

diecisiete, veintidós, veintitrés, veintinueve.

6. Medium Cuántos or cuántas? ___ casas; ___ perros; ___ personas.

▼ **Show answer**

Cuántas casas; cuántos perros; cuántas personas.

7. Hard Translate: There are thirty days in November and thirty-one in December… how do you say thirty-one, using what you know?

▼ **Show answer**

Hay treinta días en noviembre y treinta y uno en diciembre. (From 31 on, Spanish writes three words: treinta y uno.)

8. Hard What does Moses ask God to teach us in Psalm 90:12, and why?

▼ **Show answer**

To number our days, that we may apply our hearts unto wisdom: to remember life is short and live it wisely.

COMMON MISTAKES

- Saying soy quince años for I am fifteen. Spanish says tengo quince años.
- Writing veinte y uno. From 21 to 29 it is one word: veintiuno.
- Forgetting un/una: un libro, una casa, not uno libro.

Make it a game · Pim-pam. Count around the table in Spanish from uno to treinta, but every multiple of three is replaced by ¡pam! (uno, dos, ¡pam!, cuatro, cinco, ¡pam!...). Whoever slips starts over at uno. Then count backward from treinta.

Scripture. "So teach us to number our days, that we may apply our hearts unto wisdom." (Psalm 90:12, KJV)

In the Spanish Bible: Enséñanos de tal modo á contar nuestros días, que traigamos al corazón sabiduría. Contar means both to count and to tell; we count our days so that we bring wisdom to the heart.

UNIT 2

¿Quién Soy?

Lesson 2.1 teaches the subject pronouns (yo, tú, usted, él, ella, nosotros, ustedes, ellos) and the most important verb in Spanish, ser, to be, in all its forms: soy, eres, es, somos, son. Exodus 3:14 gives God's name in Spanish: YO SOY.

Lesson 2.2 asks ¿De dónde eres? and answers with ser de and nationalities (soy estadounidense, es mexicana), with the twenty-one Spanish-speaking countries and Acts 2:8. Lesson 2.3 describes people with adjectives that agree in gender and number (alto, alta, altos, altas), studying Murillo's self-portrait painted for his children, and closes with 1 Samuel 16:7: the LORD looketh on the heart.

PREREQUISITES

- Unit 1: greetings, tú and usted, the alphabet and sounds, numbers to 30.

MASTERY CHECKLIST

- ☐ I can conjugate ser in the present and use it to identify people and things.
- ☐ I can use the subject pronouns and know when Spanish leaves them out.
- ☐ I can ask and say where someone is from and name nationalities.
- ☐ I can describe people with adjectives that agree in gender and number, placed after the noun.
- ☐ I can read Exodus 3:14 and 1 Samuel 16:7 in the Reina-Valera.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **A world map or atlas**: For finding the Spanish-speaking countries in Lesson 2.2.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

LESSONS IN THIS UNIT

2.1	**Yo Soy: Pronouns and Ser**	4 sessions of 40–50 minutes
2.2	**¿De Dónde Eres? Countries and Nationalities**	4 sessions of 40–50 minutes
2.3	**¿Cómo Eres? Describing People**	4 sessions of 40–50 minutes

Unit 2 test

Unit 2 test. 50 points.

1. 5 pts

   Conjugate ser in the present: yo, tú, usted/él/ella, nosotros, ustedes/ellos.

2. 5 pts

   Write the subject pronoun: I; you (friend); she; we (all girls); they (boys and girls).

3. 5 pts

   Complete with ser: Yo ___ estudiante. Mis padres ___ de Texas. Tú ___ mi amigo. Nosotros ___ cristianos. Dios ___ bueno.

4. 5 pts

   Oral: ¿De dónde eres? ¿De dónde es tu familia? Answer in full sentences.

5. 5 pts

   Write the nationality for each: a boy from Mexico; a girl from Spain; women from Colombia; men from the United States; a girl from Argentina.

6. 5 pts

   Make the adjective agree: la casa (blanco); los niños (alto); las flores (bonito); el libro (grande); las chicas (inteligente).

7. 5 pts

   Translate: My father is tall and strong. My mother is kind and intelligent.

8. 5 pts

   Describe yourself in three Spanish sentences with ser and adjectives.

9. 5 pts

   What does God call Himself in Exodus 3:14 in the Spanish Bible, and what does it mean?

10. 5 pts

    Translate the end of 1 Samuel 16:7: mas Jehová mira el corazón. What lesson does it teach about describing people?

ANSWER KEY

1. soy, eres, es, somos, son.
2. yo; tú; ella; nosotras; ellos.
3. soy; son; eres; somos; es.
4. Soy de ___. Mi familia es de ___.
5. mexicano; española; colombianas; estadounidenses; argentina.
6. blanca; altos; bonitas; grande; inteligentes.
7. Mi padre es alto y fuerte. Mi madre es amable e inteligente (y inteligente is also accepted).
8. For example: Soy alto. Soy simpático y trabajador. Soy de Ohio.
9. YO SOY: I AM. He is the one who always is, the eternal God.
10. But the LORD looks on the heart. Outward appearance is not the most important thing about a person.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: SELF-PORTRAIT IN WORDS

Like Murillo, make a self-portrait for your family, but in words and pictures: draw or photograph yourself in an oval frame, and beneath it write eight to ten Spanish sentences: your name, where you and your family are from, what you are like (two outward and three inward qualities), and one sentence about what God sees. Present it aloud, then interview a family member and present him or her in the third person (Mi abuela se llama..., es de..., es...).

LOOK FOR	WHAT IT MEANS
Ser	Every form of ser is correct.
Agreement	Adjectives agree with the person in gender and number.
Range	Includes origin, outward and inward description, and third-person presentation.
Speaking	Presented aloud clearly with good vowels.

2.1 Yo Soy: Pronouns and Ser

OBJECTIVES

- Use the subject pronouns yo, tú, usted, él, ella, nosotros/as, ustedes, ellos/as.
- Conjugate ser in the present: soy, eres, es, somos, son.
- Identify people and things with ser: Soy estudiante. Es un libro.
- Explain why Spanish often leaves out the subject pronoun.

> **Warm-up.** Say five sentences in English that begin with I am. Now take away the I am, and what is left: a name, a job, a description. Spanish has two verbs for to be; this week you meet the first and the most important: ser.

WATCH

Subject Pronouns in Spanish: List, Sentences and Important Notes

Spanish Learning Lab · 3:49

https://www.youtube.com/watch?v=qDHz7kyyWkA

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraph on the pronouns. Pause and say each example.

Note: A clear lesson on the Spanish subject pronouns with example sentences.

BACKUP VIDEO

Present tense SER song

Señor Jordan · 2:06

https://www.youtube.com/watch?v=wOyCapfcd6M

Session 2 or 3: a short song for the present tense of ser. Sing it until soy, eres, es, somos, son come without thinking.

KEY TERMS

el pronombre personal

Subject pronoun: yo, tú, usted, él, ella, nosotros, ustedes, ellos.

conjugar

To change a verb's ending to match its subject.

ustedes

You, plural: in Latin America for everyone; Spain also uses vosotros among friends.

ser (SEHR)

To be: for identity, origin, description and what something essentially is.

nosotros / nosotras

We: nosotras only when the whole group is female.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

ser
SEHR

verb · soy, eres, es, somos, son

to be (identity, origin, description)

yo
YOH

pronoun

I

tú
TOO

pronoun

you (familiar)

él
EHL

pronoun

he

ella
EH-yah

pronoun

she

nosotros
noh-SOH-trohs

pronoun · nosotras

we

ellos

EH-yohs

pronoun · ellas

they

usted

oos-TEHD

pronoun · ustedes

you (formal)

el maestro

mah-EHS-troh

noun · la maestra

teacher

el estudiante

ehs-too-DYAHN-teh

noun · la estudiante

student

CORE IDEAS

The story. At the burning bush Moses asked God what His name was, so that he could tell the people of Israel who had sent him. God answered: I AM THAT I AM. Thus shalt thou say unto the children of Israel, I AM hath sent me unto you. In the Spanish Bible the name is YO SOY. Every creature can say I am something: a student, a son, a Texan. Only God can say simply I AM, because He depends on nothing and was never not there. Jesus took that name on His own lips: Before Abraham was, I am (John 8:58; in Spanish, Antes que Abraham fuese, yo soy).

How Spanish works: the pronouns. yo I · **tú** you (friend) · **usted** you (respect) · **él** he · **ella** she · **nosotros** we (**nosotras** for an all-female group) · **ustedes** you all · **ellos** they (**ellas** for an all-female group). A mixed group is masculine: ellos, nosotros. Él (he) has an accent; el (the) does not.

How Spanish works: ser. yo **soy** · tú **eres** · usted, él, ella **es** · nosotros **somos** · ustedes, ellos, ellas **son**. Use ser for who or what someone is (Soy estudiante. Es mi madre.), where someone is from (Somos de Ohio.), and what someone is like (Eres simpático.). Notice there is no un or una before a job or role after ser: Soy estudiante, not soy un estudiante.

How Spanish works: dropping the pronoun. Because each verb form shows its subject, Spanish usually drops yo, tú and nosotros: **Soy de Texas. Somos hermanos.** Keep the pronoun for emphasis or contrast (Yo soy de Texas, pero ella es de Utah) and with usted, él and ella when it would otherwise be unclear who is meant. That is why God's name, YO SOY, is so emphatic: the yo is there on purpose.

ACTIVITY

Who we are

Introduce every member of your family with ser.

You will need

- Your Spanish notebook
- Family photos (optional)

Steps

1. Write one sentence for yourself: Soy ___. Soy estudiante.
2. Write one for each family member with él or ella: Él es mi padre. Ella es mi hermana.
3. Write two with nosotros and two with ellos: Somos una familia. Ellos son mis abuelos.
4. Present the family aloud, pointing to photos.
5. Make flashcards for every form of ser and every pronoun.

Tips

- Chant soy, eres, es, somos, son every morning this week.
- Drop yo after the first sentence, as a Spanish speaker would.

Check your work

☐ I used every form of ser correctly.

☐ I can say all the subject pronouns and their meanings.

SPANISH NOTEBOOK

1. Copy the ser chart with pronouns.
2. Write six sentences, one with each form of ser.
3. Copy Exodus 3:14 (from YO SOY me ha enviado to the end) in Spanish and English.

> **From history.** Spain uses one more pronoun than Latin America: vosotros (you all, among friends), with its own verb forms (sois for ser). The Reina-Valera Bible uses vosotros throughout, so you will often meet it in Scripture. This course teaches ustedes for speaking and points out vosotros when you read.

WORKED EXAMPLES

Example 1. Say: We are students.

▼ **Show solution**

1. We = nosotros (or nosotras).
2. Ser for nosotros is somos; no article before a role.

Answer: Somos estudiantes. (Nosotros somos estudiantes.)

Example 2. Say: She is my friend, and he is my cousin.

▼ **Show solution**

1. She = ella; he = él, with an accent.
2. Both take es.

Answer: Ella es mi amiga, y él es mi primo.

Example 3. Why does Soy de Texas need no yo?

▼ **Show solution**

1. Soy can only mean I am.
2. The ending shows the subject.

Answer: The verb form soy already shows the subject is yo, so the pronoun is only added for emphasis.

PRACTICE

1. Easy Conjugate ser for tú.

   ▼ **Show answer**

   eres.

2. Easy What is the difference between él and el?

   ▼ **Show answer**

   él = he; el = the.

3. Easy Which pronoun: a group of three girls talking about themselves?

   ▼ **Show answer**

   nosotras.

4. Medium Complete: Ustedes ___ de México. Yo ___ cristiano. Mi perro ___ grande.

   ▼ **Show answer**

   son; soy; es.

5. Medium Translate: You (formal) are the teacher.

   ▼ **Show answer**

   Usted es el maestro (la maestra).

6. Medium Translate: They are brothers.

   ▼ **Show answer**

   Son hermanos. (Ellos son hermanos.)

7. Hard Why is Soy un estudiante less natural than Soy estudiante?

   ▼ **Show answer**

   After ser, Spanish leaves out un/una before an unmodified job, role or nationality.

8. Hard What name does God give Himself in Exodus 3:14 in Spanish, and why can only God say it absolutely?

   ▼ **Show answer**

   YO SOY; because He alone exists of Himself, eternal and dependent on nothing.

COMMON MISTAKES

- Using es for I am. I am is soy; es is he, she or you (formal).
- Writing el for he. He is él, with an accent.

- Putting un before a job after ser: Soy un médico. Say Soy médico.

REFERENCE GUIDE

An eight-page, color-coded Spanish verbs and grammar guide for Spanish I: sounds and accents, nouns, articles and adjectives, pronouns, ser and estar, gustar, stem-changing and irregular verbs, reflexive and object pronouns, the preterite, imperfect, future, conditional and perfect tenses, the subjunctive, commands, por and para, and a table of the most-used irregular verbs. Latin American Spanish, as the course teaches. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Make it a game · Soy, eres, es.** Roll a die: 1 yo, 2 tú, 3 él/ella/usted, 4 nosotros, 5 ellos/ustedes, 6 free choice. Say a true sentence with that form of ser (Nosotros somos de Ohio). A point for each correct sentence; first to ten wins.

> **Scripture.** "And God said unto Moses, I AM THAT I AM: and he said, Thus shalt thou say unto the children of Israel, I AM hath sent me unto you." (Exodus 3:14, KJV)
>
> In the Spanish Bible God says: Así dirás á los hijos de Israel: YO SOY me ha enviado á vosotros. YO SOY is the verb ser in its first form, with the pronoun kept for emphasis.

UNIT 2 · ¿QUIÉN SOY? · LESSON 2.2 OF 36 · 4 SESSIONS OF 40–50 MINUTES

2.2 ¿De Dónde Eres? Countries and Nationalities

OBJECTIVES

- Ask and answer ¿De dónde eres? with ser de.
- Name the twenty-one Spanish-speaking countries and find them on a map.
- Form nationalities and make them agree: mexicano, mexicana, mexicanos.
- Read Acts 2:8 and tell what happened at Pentecost.

> **Warm-up.** Where were you born? Your parents? Your grandparents? Many American families come from many places. Today you learn to say where people are from in Spanish, and you tour the twenty-one countries where Spanish is spoken.

WATCH

Countries and Nationalities in Spanish | The Language Tutor *Lesson 87*

The Language Tutor - Spanish · 5:35

https://www.youtube.com/watch?v=tP8BDwk8QwM

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraphs. Repeat each country and nationality.

Note: A lesson on countries and nationalities in Spanish, with the masculine and feminine forms.

BACKUP VIDEO

Spanish Lesson 9: Present Tense of SER | Identity, Nationality, Profession & Origin (A1 Spanish)

Learn Spanish Through Stories · 8:09

https://www.youtube.com/watch?v=21HuahuQDN4

Session 2 or 3: a longer lesson on ser for identity, nationality and origin. Watch the first half if time is short.

KEY TERMS

¿De dónde eres?
Where are you from? (¿De dónde es usted? formal)

la nacionalidad
Nationality, written with a small letter in Spanish: mexicano, español.

hispanohablante
Spanish-speaking; a Spanish speaker.

ser de
To be from: Soy de Ohio.

el país
Country. Plural los países.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

¿de dónde?
deh DOHN-deh
phrase
from where?

el país
pah-EES
noun · los países
country

la lengua
LEHN-gwah
noun
language; tongue

mexicano
meh-hee-KAH-noh
adjective · mexicana
Mexican

español
ehs-pah-NYOHL
adjective · española; also the Spanish language
Spanish

estadounidense
ehs-tah-doh-oo-nee-DEHN-seh
adjective
American (of the USA)

los Estados Unidos
lohs ehs-TAH-dohs oo-NEE-dohs
noun
the United States

hablar
ah-BLAHR
verb
to speak

la nacionalidad
nah-syoh-nah-lee-DAHD
noun
nationality

el mapa
MAH-pah
noun (masculine)
map

CORE IDEAS

The story. Fifty days after Easter, the apostles were gathered in Jerusalem when the Holy Spirit came upon them with the sound of a rushing mighty wind, and they began to speak in other tongues. Jews from every nation were in the city for the feast, and the crowd was amazed: And how hear we every man in our own tongue, wherein we were born? Parthians, Medes, Cretes and Arabians each heard the

wonderful works of God in their own language. Pentecost is the reverse of Babel: the gospel was not to stay in one language. Today more than five hundred million people speak Spanish, and the Bible has been read in Spanish for four and a half centuries.

How Spanish works: ser de. To say where someone is from, use ser + de: **¿De dónde eres? Soy de Texas. ¿De dónde es tu madre? Es de Puerto Rico.** Use de + the place, not en.

How Spanish works: nationalities. Nationalities are adjectives and are written with a small letter. Most end in -o and change to -a for a woman, and add -s for plural: **mexicano, mexicana, mexicanos, mexicanas**. Those ending in a consonant add -a for a woman: **español, española; inglés, inglesa** (the accent drops in the feminine). Those ending in -e or -ense do not change for gender: **estadounidense, costarricense, canadiense**.

How Spanish works: the Spanish-speaking world. Spanish is the official language of Spain, Mexico, Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panama, Cuba, the Dominican Republic, Colombia, Venezuela, Ecuador, Peru, Bolivia, Chile, Argentina, Uruguay, Paraguay and Equatorial Guinea in Africa, and of Puerto Rico, a United States territory. The United States has more than forty million native Spanish speakers.

ACTIVITY

The map of tongues

Make a map of the Spanish-speaking world and a passport page for yourself.

You will need

- A blank world map (print one) or a large sheet of paper
- Colored pencils
- Your notebook

Steps

1. Color the twenty-one Spanish-speaking countries (including Puerto Rico) and label each with its name in Spanish.
2. Beside each, write the nationality in the masculine and feminine: peruano, peruana.
3. Make a passport page for yourself: Nombre..., Soy de..., Mi nacionalidad es...
4. Interview two family members: ¿De dónde eres? ¿De dónde es tu familia? and write their answers.
5. Present the map aloud, naming ten countries and nationalities.

Tips

- Pray for one Spanish-speaking country each day this week.
- Learn the capitals of five countries as a bonus.

Check your work

☐ My map shows all twenty-one places with names and nationalities.

☐ I can ask and answer ¿De dónde eres?

SPANISH NOTEBOOK

1. Copy the nationality endings chart with examples.
2. List the Spanish-speaking countries in Spanish.
3. Copy Acts 2:8 in Spanish and English.

> **From history.** Equatorial Guinea, on the west coast of Africa, is the only African country with Spanish as an official language; it was a Spanish colony until 1968. The Philippines, a Spanish colony for over three hundred years, still keeps thousands of Spanish words in Tagalog, such as mesa, silla and kumusta (from ¿cómo está?).

WORKED EXAMPLES

Example 1. Say: My grandmother is from Cuba; she is Cuban.

▼ **Show solution**

1. From = ser de.
2. Grandmother is female: cubana.

Answer: Mi abuela es de Cuba; es cubana.

Example 2. Make plural: the Spanish (women).

▼ **Show solution**

1. española + s.

Answer: españolas

Example 3. Why is it un muchacho estadounidense and una muchacha estadounidense?

▼ **Show solution**

1. Nationalities ending in -e or -ense do not change for gender.

Answer: Because estadounidense ends in -e, it is the same for men and women; only the plural changes (estadounidenses).

PRACTICE

1. Easy Ask a friend where she is from.

   ▼ **Show answer**

   ¿De dónde eres?

2. Easy Ask an older man where he is from.

   ▼ **Show answer**

   ¿De dónde es usted?

3. Easy Feminine of mexicano?

   ▼ **Show answer**

   mexicana.

4. Medium Translate: We are from the United States; we are American.

   ▼ **Show answer**

   Somos de los Estados Unidos; somos estadounidenses.

5. Medium Name five Spanish-speaking countries in South America.

   ▼ **Show answer**

   Any five: Colombia, Venezuela, Ecuador, Perú, Bolivia, Chile, Argentina, Uruguay, Paraguay.

6. Medium Feminine of inglés and español?

   ▼ **Show answer**

   inglesa, española.

7. Hard Why are nationalities written with a small letter in Spanish but countries with a capital?

   ▼ **Show answer**

   Nationalities are adjectives (and languages are common nouns) in Spanish; only proper names of places take capitals: México, but mexicano.

8. Hard What did the crowd say in Acts 2:8, and why is Pentecost the reverse of Babel?

   ▼ **Show answer**

   How hear we every man in our own tongue? At Babel languages divided people; at Pentecost God used many languages to bring one gospel to all.

COMMON MISTAKES

- Capitalizing nationalities: Soy Americano. Write estadounidense or americano with a small letter.

- Saying soy en Texas for I'm from Texas. Use de: soy de Texas.
- Forgetting agreement: ella es mexicano. Say mexicana.

> **Make it a game · ¿De dónde soy?.** One player secretly picks a Spanish-speaking country. The others ask yes-or-no questions in Spanish (¿Eres de Sudamérica? ¿Eres de una isla? ¿Tu país es grande?) and guess: ¿Eres de Chile? The winner says Sí, soy chileno (chilena) and picks next.

> **Scripture.** "And how hear we every man in our own tongue, wherein we were born?" (Acts 2:8, KJV)
>
> In the Spanish Bible: ¿Cómo, pues, les oímos nosotros hablar cada uno en nuestra lengua en que somos nacidos? Lengua means both tongue and language. Find somos, from ser.

UNIT 2 · ¿QUIÉN SOY? · LESSON 2.3 OF 36 · 4 SESSIONS OF 40–50 MINUTES

2.3 ¿Cómo Eres? Describing People

OBJECTIVES

- Describe people with ser and adjectives: alto, bajo, simpático, trabajador.
- Make adjectives agree in gender and number and place them after the noun.
- Describe Murillo's self-portrait and tell why he painted it.
- Read 1 Samuel 16:7 and apply it to how we describe people.

> **Warm-up.** Describe a friend to someone who has never met him or her. Did you begin with how the friend looks, or with what the friend is like? This week you learn to do both in Spanish, and you read the verse that tells which matters more.

WATCH

Adjectives to use with SER in Spanish | The Language Tutor *Lesson 9 *

The Language Tutor - Spanish · 8:09

https://www.youtube.com/watch?v=MGOvu-0gGXk

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraphs. Pause at each adjective and use it in a sentence about someone you know.

Note: A lesson on the adjectives most often used with ser.

BACKUP VIDEO

Spanish Adjectives & Personal Characteristics (Los Adjetivos Personales)

Mi Camino Spanish · 2:11

https://www.youtube.com/watch?v=mVuC8sgYp9o

Session 2 or 3: a short review of personality adjectives. Point to a family member each time an adjective fits.

KEY TERMS

el adjetivo

Adjective: a describing word.

la concordancia

Agreement: the adjective matches the noun in gender and number.

¿Cómo eres?

What are you like? (¿Cómo es...? What is he/she like?)

el autorretrato

Self-portrait.

el corazón

Heart.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

alto

AHL-toh

adjective · alta

tall

bajo

BAH-hoh

adjective · baja

short

joven

HOH-behn

adjective · jóvenes

young

simpático

seem-PAH-tee-koh

adjective · simpática

nice, friendly

amable

ah-MAH-bleh

adjective

kind

trabajador

trah-bah-hah-DOHR

adjective · trabajadora

hard-working

perezoso

peh-reh-SOH-soh

adjective · perezosa

lazy

inteligente

een-teh-lee-HEHN-teh

adjective

intelligent

valiente

bah-LYEHN-teh

adjective

brave

el corazón

koh-rah-SOHN

noun

heart

CORE IDEAS

The story. Bartolomé Esteban Murillo was the youngest of fourteen children, orphaned at ten and raised by his sister in Seville. He became the best-loved painter in Spain, founded an academy of painting in Seville, and spent his life painting the Holy Family, the saints and the children of the streets. When he was about fifty, his children asked him for his portrait. He painted himself in a stone oval frame, his hand resting on the edge as if leaning out of the picture toward them. Below, a Latin inscription says that Bartolomé Murillo painted himself to fulfill the wishes and

prayers of his children. On the ledge lie the tools of his work: a palette, brushes, a drawing and a ruler. It is a father's gift: here is who I am.

How Spanish works: agreement. An adjective matches its noun. Adjectives ending in **-o** have four forms: **alto, alta, altos, altas**. Those ending in **-e** or a consonant have two, singular and plural: **inteligente, inteligentes; fuerte, fuertes; joven, jóvenes; trabajador** is an exception that adds -a: **trabajadora**. A mixed group takes the masculine: Juan y Ana son altos.

How Spanish works: position. Describing adjectives usually come after the noun: **un hombre alto, una casa blanca, unos niños simpáticos**. Numbers and a few common adjectives come before: **dos libros, mucho trabajo**. Bueno and malo can go before and shorten before a masculine singular noun: **un buen hombre**. And before a word starting with i or hi, y (and) becomes **e**: amable e inteligente.

How Spanish works: outward and inward. Outward: **alto** (tall), **bajo** (short), **joven** (young), **mayor** (older), **fuerte** (strong), **moreno** (dark-haired), **rubio** (blond). Inward: **simpático** (nice), **amable** (kind), **trabajador** (hard-working), **inteligente**, **generoso**, **paciente**, **honesto**, **valiente** (brave), and the unkind opposites **perezoso** (lazy) and **antipático** (unpleasant).

PICTURE STUDY



Self-Portrait, Bartolomé Esteban Murillo, about 1670 · Oil on canvas · The National Gallery, London

Image: Wikimedia Commons, public domain

Murillo painted this portrait for his children, as the Latin inscription below it says. The painted stone frame makes him look like a sculpture on a tomb, yet his hand comes forward out of the frame, alive. He lived another twelve years and died in 1682 after falling from a scaffold while painting an altarpiece in Cádiz.

Look closely

- Find his hand. What is it doing?
- Find the tools of his work on the ledge. Name them.
- Describe his face in Spanish: ¿Es joven o mayor? ¿Es moreno o rubio?
- What colors did Murillo use? Are they bright or quiet?

Talk about it

1. What can you tell about Murillo's character from this portrait? What can't you tell?
2. If you made a portrait for your family, what would you put on the ledge?

ACTIVITY

Two portraits

Describe a person outwardly and inwardly in Spanish, and then describe yourself.

You will need

- Your Spanish notebook
- A photo or drawing

Steps

1. Choose a family member. Write three outward descriptions with ser: Mi padre es alto.
2. Write three inward descriptions: Es paciente y generoso.
3. Write the same for yourself, honestly.
4. Read both aloud, and let the family guess who the first portrait is.
5. Make flashcards for twelve adjectives with their feminine forms.

Tips

- Check agreement by underlining the noun and its adjective.
- Use muy (very) and un poco (a little) to soften or strengthen: Soy un poco perezoso por la mañana.

Check your work

☐ Every adjective agrees with its noun.

☐ I described both outward appearance and character.

SPANISH NOTEBOOK

1. Copy the agreement chart: alto/alta/altos/altas; inteligente/inteligentes; trabajador/trabajadora.
2. Write ten adjectives in pairs of opposites.
3. Copy 1 Samuel 16:7 (from porque Jehová mira to the end) in Spanish.

> **From history.** Spanish speakers often use affectionate nicknames from description: flaco (skinny), gordo (chubby), güero (blond, in Mexico), negro or negrita, chino (curly-haired), said with love among family. Outsiders should be careful with them, since tone and family custom decide whether a nickname is kind.

WORKED EXAMPLES

Example 1. Describe a tall, kind woman.

▼ **Show solution**

1. Mujer is feminine: alta.
2. Amable ends in -e: no change for gender.

Answer: una mujer alta y amable

Example 2. Make it plural: el chico trabajador.

▼ **Show solution**

1. Article, noun and adjective all go plural.
2. trabajador + es.

Answer: los chicos trabajadores

Example 3. Translate: My sisters are young and intelligent.

▼ **Show solution**

1. Hermanas is feminine plural.
2. jóvenes takes an accent in the plural; y becomes e before inteligentes.

Answer: Mis hermanas son jóvenes e inteligentes.

PRACTICE

1. Easy Feminine of simpático?

▼ **Show answer**

simpática.

2. Easy Opposite of alto?

   ▼ **Show answer**

   bajo.

3. Easy What does trabajador mean?

   ▼ **Show answer**

   hard-working.

4. Medium Agree: las chicas (alto); el perro (perezoso); los abuelos (generoso).

   ▼ **Show answer**

   altas; perezoso; generosos.

5. Medium Translate: a white house; two red books.

   ▼ **Show answer**

   una casa blanca; dos libros rojos.

6. Medium Ask a friend what he is like.

   ▼ **Show answer**

   ¿Cómo eres?

7. Hard Why do we say un buen hombre but un hombre bueno is also correct?

   ▼ **Show answer**

   Bueno can go before the noun, shortening to buen before a masculine singular noun; after the noun it keeps its full form. Before, it sounds more like a settled quality.

8. Hard What does 1 Samuel 16:7 teach about describing people, and where does it say it in Spanish?

   ▼ **Show answer**

   Man looks on the outward appearance, but the LORD looks on the heart; mas Jehová mira el corazón.

COMMON MISTAKES

- Forgetting agreement: las casas blanco. Say las casas blancas.
- Putting the adjective first, English-style: un alto hombre. Say un hombre alto.

- Writing joven in the plural without the accent. It is jóvenes.

> **Make it a game · ¿Quién es?.** Choose a famous person from history or the Bible (David, Ruth, Washington, Cervantes). Others ask yes-or-no questions with ser and adjectives (¿Es hombre? ¿Es valiente? ¿Es alto? ¿Es de España?) until someone guesses. Twenty questions at most.

> **Scripture.** "But the LORD said unto Samuel, Look not on his countenance, or on the height of his stature; because I have refused him: for the LORD seeth not as man seeth; for man looketh on the outward appearance, but the LORD looketh on the heart." (1 Samuel 16:7, KJV)
>
> In the Spanish Bible: porque Jehová mira no lo que el hombre mira; pues que el hombre mira lo que está delante de sus ojos, mas Jehová mira el corazón. Describe outward things in Spanish, but remember what God sees first.

UNIT 3

La Familia

Lesson 3.1 names the members of a family and teaches tener (to have) in all its forms: tengo, tienes, tiene, tenemos, tienen. Psalm 127:3 calls children an heritage of the LORD. Goya's Family of Charles IV is the picture study, thirteen royals and the painter himself.

Lesson 3.2 teaches the possessive adjectives (mi, tu, su, nuestro) and closes with Joshua 24:15, yo y mi casa serviremos á Jehová. Lesson 3.3 counts from thirty to one hundred, asks ¿Cuántos años tienes?, adds the tener expressions (tener hambre, sed, frío, calor, miedo, razón) and reads the longest life in Scripture, Genesis 5:27.

PREREQUISITES

- Unit 2: subject pronouns, ser, nationalities and adjective agreement.

MASTERY CHECKLIST

- ☐ I can name family members and describe my family.
- ☐ I can conjugate tener and use it for possession and age.
- ☐ I can use the possessive adjectives mi, tu, su, nuestro and their plurals.
- ☐ I can count to one hundred.
- ☐ I can use six tener expressions.
- ☐ I can read Psalm 127:3 and Joshua 24:15 in the Reina-Valera.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **Family photographs**: Used all through the unit for the family tree and presentations.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

LESSONS IN THIS UNIT

3.1	**Mi Familia: Family Words and Tener**	4 sessions of 40–50 minutes
3.2	**Yo y Mi Casa: Possessive Adjectives**	4 sessions of 40–50 minutes
3.3	**¿Cuántos Años Tienes? Numbers to 100 and Tener Expressions**	4 sessions of 40–50 minutes

Unit 3 test

Unit 3 test. 50 points.

1. 5 pts

   Conjugate tener in the present: yo, tú, él, nosotros, ellos.

2. 5 pts

   Name the relative: el padre de mi padre; la hermana de mi madre; el hijo de mi tío; la hija de mis padres (not me); los padres de mis padres.

3. 5 pts

   Complete with a possessive: (my) ___ hermanos; (your, tú) ___ casa; (our) ___ familia; (his) ___ libros; (our) ___ padres.

4. 5 pts

   Write in words: 35, 47, 61, 88, 100.

5. 5 pts

   Oral: ¿Cuántos años tienes? ¿Cuántos hermanos tienes? ¿Cómo es tu familia?

6. 5 pts

   Use a tener expression: It's noon and you haven't eaten. You are in the desert with no water. It is snowing and you have no coat. You hear a strange noise at night. You answer correctly.

7. 5 pts

   Translate: My grandparents have five grandchildren.

8. 5 pts

   Translate: Our house is small, but our family is big.

9. 5 pts

   How old was Methuselah when he died, in Spanish words?

10. 5 pts

    Write the last words of Joshua 24:15 in Spanish and translate.

ANSWER KEY

1. tengo, tienes, tiene, tenemos, tienen.
2. mi abuelo; mi tía; mi primo; mi hermana; mis abuelos.
3. mis; tu; nuestra; sus; nuestros.
4. treinta y cinco, cuarenta y siete, sesenta y uno, ochenta y ocho, cien.
5. Tengo ___ años. Tengo ___ hermanos (No tengo hermanos). Mi familia es ___.
6. Tengo hambre. Tengo sed. Tengo frío. Tengo miedo. Tengo razón.
7. Mis abuelos tienen cinco nietos.
8. Nuestra casa es pequeña, pero nuestra familia es grande.
9. novecientos sesenta y nueve años.
10. yo y mi casa serviremos á Jehová: as for me and my house, we will serve the LORD.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: MI ÁRBOL FAMILIAR

Make a family tree three generations deep with photos or drawings, each person labeled in Spanish with name and relationship (mi abuela Rosa). Then present your family aloud in at least ten sentences using tener, ser, possessives, ages and descriptions: Tengo dos hermanos. Mi hermano mayor se llama Juan; tiene quince años; es alto y trabajador. End with a sentence of your family's faith, perhaps Joshua 24:15.

LOOK FOR	WHAT IT MEANS
Vocabulary	Family words and relationships are correct.
Grammar	Tener, ser and possessives are used correctly.
Numbers	Ages are said and written correctly.
Presentation	Ten sentences, presented clearly.

3.1 Mi Familia: Family Words and Tener

OBJECTIVES

- Name immediate and extended family members.
- Conjugate tener: tengo, tienes, tiene, tenemos, tienen.
- Say how many brothers, sisters and cousins you have.
- Describe Goya's Family of Charles IV and read Psalm 127:3.

> **Warm-up.** Draw your family quickly: stick figures are fine. Count them. Now: does Spanish need different words for a brother and a sister, a son and a daughter? You will see that Spanish families are built almost entirely of -o and -a.

WATCH

Familia | Conversaciones

The Language Tutor - Spanish · 4:47

https://www.youtube.com/watch?v=ank4hR9sjQM

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraph on family words. Repeat the conversation lines.

Note: A short conversation lesson on talking about family.

BACKUP VIDEO

Spanish Bite - How to say “have / has” in Spanish (tener)

Señor Jordan · 2:14

https://www.youtube.com/watch?v=Gd3aQ9lpolI

Session 2: a two-minute explanation of tener. Watch twice and chant the forms.

KEY TERMS

la familia
Family.

tener (teh-NEHR)
To have: tengo, tienes, tiene, tenemos, tienen.

los padres

Parents (also fathers).

los hermanos

Brothers, or brothers and sisters together.

los abuelos

Grandparents.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

tener

teh-NEHR

verb · tengo, tienes, tiene, tenemos, tienen

to have

el padre

PAH-dreh

noun · la madre

father

el hijo

EE-hoh

noun · la hija

son

el hermano

ehr-MAH-noh

noun · la hermana

brother

el abuelo

ah-BWEH-loh

noun · la abuela

grandfather

el tío

TEE-oh

noun · la tía

uncle

el primo

PREE-moh

noun · la prima

cousin

el nieto

NYEH-toh

noun · la nieta

grandson

mayor

mah-YOHR

adjective

older

menor

meh-NOHR

adjective

younger

CORE IDEAS

The story. In the spring of 1800, Francisco de Goya, first painter to the king, made sketches of each member of the royal family, and over the next year he painted them all together on one great canvas, nearly eleven feet wide. The king, Charles IV, stands at the right in a brown coat glittering with medals. Queen María Luisa stands in the center, holding the hand of her youngest son. On the left, dressed in blue, is the heir, Prince Ferdinand. One young woman beside him has turned her face away: she stands for the bride Ferdinand had not yet married. And in the shadows at the back left, beside a huge canvas, stands Goya himself, looking out at us. Thirteen royals and a painter: a family portrait like none before it.

How Spanish works: family words. Most come in -o / -a pairs: **padre / madre**, **hijo / hija** (son / daughter), **hermano / hermana**, **abuelo / abuela**, **tío / tía** (uncle / aunt), **primo / prima** (cousin), **nieto / nieta** (grandson / granddaughter), **esposo / esposa** (husband / wife). The masculine plural covers a mixed group: **mis padres** = my parents; **mis hermanos** = my brothers and sisters; **mis tíos** = my uncles and aunts. Children say **papá** and **mamá**.

How Spanish works: tener. yo **tengo** · tú **tienes** · él, ella, usted **tiene** · nosotros **tenemos** · ellos, ustedes **tienen**. Use it for what you have and for family: **Tengo dos hermanos y una hermana. ¿Tienes primos? No tengo hermanos** (no article after no tengo). Tener is irregular: -go in yo, and e changes to ie in tienes, tiene, tienen.

How Spanish works: mayor and menor. Older and younger brothers and sisters are **mayor** and **menor**, placed after the noun: **mi hermano mayor** (my older brother), **mi hermana menor** (my younger sister). The only child is **hijo único** or **hija única**.

PICTURE STUDY



The Family of Charles IV, Francisco de Goya, 1800–1801 · Oil on canvas · Museo del Prado, Madrid

Image: Wikimedia Commons, public domain

Goya painted the royal family the way they were, without flattery, and later viewers have argued whether he meant to mock them. He was by then completely deaf from an illness in 1792–93. Eight years after this painting, Napoleon's armies took Spain, and Charles and Ferdinand both gave up the crown.

Look closely

- Count the people. Find the king, the queen, and the heir in blue.
- Find the painter. What is he doing?
- Find the young woman who turns away. Why might Goya have painted her that way?
- Point to someone and say in Spanish who he or she is to the queen: Es su hijo.

Talk about it

1. Does this family look happy and united? Why or why not?
2. What makes a family truly rich?

ACTIVITY

Family census

Count and describe your whole family with tener.

You will need

- Family photos
- Your notebook

Steps

1. Write how many of each relative you have: Tengo dos abuelos y dos abuelas. Tengo once primos.
2. Write one sentence about your parents with tienen: Mis padres tienen tres hijos.
3. Write mayor and menor for your brothers and sisters.
4. Interview a parent with ¿Cuántos hermanos tienes? and write the answer with tiene.
5. Present the family census aloud.

Tips

- Ask a grandparent for the Spanish word for great-grandfather: bisabuelo.
- Use no tengo if you have none.

Check your work

☐ I used all forms of tener correctly.

☐ I named at least eight kinds of relatives.

SPANISH NOTEBOOK

1. Copy the family chart in -o/-a pairs.
2. Copy the tener chart.
3. Copy Psalm 127:3 in Spanish and English.

> **From history.** Spanish names show the whole family: most people carry two surnames, the father's first and then the mother's. If José García López marries María Martínez Ruiz, their son might be Juan García Martínez. Traditionally a woman keeps her own surnames after marriage. Goya's full name was Francisco José de Goya y Lucientes: Goya from his father, Lucientes from his mother.

WORKED EXAMPLES

Example 1. Say: I have two older sisters.

▼ **Show solution**

1. I have = tengo.
2. Older sisters: hermanas mayores (mayor + es).

Answer: Tengo dos hermanas mayores.

Example 2. What does mis tíos mean?

▼ **Show solution**

1. Masculine plural covers a mixed group.

Answer: My uncles, or my uncles and aunts.

Example 3. Translate: Do you have cousins? No, I don't have cousins.

▼ **Show solution**

1. tú: tienes.
2. No article after no tengo.

Answer: ¿Tienes primos? No, no tengo primos.

PRACTICE

1. Easy Feminine of nieto?

   ▼ **Show answer**

   nieta.

2. Easy Conjugate tener for nosotros.

   ▼ **Show answer**

   tenemos.

3. Easy What is mi abuela?

   ▼ **Show answer**

   my grandmother.

4. Medium Translate: My parents have four children.

   ▼ **Show answer**

   Mis padres tienen cuatro hijos.

5. Medium Who is la hija de mi tía?

   ▼ **Show answer**

   mi prima.

6. Medium Say: I am an only child (girl).

   ▼ **Show answer**

   Soy hija única.

7. Hard Why can los hermanos mean brothers and sisters?

   ▼ **Show answer**

   In Spanish the masculine plural includes a mixed group.

8. Hard What does Psalm 127:3 call children in Spanish, and what does heredad mean?

   ▼ **Show answer**

   heredad de Jehová; an inheritance or heritage given by God.

COMMON MISTAKES

- Saying yo tieno. The yo form is tengo.
- Saying mis parientes for my parents. Parientes means relatives; parents are padres.
- Writing una hermana mayor as una mayor hermana. Mayor goes after the noun.

REFERENCE GUIDE

An eight-page, color-coded Spanish verbs and grammar guide for Spanish I: sounds and accents, nouns, articles and adjectives, pronouns, ser and estar, gustar, stem-changing and irregular verbs, reflexive and object pronouns, the preterite, imperfect, future, conditional and perfect tenses, the subjunctive, commands, por and para, and a table of the most-used irregular verbs. Latin American Spanish, as the course teaches. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Make it a game · ¿Quién soy yo?.** Describe a relationship and have the others guess: Soy la madre de tu padre. (Tu abuela.) Soy el hijo de tu tío. (Tu primo.) For a challenge, use the royal family in the Goya painting.

> **Scripture.** "Lo, children are an heritage of the LORD: and the fruit of the womb is his reward." (Psalm 127:3, KJV)
>
> In the Spanish Bible: He aquí, heredad de Jehová son los hijos: cosa de estima el fruto del vientre. Heredad means inheritance, and hijos here means children, sons and daughters both.

UNIT 3 · LA FAMILIA · LESSON 3.2 OF 36 · 4 SESSIONS OF 40–50 MINUTES

3.2 Yo y Mi Casa: Possessive Adjectives

OBJECTIVES

- Use the possessive adjectives mi, tu, su, nuestro and their plurals.
- Make nuestro agree with the thing possessed, not the owner.
- Use de to show possession: la casa de mi abuela.
- Read Joshua 24:15 in the Reina-Valera.

> **Warm-up.** Point to five things and say whose they are in English: my book, your chair, our table, his shoes, their car. In Spanish these little words follow one surprising rule: they agree with the thing owned, not the owner.

WATCH

Possessive Adjectives in Spanish: Rules and Examples

Spanish Learning Lab · 5:49

https://www.youtube.com/watch?v=SkRLxBbK6eM

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraphs. Stop after each example and make one of your own.

Note: A lesson on the Spanish possessive adjectives with rules and examples.

BACKUP VIDEO

How to Use Possessives || Lección 11

Why Not Spanish? · 5:27

https://www.youtube.com/watch?v=h362l51Bvyc

Session 2 or 3: a second explanation of possessives with practice sentences.

KEY TERMS

el adjetivo posesivo
Possessive adjective: mi, tu, su, nuestro.

mi / mis
My.

tu / tus
Your (familiar). No accent; tú with an accent means you.

su / sus
His, her, its, their, or your (usted, ustedes).

nuestro
Our: nuestro, nuestra, nuestros, nuestras.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

mi
MEE
possessive · mis
my

tu
TOO
possessive · tus
your (familiar)

su
SOO
possessive · sus
his, her, their, your

nuestro
NWEHS-troh
possessive · nuestra, nuestros, nuestras
our

la casa
KAH-sah
noun
house, household

de
DEH
preposition · del = de + el
of, from (possession)

servir
sehr-BEER
verb
to serve

¿de quién?
deh KYEHN
phrase
whose?

la familia
fah-MEE-lyah
noun
family

el hogar
oh-GAHR
noun
home

CORE IDEAS

The story. Joshua had led Israel into the promised land, and now he was old. He gathered all the tribes at Shechem and reminded them of everything God had done: Abraham called out of idolatry, Egypt and the Red Sea, the wilderness, the walls of Jericho. Then he put the choice before them: choose you this day whom ye will serve. Whatever the others chose, Joshua had chosen already: but as for me and my house, we will serve the LORD. In Spanish the words are short and strong: **yo y mi casa serviremos á Jehová.** Casa means house and household, the whole family under one roof.

How Spanish works: the possessives. mi my · **tu** your · **su** his, her, its, your (usted) · **nuestro** our · **su** their, your (ustedes). Add -s for plural things: **mis libros, tus hermanos, sus padres.** Only nuestro (and vuestro in Spain) has feminine forms: **nuestra casa, nuestros tíos, nuestras primas**.

How Spanish works: agreement with the thing. The possessive agrees with what is owned, not with the owner. One girl's many books are **sus libros**; a boy's house is **su casa**. Our family is **nuestra familia** even if every one of us is a boy, because familia is feminine.

How Spanish works: su and de. Su can mean his, her, their or your, so when it is unclear, Spanish uses de: **la casa de Juan** (Juan's house), **el libro de ella** (her book), **la Biblia de mis abuelos**. There is no 's in Spanish. And de + el contracts to **del**: el coche del maestro.

ACTIVITY

Our house

Label the things in your home with possessives.

You will need

- Sticky notes
- Your notebook

Steps

1. Write ten sticky notes with possessives and place them: mi cama, tu silla, nuestra mesa, los zapatos de papá.
2. Take a family member on a tour and read each note aloud.
3. Write five sentences with de instead of su: El libro de mi madre es grande.
4. Write Joshua 24:15 (the last line) on a card for the door of your home.
5. Write two sentences about what your family does together: Nuestra familia...

Tips

- Check every nuestro: does it agree with the thing?
- Remember tu without an accent is your.

Check your work

☐ My possessives agree with the thing owned.

☐ I used de to make su clear at least twice.

SPANISH NOTEBOOK

1. Copy the possessive chart with plurals.
2. Write the rule: possessives agree with the thing owned.
3. Copy the last line of Joshua 24:15 in Spanish and English.

> **From history.** In Spanish-speaking countries the household often includes grandparents and sometimes aunts, uncles and cousins nearby; Sunday lunch with the whole family is a long tradition. Many homes have a picture of the family patron saint, a crucifix or a Bible verse by the door.

WORKED EXAMPLES

Example 1. Say: our grandparents.

▼ **Show solution**

1. Our = nuestro.
2. Abuelos is masculine plural.

Answer: nuestros abuelos

Example 2. Say: Ana's books.

▼ **Show solution**

1. No 's in Spanish: los libros de Ana.
2. Or sus libros if the owner is clear.

Answer: los libros de Ana (sus libros)

Example 3. Why is it sus zapatos for one boy's shoes?

▼ **Show solution**

1. The possessive agrees with zapatos, which is plural.

Answer: Because the possessive agrees with the thing owned (zapatos, plural), not with the owner.

PRACTICE

1. Easy Plural of mi casa?

   ▼ **Show answer**

   mis casas.

2. Easy What is the difference between tu and tú?

   ▼ **Show answer**

   tu = your; tú = you.

3. Easy Say: our house.

   ▼ **Show answer**

   nuestra casa.

4. Medium Translate: her parents.

   ▼ **Show answer**

   sus padres.

5. Medium Translate: my teacher's Bible.

   ▼ **Show answer**

   la Biblia de mi maestro (maestra).

6. Medium Complete: (our) ___ primas son simpáticas.

   ▼ **Show answer**

   Nuestras.

7. Hard Su libro could mean five things. Name them, and say how Spanish clears it up.

   ▼ **Show answer**

   His, her, its, their or your (usted/ustedes) book; use de: el libro de él, de ella, de ellos, de usted.

8. Hard What does casa mean in Joshua 24:15, and what did Joshua promise?

   ▼ **Show answer**

   His household, his whole family; that they would serve the LORD whatever others chose.

COMMON MISTAKES

- Making the possessive agree with the owner: Ana tiene suyas libros. Say sus libros.
- Writing tú for your. Your is tu, without an accent.
- Using 's: Juan's casa. Say la casa de Juan.

Make it a game · ¿De quién es?. Collect one item from each player in a bag. Draw one out and ask ¿De quién es? (Whose is it?) Players answer with a possessive or de: Es mi lápiz. Es el libro de Marta. Es su zapato.

Scripture. “And if it seem evil unto you to serve the LORD, choose you this day whom ye will serve; whether the gods which your fathers served that were on the other side of the flood, or the gods of the Amorites, in whose land ye dwell: but as for me and my house, we will serve the LORD.” (Joshua 24:15, KJV)

In the Spanish Bible the verse ends: que yo y mi casa serviremos á Jehová. Find mi, the possessive, and serviremos, we will serve.

UNIT 3 · LA FAMILIA · LESSON 3.3 OF 36 · 4 SESSIONS OF 40–50 MINUTES

3.3 ¿Cuántos Años Tienes? Numbers to 100 and Tener Expressions

OBJECTIVES

- Count from 30 to 100 by tens and say any number in between.
- Ask and tell ages with tener: ¿Cuántos años tienes? Tengo quince años.
- Use the tener expressions: hambre, sed, frío, calor, miedo, sueño, razón, prisa.
- Read Genesis 5:27 and say Methuselah's age in Spanish.

Warm-up. How old are your parents? Your grandparents? Who is the oldest person you know? English says I am fifteen. Spanish says I have fifteen years. It also says I have hunger, I have cold, and I have fear. Today you find out why.

WATCH

Canción - Los números 20-100

Señor Jordan · 3:26

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

> **WHEN TO WATCH**
> Session 1, after the numbers paragraph. Sing along until you can count by tens without the video.

Note: A song for the numbers 20 to 100.

BACKUP VIDEO

Spanish TENER Expressions ~ Level 2 | Mi Camino Spanish™

Mi Camino Spanish · 1:58

https://www.youtube.com/watch?v=pm_r531swSc

Session 2 or 3: a short lesson on the tener expressions. Act out each one as you hear it.

KEY TERMS

¿Cuántos años tienes?
How old are you? (literally, how many years do you have?)

cien
100.

tener hambre
To be hungry.

tener sed
To be thirsty.

tener razón
To be right.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

treinta
TRAYN-tah
number
thirty

cuarenta
kwah-REHN-tah
number
forty

cincuenta
seen-KWEHN-tah
number
fifty

sesenta
seh-SEHN-tah
number
sixty

setenta
seh-TEHN-tah
number
seventy

ochenta
oh-CHEHN-tah
number
eighty

noventa
noh-BEHN-tah
number
ninety

cien
SYEHN
number · ciento before other numbers
one hundred

el año
AH-nyoh
noun
year

tener hambre
teh-NEHR AHM-breh
expression
to be hungry

tener sed
teh-NEHR SEHD
expression
to be thirsty

tener miedo
teh-NEHR MYEH-doh
expression
to be afraid

CORE IDEAS

The story. Genesis 5 is a list of fathers and sons from Adam to Noah, and each entry ends with the same sad words: and he died. Death came into the world through sin, and even the longest lives ended. The longest of all was Methuselah's: And all the days of Methuselah were nine hundred sixty and nine years: and he died.

Methuselah's father, Enoch, is the one exception in the chapter: he walked with God, and he was not; for God took him. The list reminds us both that our days are numbered and that God holds the numbers.

How Spanish works: tens. treinta 30 · **cuarenta** 40 · **cincuenta** 50 · **sesenta** 60 · **setenta** 70 · **ochenta** 80 · **noventa** 90 · **cien** 100. From 31 on, numbers are three words joined by y: **treinta y uno, cuarenta y cinco, noventa y nueve.** Only 16 to 29 are written as one word (dieciséis, veintidós). Cien is exactly 100; above it, ciento: ciento uno, ciento veinte.

How Spanish works: age. Spanish has years rather than is years old: **¿Cuántos años tienes? Tengo quince años. Mi abuelo tiene setenta y dos años.** Uno shortens to un before años: **veintiún años, treinta y un años**. Be careful with the tilde: años is years, but without the tilde the word means something else entirely. Always write the ñ.

How Spanish works: tener expressions. Many feelings use tener + a noun: **tener hambre** (hungry), **sed** (thirsty), **frío** (cold), **calor** (hot), **miedo** (afraid), **sueño** (sleepy), **prisa** (in a hurry), **razón** (right), **suerte** (lucky). Very is **mucho** or **mucha**, agreeing with the noun: **Tengo mucha hambre. Tengo mucho frío.**

ACTIVITY

The ages of our family

Make an age chart of your family and act out the tener expressions.

You will need

- Your family tree from Lesson 3.1
- Your notebook

Steps

1. Write the age of every family member in words: Mi abuela tiene sesenta y ocho años.
2. Add up the ages of your whole family and write the total in Spanish.
3. Copy Methuselah's age from Genesis 5:27 (novecientos sesenta y nueve) and Enoch's (trescientos sesenta y cinco) and read them aloud; novecientos is 900 and trescientos is 300.
4. Play charades with six tener expressions.
5. Write a short dialogue: two people meet, ask their ages, and one is hungry.

Tips

- Practice counting by tens up and down while you walk.
- Use mucho/mucha with tener expressions to sound natural.

Check your work

☐ I can say any number from 0 to 100.

☐ I can tell my age and the ages of my family.

SPANISH NOTEBOOK

1. Copy the tens from 30 to 100.
2. Copy the tener expressions with pictures.
3. Copy Genesis 5:27 in Spanish and English.

> **From history.** A girl's fifteenth birthday, the quinceañera, is a great celebration in Mexico and much of Latin America, often beginning with a Mass of thanksgiving and followed by a family fiesta with a waltz. Fifteen is quince, and años, years: quince + años.

WORKED EXAMPLES

Example 1. Say 74 in Spanish.

▼ **Show solution**

1. 70 = setenta.
2. + y cuatro.

Answer: setenta y cuatro

Example 2. Say: My father is 41 years old.

▼ **Show solution**

1. Use tener for age.
2. Uno shortens before años.

Answer: Mi padre tiene cuarenta y un años.

Example 3. Say: I am very thirsty.

▼ **Show solution**

1. tener sed.
2. Sed is feminine: mucha.

Answer: Tengo mucha sed.

PRACTICE

1. Easy Say 50.

▼ **Show answer**

cincuenta.

2. Easy Ask a friend how old he is.

   ▼ **Show answer**

   ¿Cuántos años tienes?

3. Easy What does tengo sueño mean?

   ▼ **Show answer**

   I am sleepy.

4. Medium Write in words: 66, 83, 99.

   ▼ **Show answer**

   sesenta y seis, ochenta y tres, noventa y nueve.

5. Medium Translate: We are hungry and in a hurry.

   ▼ **Show answer**

   Tenemos hambre y prisa.

6. Medium Translate: My grandmother is 100 years old.

   ▼ **Show answer**

   Mi abuela tiene cien años.

7. Hard Why must you always write the tilde in años?

   ▼ **Show answer**

   Without it the word means something else entirely; ñ is a separate letter, not a decorated n.

8. Hard Which man in Genesis 5 did not die, and how does the chapter say it?

   ▼ **Show answer**

   Enoch: he walked with God, and he was not, for God took him.

COMMON MISTAKES

- Using ser for age: soy quince años. Say tengo quince años.
- Saying estoy hambre. Hunger uses tener: tengo hambre.
- Writing treintaicinco as one word. Write treinta y cinco.

Make it a game · Tengo… ¿qué tengo?. One player acts out a feeling (shivering, fanning, yawning, eating air). The others say the tener expression: ¡Tienes frío! The first correct answer acts next. For numbers, play Buzz in Spanish: count around the circle and say ¡bum! for any number with a 7 or divisible by 7.

Scripture. “And all the days of Methuselah were nine hundred sixty and nine years: and he died.” (Genesis 5:27, KJV)

In the Spanish Bible: Fueron, pues, todos los días de Mathusalam, novecientos sesenta y nueve años; y murió. The 1909 Bible spells his name Mathusalam; modern Bibles write Matusalén.

UNIT 4

La Escuela y el Tiempo

Lesson 4.1 opens the present tense with the regular -ar verbs (hablar, estudiar, trabajar, escuchar), school subjects and classroom objects, and Proverbs 1:5. Lesson 4.2 tells time (¿Qué hora es? Es la una. Son las tres y media.) and studies Antonio de Pereda's Allegory of Vanity, a table of clocks, coins and crowns, with Ecclesiastes 3:1.

Lesson 4.3 names the days of the week and the months, writes the date the Spanish way (el 12 de octubre) and gathers the question words (qué, quién, cuándo, dónde, cómo, cuánto, por qué), closing with Genesis 1:14.

PREREQUISITES

- Units 1–3: greetings, sounds, numbers to 100, ser and tener, adjectives and possessives.

MASTERY CHECKLIST

- ☐ I can conjugate any regular -ar verb in the present tense.
- ☐ I can name school subjects and classroom objects.
- ☐ I can ask and tell the time.
- ☐ I can say the days, months and dates.
- ☐ I can ask questions with the question words.
- ☐ I can read Ecclesiastes 3:1 in the Reina-Valera.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **A clock with hands**: A paper-plate clock works well for Lesson 4.2.
- **A calendar**: For dates and the family calendar in Lesson 4.3.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

LESSONS IN THIS UNIT

4.1	**En la Escuela: Regular -AR Verbs**	4 sessions of 40–50 minutes
4.2	**¿Qué Hora Es? Telling Time**	4 sessions of 40–50 minutes
4.3	**Días, Meses y Preguntas**	4 sessions of 40–50 minutes

Unit 4 test

Unit 4 test. 50 points.

1. 5 pts

   Conjugate estudiar in the present: yo, tú, él, nosotros, ellos.

2. 5 pts

   Complete: Yo (hablar) ___ español. Mis hermanos (trabajar) ___ mucho. ¿Tú (escuchar) ___ música? Nosotros (cantar) ___ en la iglesia. Mi padre (enseñar) ___ historia.

3. 5 pts

   Name in Spanish: math, science, history, a pencil, a notebook.

4. 5 pts

   Write the time in Spanish: 1:00, 3:30, 7:15, 9:45 (two ways), 12:00 noon.

5. 5 pts

   Oral: ¿Qué hora es? (parent shows the clock) ¿A qué hora es tu clase de español?

6. 5 pts

   Write the days of the week in order, starting with Monday.

7. 5 pts

   Write these dates in Spanish: December 25; July 4; your birthday.

8. 5 pts

   Write the question word: who, when, where, how much, why.

9. 5 pts

   Write three questions to ask a new student, using three different question words.

10. 5 pts

    Translate the beginning of Ecclesiastes 3:1: Para todas las cosas hay sazón.

ANSWER KEY

1. estudio, estudias, estudia, estudiamos, estudian.
2. hablo; trabajan; escuchas; cantamos; enseña.
3. las matemáticas, las ciencias, la historia, el lápiz, el cuaderno.
4. Es la una. Son las tres y media. Son las siete y cuarto. Son las nueve y cuarenta y cinco / Son las diez menos cuarto. Es mediodía.
5. Es la… / Son las… Mi clase de español es a las…
6. lunes, martes, miércoles, jueves, viernes, sábado, domingo.
7. el veinticinco de diciembre; el cuatro de julio; el ___ de ___.
8. quién, cuándo, dónde, cuánto, por qué.
9. For example: ¿Cómo te llamas? ¿De dónde eres? ¿Cuántos hermanos tienes?
10. To every thing there is a season.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: UN DÍA EN MI ESCUELA

Write and present your weekly school schedule in Spanish as a chart (days across, times down) and then describe a typical day in ten sentences: A las ocho estudio matemáticas. Los lunes y los miércoles mi madre enseña historia. Include at least six different -ar verbs, three times and two days, and finish with your favorite class and why.

LOOK FOR	WHAT IT MEANS
-ar verbs	Six or more -ar verbs correctly conjugated.
Time	Times are written and said correctly.
Days and subjects	Days and school subjects are correct, without capitals.
Presentation	Chart is clear; presented aloud fluently.

4.1 En la Escuela: Regular -AR Verbs

OBJECTIVES

- Conjugate regular -ar verbs in the present: hablo, hablas, habla, hablamos, hablan.
- Name school subjects and classroom objects.
- Make sentences negative with no and ask yes-or-no questions.
- Read Proverbs 1:5 in the Reina-Valera.

> **Warm-up.** List everything you do on a school day, as verbs: study, read, listen, write, eat, walk. Most of the verbs you need first in Spanish end in -ar, and they all follow one pattern. Learn one and you have learned hundreds.

WATCH

Spanish Bite - Regular -AR Verbs (Present Tense)

Señor Jordan · 3:25

https://www.youtube.com/watch?v=zBgAZvTt-f0

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraph on -ar verbs. Pause and conjugate each verb aloud before the video does.

Note: A short, clear explanation of regular -ar verbs in the present tense.

BACKUP VIDEO

Present Tense -AR Verbs Song for Spanish!

Señor Jordan · 3:36

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

Session 2 or 3: a song for the -ar endings. Sing it until -o, -as, -a, -amos, -an come without thinking.

KEY TERMS

el infinitivo

The infinitive: the to form of a verb, ending in -ar, -er or -ir.

la raíz

The stem: the infinitive minus -ar (habl-).

la terminación

Ending: -o, -as, -a, -amos, -an.

el presente

The present tense: I speak, I am speaking, I do speak.

la asignatura

School subject (also la materia).

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

hablar

ah-BLAHR

verb, -ar

to speak

estudiar

ehs-too-DYAHR

verb, -ar

to study

trabajar

trah-bah-HAHR

verb, -ar

to work

escuchar

ehs-koo-CHAHR

verb, -ar

to listen to

enseñar

ehn-seh-NYAHR

verb, -ar

to teach

necesitar

neh-seh-see-TAHR

verb, -ar

to need

el lápiz

LAH-pees

noun · los lápices

pencil

el cuaderno

kwah-DEHR-noh

noun

notebook

la historia

ees-TOH-ryah

noun

history; story

las matemáticas

mah-teh-MAH-tee-kahs

noun

math

CORE IDEAS

The story. The book of Proverbs opens by telling us why it was written: to know wisdom and instruction; to perceive the words of understanding. Then comes a promise: A wise man will hear, and will increase learning; and a man of understanding shall attain unto wise counsels. The wise man is not the one who already knows everything; he is the one who keeps listening and keeps learning. In Spanish the verse begins Oirá el sabio, y aumentará el saber: the wise will hear and will increase knowing. A Spanish class is a good place to practice it.

How Spanish works: -ar verbs. Take off -ar and add the ending for the subject: **hablar** → yo **hablo** · tú **hablas** · él, ella, usted **habla** · nosotros **hablamos** · ellos, ustedes **hablan.** The same pattern works for **estudiar, trabajar, escuchar, enseñar, cantar, caminar, necesitar, usar, llegar, tomar, mirar, practicar, dibujar**. One Spanish form covers three English ones: hablo = I speak, I am speaking, I do speak.

How Spanish works: no and questions. To make a sentence negative, put **no** before the verb: **No hablo francés.** To ask a yes-or-no question, raise your voice at the end, or put the subject after the verb: **¿Estudias historia? ¿Habla usted inglés?** Answer **Sí, estudio historia** or **No, no estudio historia**: the first no answers, the second negates.

How Spanish works: school words. Subjects: **las matemáticas, las ciencias, la historia, el inglés, el español, el arte, la música, el latín, la Biblia**. Things: **el lápiz** (pencil; plural lápices), **el bolígrafo** (pen), **el cuaderno** (notebook), **el libro**, **la mochila** (backpack), **la computadora**, **la pizarra** (board), **el escritorio** (desk). Languages and subjects take no capital letter.

ACTIVITY

My school week

Describe what you do at school with ten -ar verbs.

You will need

- Your notebook
- Index cards

Steps

1. Make a flashcard for twelve -ar verbs, infinitive on one side and meaning on the other.
2. Write ten sentences about your school day with yo: Estudio matemáticas. Escucho a mi maestra.
3. Rewrite five of them for a brother, sister or friend with él or ella.
4. Write five with nosotros about your family: Cantamos en la iglesia.
5. Interview a family member with five yes-or-no questions and record the answers.

Tips

- Drill the endings with any verb you pick from the cards.
- Label five objects at your desk in Spanish.

Check your work

☐ I conjugated -ar verbs for every person.

☐ I made negative sentences and questions correctly.

SPANISH NOTEBOOK

1. Copy the -ar ending chart with hablar.
2. List twelve -ar verbs with meanings.
3. Copy Proverbs 1:5 in Spanish and English.

> **From history.** The oldest universities in the Spanish-speaking world are Salamanca, founded in 1218, and the universities of Mexico and San Marcos in Lima, both chartered in 1551, nearly a century before Harvard. An old saying in Latin declares that what nature does not give, Salamanca does not lend: you must bring a mind to study.

WORKED EXAMPLES

Example 1. Conjugate trabajar for nosotros.

▼ **Show solution**

1. Stem: trabaj-.
2. Nosotros ending: -amos.

Answer: trabajamos

Example 2. Say: I don't speak French, but I study Spanish.

▼ **Show solution**

1. No before the verb.
2. hablar → hablo; estudiar → estudio.

Answer: No hablo francés, pero estudio español.

Example 3. Ask your teacher (usted): Do you teach Latin?

▼ **Show solution**

1. usted takes the él/ella form.
2. enseñar → enseña.

Answer: ¿Enseña usted latín?

PRACTICE

1. Easy Conjugate cantar for tú.

   ▼ **Show answer**

   cantas.

2. Easy What is el cuaderno?

   ▼ **Show answer**

   the notebook.

3. Easy Make negative: Hablo inglés.

   ▼ **Show answer**

   No hablo inglés.

4. Medium Translate: My sisters study music.

   ▼ **Show answer**

   Mis hermanas estudian música.

5. Medium Translate: Are you listening? (tú)

   ▼ **Show answer**

   ¿Escuchas?

6. Medium Complete: Usted ___ (necesitar) un lápiz.

   ▼ **Show answer**

   necesita.

7. Hard Hablo can mean three things in English. What are they?

   ▼ **Show answer**

   I speak, I am speaking, I do speak.

8. Hard According to Proverbs 1:5, what does a wise man do?

   ▼ **Show answer**

   He hears and increases learning; he keeps listening and learning.

COMMON MISTAKES

- Keeping the -ar: yo hablar. Take it off and add -o: hablo.
- Using the English helping verb: yo soy hablando or yo do hablo. Just say hablo.
- Capitalizing subjects and languages: Estudio Historia. Write historia.

REFERENCE GUIDE

An eight-page, color-coded Spanish verbs and grammar guide for Spanish I: sounds and accents, nouns, articles and adjectives, pronouns, ser and estar, gustar, stem-

changing and irregular verbs, reflexive and object pronouns, the preterite, imperfect, future, conditional and perfect tenses, the subjunctive, commands, por and para, and a table of the most-used irregular verbs. Latin American Spanish, as the course teaches. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Make it a game · Verb dice.** Roll two dice. The first is the subject (1 yo, 2 tú, 3 él, 4 nosotros, 5 ellos, 6 usted); the second picks a verb from a numbered list of six -ar verbs. Make a true or funny sentence: Nosotros bailamos en la cocina. A point for each correct sentence.

> **Scripture.** "A wise man will hear, and will increase learning; and a man of understanding shall attain unto wise counsels:" (Proverbs 1:5, KJV)
>
> In the Spanish Bible: Oirá el sabio, y aumentará el saber; y el entendido adquirirá consejo. Oirá is the future of oír, to hear: the wise will hear.

UNIT 4 · LA ESCUELA Y EL TIEMPO · LESSON 4.2 OF 36 · 4 SESSIONS OF 40–50 MINUTES

4.2 ¿Qué Hora Es? Telling Time

OBJECTIVES

- Ask and tell the time: ¿Qué hora es? Es la una. Son las tres.
- Use y, menos, cuarto and media for minutes.
- Say at what time something happens: a las ocho.
- Describe Pereda's Allegory of Vanity and read Ecclesiastes 3:1.

> **Warm-up.** How many clocks are in your house? Count them: on the stove, the phone, the wall, your wrist. We measure our days to the minute. Today you learn to read every one of them in Spanish, and you look at a painting that asks what all those minutes are for.

WATCH

Canción - ¿Qué hora es? (Telling Time song)

Señor Jordan · 2:53

https://www.youtube.com/watch?v=zFZVUq-v7Tc

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraphs. Sing along and point to the times on a clock.

Note: A song for telling time in Spanish.

BACKUP VIDEO

Telling time with "falta(n)" in Spanish - Explanation (Basic)

Señor Jordan · 4:41

https://www.youtube.com/watch?v=ImepXvY6OUs

Session 2 or 3: a short explanation of telling time with falta(n), another way to say minutes before the hour.

KEY TERMS

la hora
Hour; the time of day.

menos
Minus: las ocho menos diez = 7:50.

la vanidad
Vanity: emptiness; what passes away.

y cuarto / y media
Quarter past / half past.

de la mañana / tarde / noche
In the morning / afternoon / at night.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

la hora
OH-rah

noun

hour; time of day

¿Qué hora es?
keh OH-rah ehs

phrase

What time is it?

y cuarto
ee KWAHR-toh

phrase

quarter past

y media
ee MEH-dyah

phrase

half past

menos
MEH-nohs

adverb

minus, before (the hour)

el mediodía
meh-dyoh-DEE-ah

noun

noon

la medianoche
meh-dyah-NOH-cheh

noun

midnight

el reloj
reh-LOH

noun

clock, watch

el tiempo
TYEHM-poh

noun

time; weather

la vanidad
bah-nee-DAHD

noun

vanity, emptiness

CORE IDEAS

The story. Ecclesiastes was written by the Preacher, the son of David, who had tried everything under the sun: wealth, building, pleasure, learning. Again and again he said, all is vanity, all is breath, a mist that passes. But in the middle of the book he says something comforting: To every thing there is a season, and a time to every purpose under the heaven: a time to be born, and a time to die; a time to plant, and a time to pluck up. Our hours are not a meaningless ticking. God has set the times, and He makes every thing beautiful in his time.

How Spanish works: the hour. Ask **¿Qué hora es?** One o'clock is singular: **Es la una.** Every other hour is plural: **Son las dos. Son las diez.** The la and las stand for la hora / las horas. Noon is **mediodía** and midnight **medianoche**: Es mediodía.

How Spanish works: minutes. Add minutes with **y**: **Son las tres y diez** (3:10). Quarter past is **y cuarto**, half past **y media**: **Es la una y media.** After half past, many speakers subtract from the next hour with **menos**: **Son las cinco menos cuarto** (4:45). Digital style is also common: Son las cuatro y cuarenta y cinco.

How Spanish works: at what time. At a time is **a la / a las**: **¿A qué hora es la clase? La clase es a las nueve.** Add **de la mañana** (a.m.), **de la tarde** (afternoon, early evening) or **de la noche** (night): a las siete de la tarde. Timetables often use the 24-hour clock: las 19:00 is 7 p.m.

PICTURE STUDY



Allegory of Vanity, Antonio de Pereda, about 1632–1636 · Oil on canvas · Kunsthistorisches Museum, Vienna

Image: Wikimedia Commons, public domain

Pereda was a painter of Madrid in the reign of Philip IV. This kind of painting, called a vanitas, places beautiful and valuable things beside skulls and clocks to remind the viewer that riches, power and even life pass away. The angel holds a cameo portrait of the Emperor Charles V, the most powerful ruler of his age, and points to the globe he ruled: even he died.

Look closely

- Find the clock. Why might Pereda have included it?
- Find the skulls. What do they remind us of?
- Find the money and jewels. Name some of them in Spanish.
- What is the angel pointing to?

Talk about it

1. What is the message of this painting? Do you agree?
2. How does Ecclesiastes 3:1 give a hopeful answer to a painting like this?

ACTIVITY

Clocks and schedules

Make a clock and tell your day by the hour.

You will need

- A paper plate, a brad and two paper hands
- Your notebook

Steps

1. Make a paper-plate clock with numbers and moving hands.
2. Have a family member set the clock twelve times while you say ¿Qué hora es? and answer.
3. Write your day by times: A las siete me levanto (or desayuno). A las ocho y media estudio…
4. Write five times with menos and five with y.
5. Find three clocks in your house and say the time on each in Spanish when you pass.

Tips

- Remember: es only with la una; son for the rest.
- Say the time aloud in Spanish every time you look at a clock this week.

Check your work

☐ I can say any time correctly.

☐ I can say at what time I do things.

SPANISH NOTEBOOK

1. Draw four clocks and write the times in Spanish.
2. Copy the rules: Es la una; Son las…; y; menos; cuarto; media.
3. Copy Ecclesiastes 3:1 in Spanish and English.

> **From history.** Spanish meal times surprise visitors: in Spain lunch, the main meal, is often at two or three in the afternoon and supper at nine or ten at night. The siesta, a rest after lunch in the heat of the day, is less common in cities than it was, but many shops in small towns still close from two to five.

WORKED EXAMPLES

Example 1. Say 2:30.

▼ **Show solution**

1. Plural hour: son las dos.
2. Half past: y media.

Answer: Son las dos y media.

Example 2. Say 1:15.

▼ **Show solution**

1. One o'clock is singular: es la una.
2. Quarter past: y cuarto.

Answer: Es la una y cuarto.

Example 3. Say: Church is at 10:45 in the morning.

▼ **Show solution**

1. At = a las.
2. 10:45 = las once menos cuarto (or las diez y cuarenta y cinco).

Answer: La iglesia es a las once menos cuarto de la mañana.

PRACTICE

1. Easy Say 4:00.

   ▼ **Show answer**

   Son las cuatro.

2. Easy Say 1:00.

▼ **Show answer**

Es la una.

3. Easy What does mediodía mean?

▼ **Show answer**

noon.

4. Medium Say 8:20.

▼ **Show answer**

Son las ocho y veinte.

5. Medium Say 6:50 with menos.

▼ **Show answer**

Son las siete menos diez.

6. Medium Ask: At what time is lunch?

▼ **Show answer**

¿A qué hora es el almuerzo?

7. Hard Why es la una but son las dos?

▼ **Show answer**

One o'clock is singular (la una hora); other hours are plural (las dos horas).

8. Hard What does a vanitas painting teach, and what answer does Ecclesiastes 3:1 give?

▼ **Show answer**

That riches, power and life pass away; but God has appointed a time to every purpose, so our time has meaning under Him.

COMMON MISTAKES

- Saying son la una. One o'clock is es la una.
- Using hora for time in the sense of a period: Tengo mucho hora. Say Tengo mucho tiempo.
- Forgetting the article: Son tres. Say Son las tres.

> **Make it a game · Reloj relámpago.** One player sets a clock (or writes a time) and shows it; the first to say the time correctly in Spanish wins the card. After ten rounds, switch to 24-hour times from a train timetable: las 15:30, las 21:10.

> **Scripture.** “To every thing there is a season, and a time to every purpose under the heaven:” (Ecclesiastes 3:1, KJV)
>
> In the Spanish Bible: Para todas las cosas hay sazón, y todo lo que se quiere debajo del cielo, tiene su tiempo. Sazón means the right season or time; tiempo means time.

UNIT 4 · LA ESCUELA Y EL TIEMPO · LESSON 4.3 OF 36 · 4 SESSIONS OF 40–50 MINUTES

4.3 Días, Meses y Preguntas

OBJECTIVES

- Name the days of the week and the months.
- Write and say the date: Hoy es el doce de octubre.
- Ask questions with qué, quién, cuándo, dónde, cómo, cuánto, cuál and por qué.
- Read Genesis 1:14 in the Reina-Valera.

> **Warm-up.** What day is today? What is the date? When is your birthday? You need the calendar every day; today you learn it in Spanish, along with the little words for asking about anything.

WATCH

Spanish Dates for Beginners: Easy and Fun!

The Language Tutor - Spanish · 3:42

https://www.youtube.com/watch?v=fVNMU4xj9Nk

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraphs on days and dates. Pause and say the date of your birthday.

Note: A beginner lesson on saying dates in Spanish.

BACKUP VIDEO

Las Palabras Interrogativas (Spanish Question Words) Mi Camino Spanish

Mi Camino Spanish · 2:17

https://www.youtube.com/watch?v=wPLR4_4KdXk

Session 2 or 3: a short lesson on the question words. Make up a question with each one.

KEY TERMS

el día / la semana
Day / week.

el mes / el año
Month / year.

la fecha
The date.

la palabra interrogativa
Question word: qué, quién, cuándo, dónde, cómo, cuánto, cuál, por qué.

la lumbrera
Light, a heavenly body (in Genesis 1).

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

el lunes

LOO-nehs

noun

Monday

el domingo

doh-MEEN-goh

noun

Sunday

el mes

MEHS

noun · los meses

month

la fecha

FEH-chah

noun

date

el cumpleaños

koom-pleh-AH-nyohs

noun

birthday

¿cuándo?

KWAHN-doh

question word

when?

¿dónde?

DOHN-deh

question word

where?

¿por qué?

pohr KEH

question word

why?

porque

POHR-keh

conjunction

because

hoy

OY

adverb

today

CORE IDEAS

The story. On the fourth day of creation, God said, Let there be lights in the firmament of the heaven to divide the day from the night; and let them be for signs, and for seasons, and for days, and years. The sun, moon and stars are God's clock and calendar. Every calendar ever made, by Hebrews, Romans or Spaniards, counts by the lights God set in the sky. The names of our days and months come from Roman gods and emperors, but the days and months themselves were God's idea first.

How Spanish works: days. lunes, martes, miércoles, jueves, viernes, sábado, domingo. The Spanish week begins on Monday, and days take no capital. On Monday is **el lunes**; on Mondays is **los lunes** (no word for on). Sábado comes from Sabbath, and domingo from Latin dies Dominica, the Lord's day.

How Spanish works: months and dates. enero, febrero, marzo, abril, mayo, junio, julio, agosto, septiembre, octubre, noviembre, diciembre, also lowercase. The date is **el + number + de + month**: **Hoy es el doce de octubre.** The first is **el primero** (or el uno). In numbers, the day comes first: 12/10 means 12 October. Ask **¿Cuál es la fecha de hoy?** or **¿Qué día es hoy?**

How Spanish works: question words. All carry an accent: **¿qué?** what · **¿quién?** who · **¿cuándo?** when · **¿dónde?** where · **¿cómo?** how · **¿cuánto?** how much (cuántos, how many) · **¿cuál?** which · **¿por qué?** why. The answer to por qué is **porque** (because), one word, no accent. The verb usually comes right after the question word: **¿Dónde vive tu abuela?**

ACTIVITY

The family calendar

Make a Spanish calendar of your family's year.

You will need

- A blank calendar or twelve sheets of paper
- Your notebook

Steps

1. Label the months and days of the week in Spanish.
2. Mark every family birthday and write it as a sentence: El cumpleaños de mi padre es el tres de mayo.
3. Mark Christmas, Easter (this year's date), Thanksgiving and your church's special days.
4. Write ten questions with ten different question words and ask them at dinner.
5. Each morning this week, write the date in Spanish at the top of your work.

Tips

- Say Hoy es... every morning.
- Remember: no capitals for days or months.

Check your work

☐ I can say and write any date.

☐ I asked questions with every question word.

SPANISH NOTEBOOK

1. Copy the days and months in order.
2. Copy the question words with their accents.
3. Copy Genesis 1:14 in Spanish and English.

> **From history.** Spanish-speaking Christians traditionally celebrated a person's saint's day (el santo or el día del santo) as well as, or instead of, the birthday: a boy named Juan might celebrate on June 24, the feast of John the Baptist. Many calendars in Spanish homes still print a saint's name for each day.

WORKED EXAMPLES

Example 1. Write the date: Saturday, October 17.

▼ **Show solution**

1. Days and months lowercase.
2. el + number + de + month.

Answer: Hoy es sábado, el diecisiete de octubre.

Example 2. Say: On Sundays we sing in church.

▼ **Show solution**

1. On Sundays = los domingos.
2. cantar → cantamos.

Answer: Los domingos cantamos en la iglesia.

Example 3. Ask: Why do you study Spanish? Answer: Because…

▼ **Show solution**

1. Why = por qué (two words, accent).
2. Because = porque.

Answer: ¿Por qué estudias español? Porque…

PRACTICE

1. Easy What day comes after martes?

   ▼ **Show answer**

   miércoles.

2. Easy What month is diciembre?

   ▼ **Show answer**

   December.

3. Easy Question word for where?

   ▼ **Show answer**

   dónde.

4. Medium Write: January 1.

   ▼ **Show answer**

   el primero (uno) de enero.

5. Medium Ask: When is your birthday?

   ▼ **Show answer**

   ¿Cuándo es tu cumpleaños?

6. Medium Ask: How many students are there?

   ▼ **Show answer**

   ¿Cuántos estudiantes hay?

7. Hard What does 5/4 mean on a Spanish document?

   ▼ **Show answer**

   The fifth of April (day first).

8. Hard Where do the Spanish words sábado and domingo come from?

   ▼ **Show answer**

   Sábado from Sabbath; domingo from Latin dies Dominica, the Lord's day.

COMMON MISTAKES

- Capitalizing days and months: Lunes, Enero. Write lunes, enero.
- Saying en lunes for on Monday. Say el lunes.
- Confusing por qué (why) and porque (because).

Make it a game · Twenty questions. One player thinks of a person, place or thing. The others must ask questions using every question word at least once (¿Dónde está? ¿Cómo es? ¿Cuántos hay?), with yes-or-no questions allowed only after all eight are used.

Scripture. "And God said, Let there be lights in the firmament of the heaven to divide the day from the night; and let them be for signs, and for seasons, and for days, and years:" (Genesis 1:14, KJV)

In the Spanish Bible: Sean lumbreras en la expansión de los cielos… y para las estaciones, y para días y años. Find días and años. Estaciones means seasons.

UNIT 5

La Casa y la Comida

Lesson 5.1 completes the regular present tense with -er and -ir verbs (comer, beber, leer, vivir, escribir), rooms of the house, and Luke 10:5; the picture study is Velázquez's Old Woman Cooking Eggs. Lesson 5.2 names foods and meals and teaches gustar (me gusta, me gustan), with Matthew 4:4.

Lesson 5.3 goes to a restaurant: ordering politely, querer and preferir (e → ie), pedir and servir (e → i), poder and almorzar (o → ue), and John 6:35, Yo soy el pan de vida.

PREREQUISITES

- Unit 4: regular -ar verbs, time, dates and question words.

MASTERY CHECKLIST

- ☐ I can conjugate regular -er and -ir verbs in the present.
- ☐ I can name the rooms of a house and common foods.
- ☐ I can say what I and others like with gustar.
- ☐ I can order a meal politely.
- ☐ I can conjugate the common stem-changing verbs (e→ie, o→ue, e→i).
- ☐ I can read John 6:35 in the Reina-Valera.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **A menu**: Print a Spanish menu or make one for the restaurant role-play in Lesson 5.3.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

LESSONS IN THIS UNIT

5.1	**En Casa: Regular -ER and -IR Verbs**	4 sessions of 40–50 minutes
5.2	**La Comida: Foods and Gustar**	4 sessions of 40–50 minutes
5.3	**En el Restaurante: Stem-Changing Verbs**	4 sessions of 40–50 minutes

Unit 5 test

Unit 5 test. 50 points.

1. **5 pts**
   Conjugate comer and vivir in the present (yo, tú, él, nosotros, ellos).

2. **5 pts**
   Complete: Yo (leer) ___ la Biblia. Nosotros (vivir) ___ en Ohio. ¿Tú (beber) ___ leche? Mis abuelos (escribir) ___ cartas. Mi hermano (abrir) ___ la puerta.

3. **5 pts**
   Name five rooms of a house in Spanish.

4. **5 pts**
   Complete with gusta or gustan: Me ___ el pan. Me ___ las manzanas. ¿Te ___ el chocolate? A mi padre le ___ los tacos. Nos ___ comer juntos.

5. **5 pts**
   Translate: I like rice but I don't like beans.

6. **5 pts**

   Conjugate querer and poder for yo, tú, nosotros.

7. **5 pts**

   Complete: Yo (pedir) ___ pollo. Ellos (almorzar) ___ a la una. ¿Tú (preferir) ___ agua o jugo? Nosotros (servir) ___ la cena. El camarero (servir) ___ la sopa.

8. **5 pts**

   Oral role-play: order a drink, a main dish and a dessert politely from the parent as waiter, and ask for the bill.

9. **5 pts**

   Translate the first words of Matthew 4:4: No con solo el pan vivirá el hombre.

10. **5 pts**

    Write John 6:35 from Yo soy to vida in Spanish, and say what Jesus meant.

ANSWER KEY

1. como, comes, come, comemos, comen; vivo, vives, vive, vivimos, viven.
2. leo; vivimos; bebes; escriben; abre.
3. Any five: la cocina, el comedor, la sala, el dormitorio (la habitación), el baño, el garaje, el jardín.
4. gusta; gustan; gusta; gustan; gusta.
5. Me gusta el arroz, pero no me gustan los frijoles.
6. quiero, quieres, queremos; puedo, puedes, podemos.
7. pido; almuerzan; prefieres; servimos; sirve.
8. Quisiera… / Para mí… por favor. La cuenta, por favor.
9. Man shall not live by bread alone.
10. Yo soy el pan de vida: Jesus gives eternal life and satisfies the soul as bread satisfies the body.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: UNA CENA EN CASA

Plan, cook (with a parent) and serve a simple Spanish or Latin American meal: tortilla española, arroz con pollo, quesadillas or gazpacho. Write the menu and the recipe in Spanish, use the meal to serve your family in Spanish (¿Qué quieres beber? ¿Te gusta?), and write a short report: what you cooked, who ate, what each person liked. Pray the table blessing in Spanish: Bendice, Señor, estos alimentos. Amén.

LOOK FOR	WHAT IT MEANS
Recipe and menu	Written in Spanish with correct food words and commands or infinitives.
Verbs	Uses -er/-ir verbs, gustar and a stem-changing verb correctly.
Serving	Hosts the meal in Spanish politely.
Report	Eight to ten sentences.

UNIT 5 · LA CASA Y LA COMIDA · LESSON 5.1 OF 36 · 4 SESSIONS OF 40–50 MINUTES

5.1 En Casa: Regular -ER and -IR Verbs

OBJECTIVES

- Conjugate regular -er and -ir verbs in the present: como, comes, come, comemos, comen; vivo, vives, vive, vivimos, viven.
- Name the rooms of a house and things in them.
- Describe what the family does in each room.
- Describe Velázquez's Old Woman Cooking Eggs and read Luke 10:5.

> **Warm-up.** Walk through your house in your mind. What do you do in each room? Eat, read, write, sleep, live. Many of those verbs end in -er and -ir in Spanish, and their pattern is almost the same as -ar.

WATCH

Cómo Conjugar los Verbos Regulares en Español en el Presente

Spanish Learning Lab · 5:11

https://www.youtube.com/watch?v=sWRQUf8jm9I

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraph on -er and -ir verbs. Pause and conjugate before the speaker does.

Note: A lesson on conjugating all three groups of regular verbs in the present.

BACKUP VIDEO

Spanish Bite - Regular -IR verbs (Present Tense)

Señor Jordan · 3:25

https://www.youtube.com/watch?v=zFzLxgwkb2Q

Session 2 or 3: a short explanation of -ir verbs; notice how they differ from -er only in nosotros.

KEY TERMS

-er / -ir verbs
The second and third verb groups: comer, vivir.

el bodegón
A kitchen or tavern scene with still life; Spanish genre painting.

la cocina
Kitchen; also cooking, cuisine.

el dormitorio
Bedroom (also la habitación, el cuarto, la recámara in Mexico).

la paz
Peace.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

comer
koh-MEHR
verb, -er
to eat

beber
beh-BEHR
verb, -er
to drink

leer
leh-EHR
verb, -er
to read

aprender
ah-prehn-DEHR
verb, -er
to learn

vivir
bee-BEER
verb, -ir
to live

escribir
ehs-kree-BEER
verb, -ir
to write

abrir
ah-BREER
verb, -ir
to open

la cocina
koh-SEE-nah
noun
kitchen

la sala
SAH-lah
noun
living room

el dormitorio
dohr-mee-TOH-ryoh
noun
bedroom

CORE IDEAS

The story. When Jesus sent out the seventy, two by two, into every town where He would come, He gave them simple rules: carry no purse, greet no one on the road, and into whatsoever house ye enter, first say, Peace be to this house. If a son of peace lived there, their peace would rest on it. In Spanish: **Paz sea á esta casa.** A Christian home is meant to be a place of peace, where the Lord's messengers are welcome and the daily work of cooking, eating, reading and resting is done before God.

How Spanish works: -er verbs. comer (to eat): **como, comes, come, comemos, comen.** Like it: **beber** (drink), **leer** (read), **aprender** (learn), **comprender**

(understand), **correr** (run), **vender** (sell), **creer** (believe).

How Spanish works: -ir verbs. vivir (to live): **vivo, vives, vive, vivimos, viven.** The only difference from -er is nosotros: **comemos** but **vivimos**. Like vivir: **escribir** (write), **abrir** (open), **recibir** (receive), **compartir** (share), **subir** (go up).

How Spanish works: the house. la casa · la cocina (kitchen) · **el comedor** (dining room) · **la sala** (living room) · **el dormitorio** (bedroom) · **el baño** (bathroom) · **el jardín** (garden, yard) · **la puerta** (door) · **la ventana** (window) · **la mesa** (table) · **la cama** (bed). Use **en** for in: **Comemos en el comedor. Leo en mi dormitorio.**

PICTURE STUDY



An Old Woman Cooking Eggs, Diego Velázquez, 1618 · Oil on canvas · Scottish National Gallery, Edinburgh

Image: Wikimedia Commons, public domain

Velázquez painted this in Seville when he was only eighteen or nineteen, before he went to the royal court. Paintings of kitchens and humble people with food were called bodegones. Look how carefully he painted the light on the brass, the glaze on the pots and the eggs turning white in the hot oil.

Look closely

- Find the eggs. How are they being cooked?
- Name five objects in the kitchen in Spanish.
- Look at the light. Where does it come from?
- Look at the faces. Are the woman and the boy talking? What might they be thinking?

Talk about it

1. Why would a young painter choose to paint an old woman cooking rather than a king?
2. What does this painting say about ordinary work?

ACTIVITY

A tour of my house

Give a guided tour of your home in Spanish.

You will need

- Sticky notes
- Your notebook

Steps

1. Label every room and five objects with sticky notes in Spanish.
2. Write two sentences for each room with -er and -ir verbs: En la cocina comemos. En la sala leemos.
3. Give a family member a tour, reading your sentences.
4. Write ten sentences with ten different -er and -ir verbs about your family.
5. Write Paz sea á esta casa on a card for your front door.

Tips

- Check every nosotros form: -emos or -imos?
- Use the house words at home all week.

Check your work

☐ I conjugated -er and -ir verbs correctly.

☐ I can name the rooms and say what happens in each.

SPANISH NOTEBOOK

1. Copy the -ar, -er, -ir endings side by side.
2. Draw a floor plan of your house and label it in Spanish.
3. Copy Luke 10:5 in Spanish and English.

> **From history.** Many old Spanish and Latin American houses are built around a patio, an open courtyard in the middle with plants and often a fountain, so that rooms open inward rather than to the street. The style came to Spain from Roman and Moorish houses and to the Americas with the Spanish.

WORKED EXAMPLES

Example 1. Conjugate escribir for nosotros.

▼ **Show solution**

1. -ir verb: nosotros ending -imos.

Answer: escribimos

Example 2. Say: We eat in the kitchen and read in the living room.

▼ **Show solution**

1. comer → comemos; leer → leemos.
2. in = en.

Answer: Comemos en la cocina y leemos en la sala.

Example 3. Say: My grandparents live in Texas.

▼ **Show solution**

1. vivir → viven.

Answer: Mis abuelos viven en Texas.

PRACTICE

1. Easy Conjugate beber for yo.

   ▼ **Show answer**

   bebo.

2. Easy What is la cocina?

   ▼ **Show answer**

   the kitchen.

3. Easy Nosotros form of abrir?

   ▼ **Show answer**

   abrimos.

4. **Medium** Translate: Do you read the Bible every day? (tú)

   ▼ **Show answer**

   ¿Lees la Biblia todos los días?

5. **Medium** Translate: They sell bread.

   ▼ **Show answer**

   Venden pan.

6. **Medium** Complete: Mi hermana ___ (escribir) una carta en su dormitorio.

   ▼ **Show answer**

   escribe.

7. **Hard** Which form is different for -er and -ir verbs in the present?

   ▼ **Show answer**

   The nosotros form: -emos for -er, -imos for -ir.

8. **Hard** What did Jesus tell the seventy to say when they entered a house?

   ▼ **Show answer**

   Peace be to this house: Paz sea á esta casa.

COMMON MISTAKES

- Using -amos for -er verbs: comamos. Say comemos.
- Using -emos for -ir verbs: vivemos. Say vivimos.
- Saying en casa when you mean at the house of someone: en la casa de mi tía.

REFERENCE GUIDE

An eight-page, color-coded Spanish verbs and grammar guide for Spanish I: sounds and accents, nouns, articles and adjectives, pronouns, ser and estar, gustar, stem-changing and irregular verbs, reflexive and object pronouns, the preterite, imperfect, future, conditional and perfect tenses, the subjunctive, commands, por and para, and a table of the most-used irregular verbs. Latin American Spanish, as the course teaches. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Make it a game · ¿Dónde estoy?.** Act out something you do in a room (stirring a pot, brushing teeth). Others guess the room and the verb: ¡Estás en la cocina! ¡Cocinas! The first correct guess acts next.

> **Scripture.** "And into whatsoever house ye enter, first say, Peace be to this house." (Luke 10:5, KJV)
>
> In the Spanish Bible: En cualquiera casa donde entrareis, primeramente decid: Paz sea á esta casa. Find casa twice.

UNIT 5 · LA CASA Y LA COMIDA · LESSON 5.2 OF 36 · 4 SESSIONS OF 40–50 MINUTES

5.2 La Comida: Foods and Gustar

OBJECTIVES

- Name foods, drinks and the three meals.
- Say what you and others like with gustar: me gusta, te gusta, le gusta, nos gusta, les gusta.
- Choose gusta or gustan by what is liked.
- Read Matthew 4:4 in the Reina-Valera.

> **Warm-up.** What is your favorite food? Your least favorite? In English you like things. In Spanish things please you: the food is the subject, and you are the one it pleases. It sounds strange, but it is easy once you see it.

WATCH

Likes and Dislikes in Spanish | Gustar and Tener | Easy Spanish Conversations

Spanish Playground · 5:22

https://www.youtube.com/watch?v=NkK44Uw9CqA

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraphs on gustar. Repeat the conversations and change the foods.

Note: Easy conversations about likes and dislikes with gustar.

BACKUP VIDEO

La Comida para Niños (Food Vocabulary in Spanish for Kids) | Mi Camino Spanish

Mi Camino Spanish · 6:24

https://www.youtube.com/watch?v=pedbOZ1hSoU

Session 2 or 3: food vocabulary. Point to the foods in your own kitchen as they appear.

KEY TERMS

gustar
To please; used for to like: me gusta = it pleases me.

el objeto indirecto
The person who is pleased: me, te, le, nos, les.

el pan
Bread.

el desayuno / el almuerzo / la cena
Breakfast / lunch / supper.

encantar
To delight; to love (a thing): Me encanta el chocolate.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

gustar
goos-TAHR
verb · me gusta(n)
to please; to like

encantar
ehn-kahn-TAHR
verb · me encanta(n)
to delight; to love

el pan
PAHN
noun
bread

la leche
LEH-cheh
noun
milk

el agua
AH-gwah
noun (feminine)
water

los huevos
WEH-bohs
noun
eggs

el pollo
POH-yoh
noun
chicken

el arroz
ah-RROHS
noun
rice

los frijoles
free-HOH-lehs
noun
beans

el desayuno
deh-sah-YOO-noh
noun
breakfast

la cena
SEH-nah
noun
supper

CORE IDEAS

The story. After His baptism Jesus was led by the Spirit into the wilderness, and He fasted forty days and forty nights, and afterward He was hungry. Then the tempter came: If thou be the Son of God, command that these stones be made bread. Jesus answered with Deuteronomy: It is written, Man shall not live by bread alone, but by

every word that proceedeth out of the mouth of God. Food is God's good gift, and we thank Him for it at every meal. But the soul needs a food that bread cannot give, and Jesus would not use His power to serve Himself.

How Spanish works: gustar. Gustar means to please, and the thing liked is the subject: **Me gusta el pan** = bread pleases me = I like bread. If the thing is plural, the verb is plural: **Me gustan las manzanas.** With a verb, use gusta: **Me gusta cocinar.**

How Spanish works: who is pleased. me (me) · **te** (you) · **le** (him, her, you formal) · **nos** (us) · **les** (them, you all). To make clear or emphasize, add a + name or pronoun: **A mi padre le gusta el café. A mí me gusta el té. ¿A ti te gusta?** Negative: **No me gustan los frijoles.** Encantar works the same way: **Me encantan los tacos.**

How Spanish works: foods. el pan · la leche · el agua · el jugo (zumo in Spain) · **los huevos · el arroz · los frijoles · el pollo · la carne · el pescado · la ensalada · la fruta · la manzana · el queso · las verduras · el postre**. Meals: **el desayuno**, **el almuerzo** (main midday meal), **la cena.**

ACTIVITY

The family menu survey

Find out what everyone in your family likes and plan a menu.

You will need

- Your notebook
- A sheet for a chart

Steps

1. Make a chart of ten foods across the top and family members down the side.
2. Ask each person ¿Te gusta(n)...? and mark sí or no.
3. Write ten sentences from the chart: A mi madre le gusta el pescado. A mis hermanos no les gustan las verduras.
4. Plan a breakfast, a lunch and a supper everyone would like, in Spanish.
5. Learn a table blessing in Spanish and pray it at a meal.

Tips

- Ask yourself: is the thing liked singular or plural?
- Use me encanta for foods you love.

Check your work

☐ I chose gusta or gustan correctly every time.

☐ I used me, te, le, nos, les correctly.

SPANISH NOTEBOOK

1. Copy the gustar chart with me, te, le, nos, les.
2. Draw your favorite meal and label it.
3. Copy Matthew 4:4 in Spanish and English.

> **From history.** Corn (maíz), beans, squash, chili peppers, tomatoes, potatoes, chocolate and vanilla all came from the Americas and reached Europe through Spain. Before the sixteenth century there were no tomatoes in Italy, no potatoes in Ireland and no chocolate anywhere outside Mexico and Central America.

WORKED EXAMPLES

Example 1. Say: I like eggs.

▼ **Show solution**

1. Eggs are plural.
2. gustan.

Answer: Me gustan los huevos.

Example 2. Say: My brother doesn't like fish.

▼ **Show solution**

1. A mi hermano le...
2. Fish is singular: gusta.

Answer: A mi hermano no le gusta el pescado.

Example 3. Ask a friend: Do you like to cook?

▼ **Show solution**

1. With a verb, use gusta.

Answer: ¿Te gusta cocinar?

PRACTICE

1. Easy What is la cena?

   ▼ **Show answer**

   supper.

2. Easy Say: I like bread.

   ▼ **Show answer**

   Me gusta el pan.

3. Easy Say: We like rice.

   ▼ **Show answer**

   Nos gusta el arroz.

4. Medium Translate: They like apples.

   ▼ **Show answer**

   Les gustan las manzanas.

5. Medium Translate: I love chocolate.

   ▼ **Show answer**

   Me encanta el chocolate.

6. Medium Complete: A mis padres ___ ___ el café.

   ▼ **Show answer**

   les gusta.

7. Hard Why is it me gustan las uvas, not me gusto las uvas?

   ▼ **Show answer**

   With gustar the thing liked (las uvas) is the subject, so the verb agrees with it; me shows who is pleased.

8. Hard Why did Jesus refuse to turn stones into bread, and what verse did He quote?

   ▼ **Show answer**

   He would not use His power to serve Himself at the tempter's word; man shall not live by bread alone, but by every word from God (Deuteronomy 8:3).

COMMON MISTAKES

- Saying yo gusto el pan. Say me gusta el pan.
- Using gusta with plural things: me gusta los tacos. Say me gustan.
- Leaving out le after a + person: A mi padre gusta. Say A mi padre le gusta.

> **Make it a game · ¿Te gusta o no te gusta?.** Hold up pictures of foods (or real ones). Each player answers in a full sentence: Sí, me gustan las fresas / No, no me gusta el brócoli. Then guess another player's answer: A Juan le gusta... Correct guesses earn a point.

> **Scripture.** “But he answered and said, It is written, Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God.” (Matthew 4:4, KJV)
>
> In the Spanish Bible: Escrito está: No con solo el pan vivirá el hombre, mas con toda palabra que sale de la boca de Dios. Find pan and boca (mouth).

UNIT 5 · LA CASA Y LA COMIDA · LESSON 5.3 OF 36 · 4 SESSIONS OF 40–50 MINUTES

5.3 En el Restaurante: Stem-Changing Verbs

OBJECTIVES

- Order a meal politely: Quisiera..., Para mí..., La cuenta, por favor.
- Conjugate e → ie verbs (querer, preferir, pensar), o → ue verbs (poder, almorzar, dormir) and e → i verbs (pedir, servir).
- Explain the boot pattern of stem-changing verbs.
- Read John 6:35 in the Reina-Valera.

> **Warm-up.** Pretend you are in a restaurant in Mexico City. The waiter says ¿Qué desea? What would you say? Today you learn to order, and to use a group of verbs that change their stem when stressed.

WATCH

How to Order Food in Spanish. Pedir comida en español.

Why Not Spanish? · 5:20

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

> **WHEN TO WATCH**
> Session 1, after the restaurant paragraph. Pause and practice each line of the ordering conversation.

Note: A lesson on ordering food in Spanish.

BACKUP VIDEO

Spanish Bite - E-IE Stem-Changing verbs (Present Tense)

Señor Jordan · 3:19

https://www.youtube.com/watch?v=P8GLhSGAngE

Session 2: a short explanation of e → ie stem-changing verbs. Draw the boot as you watch.

KEY TERMS

el verbo con cambio de raíz
Stem-changing verb: querer → quiero.

la bota
Boot: the shape the stem-changing forms make on a chart (all but nosotros).

el camarero / el mesero
Waiter (Spain / Latin America).

la cuenta
The bill.

el pan de vida
The bread of life.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

querer

keh-REHR

verb, e → ie

to want; to love

preferir

preh-feh-REER

verb, e → ie

to prefer

poder

poh-DEHR

verb, o → ue

to be able, can

almorzar

ahl-mohr-SAHR

verb, o → ue

to eat lunch

dormir

dohr-MEER

verb, o → ue

to sleep

pedir

peh-DEER

verb, e → i

to ask for, order

servir

sehr-BEER

verb, e → i

to serve

la cuenta

KWEHN-tah

noun

the bill

el mesero

meh-SEH-roh

noun · la mesera; el camarero in Spain

waiter

quisiera

kee-SYEH-rah

polite form

I would like

CORE IDEAS

The story. The day after Jesus fed five thousand people with five loaves and two fishes, the crowds came looking for Him again. Jesus knew why: they had eaten and were filled. Labour not for the meat which perisheth, He told them, but for that meat which endureth unto everlasting life. They asked for a sign like the manna Moses gave. Jesus answered: I am the bread of life: he that cometh to me shall never hunger; and he that believeth on me shall never thirst. In Spanish: **Yo soy el pan de vida.** It is one of the seven great I AM sayings in John, and you can already read every word of it.

How Spanish works: ordering. The waiter asks **¿Qué desea?** or **¿Qué van a pedir?** You answer politely: **Quisiera una sopa, por favor** (I would like) or **Para mí, el pollo con arroz.** Ask **¿Qué recomienda?** At the end: **La cuenta, por favor.** In Spain the waiter is **el camarero**; in Latin America **el mesero**. The menu is **el menú** or **la carta**.

How Spanish works: the boot verbs. In some verbs the stem vowel changes when it is stressed: in every form except nosotros. Draw a boot around yo, tú, él and ellos on the chart. **e → ie: querer** → quiero, quieres, quiere, queremos, quieren (also preferir, pensar, empezar, entender). **o → ue: poder** → puedo, puedes, puede, podemos, pueden (also almorzar, dormir, volver, encontrar). **e → i: pedir** → pido, pides, pide, pedimos, piden (also servir, repetir).

How Spanish works: querer and poder + infinitive. Both can be followed by an infinitive: **Quiero comer. ¿Puedo ver el menú? ¿Puede traer agua, por favor?** Querer also means to love a person: **Te quiero, mamá.**

ACTIVITY

Restaurante en casa

Turn the dining room into a Spanish restaurant for one meal.

You will need

- A handmade menu in Spanish with prices
- Paper for orders

Steps

1. Write a menu in Spanish: bebidas, platos principales, postres, with prices in pesos or euros.
2. Write a waiter script and a customer script with at least five stem-changing verbs.
3. Serve a meal or snack with one person as waiter and the rest as customers, ordering in Spanish.
4. Write a review of the restaurant in six sentences: La comida es..., El mesero sirve..., Quiero volver.
5. Make a boot chart for querer, poder and pedir.

Tips

- Waiters use usted with customers.
- Remember nosotros never changes: podemos, queremos, pedimos.

Check your work

☐ I ordered politely in Spanish.

☐ I conjugated three kinds of stem-changing verbs correctly.

SPANISH NOTEBOOK

1. Copy three boot charts: querer, poder, pedir.
2. Copy the restaurant phrases.
3. Copy John 6:35 in Spanish and English.

> **From history.** A Spanish or Latin American restaurant often offers a fixed-price lunch, el menú del día or la comida corrida: soup or salad, a main dish, dessert and a drink at a low price. Waiters do not bring the bill until you ask for it; bringing it early would seem rude, as though you were being hurried out.

WORKED EXAMPLES

Example 1. Conjugate almorzar for ellos.

▼ **Show solution**

1. o → ue inside the boot.
2. -ar ending -an.

Answer: almuerzan

Example 2. Say: We want to order fish.

▼ **Show solution**

1. nosotros is outside the boot: queremos.
2. pedir stays infinitive after querer.

Answer: Queremos pedir pescado.

Example 3. Ask the waiter: Can you bring the bill, please?

▼ **Show solution**

1. usted: puede.
2. traer = to bring.

Answer: ¿Puede traer la cuenta, por favor?

PRACTICE

1. Easy Conjugate querer for yo.

▼ **Show answer**

quiero.

2. Easy What is la cuenta?

   ▼ **Show answer**

   the bill.

3. Easy Conjugate pedir for tú.

   ▼ **Show answer**

   pides.

4. Medium Translate: I prefer water.

   ▼ **Show answer**

   Prefiero agua.

5. Medium Translate: The waiter serves the soup.

   ▼ **Show answer**

   El mesero (camarero) sirve la sopa.

6. Medium Complete: Nosotros ___ (poder) comer a las seis.

   ▼ **Show answer**

   podemos.

7. Hard Why does nosotros not change in stem-changing verbs?

   ▼ **Show answer**

   The stem vowel changes only when stressed; in nosotros the stress falls on the ending.

8. Hard What did Jesus mean by I am the bread of life?

   ▼ **Show answer**

   He alone satisfies the soul and gives everlasting life to those who come to Him and believe, as bread sustains the body.

COMMON MISTAKES

- Changing nosotros: pueremos. Say podemos.
- Forgetting the change: yo quero. Say quiero.
- Using quiero bluntly with waiters. Quisiera or para mí… por favor is more polite.

> **Make it a game · Boot stomp.** Call out a stem-changing verb and a subject (poder, nosotros). If the form is inside the boot, players stomp a foot as they say it (¡pueden!); if outside, they stand still (podemos). Wrong move or form, sit down.

> **Scripture.** "And Jesus said unto them, I am the bread of life: he that cometh to me shall never hunger; and he that believeth on me shall never thirst." (John 6:35, KJV)
>
> In the Spanish Bible: Yo soy el pan de vida: el que á mí viene, nunca tendrá hambre; y el que en mí cree, no tendrá sed jamás. Find tener hambre and tener sed from Unit 3.

UNIT 6

La Ciudad

Lesson 6.1 names the places of a town and teaches ir (voy, vas, va, vamos, van) with a and al, alongside a view of Seville when it was the port of the Indies, and Psalm 122:1. Lesson 6.2 introduces the second verb for to be, estar, for location, with the prepositions cerca de, lejos de, al lado de, delante de, detrás de, and Psalm 139:8.

Lesson 6.3 talks about plans with ir a + infinitive (Voy a estudiar) and time words (mañana, el fin de semana, el próximo año), and closes with James 4:15, Si el Señor quisiere.

PREREQUISITES

- Unit 5: -er and -ir verbs, gustar, stem-changing verbs.

MASTERY CHECKLIST

- ☐ I can name places in a town and say where I am going with ir a.
- ☐ I can use estar to say where people and things are.
- ☐ I can use eight prepositions of place.
- ☐ I can explain the difference between ser and estar for location and origin.
- ☐ I can talk about plans with ir a + infinitive.
- ☐ I can read Psalm 122:1 and James 4:15 in the Reina-Valera.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **A town map**: Draw your own town or print a simple map for directions practice.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

LESSONS IN THIS UNIT

6.1	**¿Adónde Vas? Places and the Verb Ir**	4 sessions of 40–50 minutes
6.2	**¿Dónde Está? Estar and Prepositions**	4 sessions of 40–50 minutes
6.3	**Voy a...: Plans with Ir a + Infinitive**	4 sessions of 40–50 minutes

Unit 6 test

Unit 6 test. 50 points.

1. 5 pts

   Conjugate ir and estar in the present (yo, tú, él, nosotros, ellos).

2. 5 pts

   Name in Spanish: church, library, bank, park, supermarket.

3. 5 pts

   Complete with a, al or a la: Voy ___ iglesia. Vamos ___ parque. ¿Vas ___ México? Van ___ biblioteca. Mi padre va ___ banco.

4. 5 pts

   Complete with estar: El libro ___ en la mesa. Yo ___ en casa. Mis abuelos ___ en Florida. ¿Dónde ___ tú? Nosotros ___ en la iglesia.

5. 5 pts

   Translate: The bank is next to the church, and the park is far from the school.

6. 5 pts

   Choose ser or estar: Mi madre ___ de Ohio. Mi madre ___ en Ohio. La fiesta ___ en mi casa (event). Madrid ___ en España. Yo ___ estudiante.

7. 5 pts

   Write three sentences about your plans for this weekend with ir a + infinitive.

8. 5 pts

   Oral: ¿Adónde vas los domingos? ¿Dónde está tu casa? ¿Qué vas a hacer mañana?

9. 5 pts

   Translate Psalm 122:1: A la casa de Jehová iremos.

10. 5 pts

    What does Si el Señor quisiere mean, and why does James tell us to say it?

ANSWER KEY

1. voy, vas, va, vamos, van; estoy, estás, está, estamos, están.
2. la iglesia, la biblioteca, el banco, el parque, el supermercado.
3. a la; al; a; a la; al.
4. está; estoy; están; estás; estamos.
5. El banco está al lado de la iglesia, y el parque está lejos de la escuela.
6. es; está; es; está; soy.
7. For example: Voy a leer. Vamos a visitar a mis abuelos. Mi hermano va a jugar al fútbol.
8. Voy a la iglesia. Mi casa está cerca de… Voy a…
9. Let us go into the house of the LORD (literally, we will go to the house of the LORD).
10. If the Lord will; because our lives are in God's hands and we should not boast about tomorrow.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: GUÍA DE MI PUEBLO

Make an illustrated guide to your town or neighborhood in Spanish: a map with at least ten places labeled, a page describing where things are (La biblioteca está al lado del banco), directions from your house to church (Vas a la derecha…, Está a dos calles), and a weekend plan for a Spanish-speaking visitor with ir a + infinitive (El sábado vamos a visitar el museo). Present it as if guiding the visitor.

LOOK FOR	WHAT IT MEANS
Places	Ten or more places correctly named and labeled.
Estar and prepositions	Locations described with estar and correct prepositions.
Ir	Ir a and ir a + infinitive used correctly.
Presentation	Clear map and spoken guide.

6.1 ¿Adónde Vas? Places and the Verb Ir

OBJECTIVES

- Name places in a town: la iglesia, la biblioteca, el banco, el parque, el mercado.
- Conjugate ir: voy, vas, va, vamos, van.
- Use a and al (a + el) to say where someone is going; ask ¿Adónde vas?
- Describe the View of Seville and read Psalm 122:1.

> **Warm-up.** Where did you go this week? List the places: church, the store, a friend's house, the library. Spanish uses a small, very irregular verb for going, and you will use it every day.

WATCH

Palabras de la Ciudad | The Language Tutor *Lesson 30 *

The Language Tutor - Spanish · 5:37

https://www.youtube.com/watch?v=bBH5OWejN04

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraph on places. Repeat each place and say whether there is one in your town.

Note: A lesson on places in the city in Spanish.

BACKUP VIDEO

¿Adónde Vas? Lugares para Niños (Places in Spanish for Kids) | Mi Camino Spanish

Mi Camino Spanish · 2:52

https://www.youtube.com/watch?v=u7sHOYwV7p0

Session 2 or 3: a short song and lesson asking ¿Adónde vas? Answer each question aloud.

KEY TERMS

ir (EER)
To go: voy, vas, va, vamos, van.

¿adónde?
Where to? (with motion); ¿dónde? is where (location).

al

a + el contracted: Voy al parque.

la ciudad / el pueblo

City / town or village.

el puerto

Port, harbor.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

ir

EER

verb · voy, vas, va, vamos, van

to go

¿adónde?

ah-DOHN-deh

question word

where to?

la iglesia

ee-GLEH-syah

noun

church

la biblioteca

bee-blee-oh-TEH-kah

noun

library

el banco

BAHN-koh

noun

bank; bench

el parque

PAHR-keh

noun

park

el mercado

mehr-KAH-doh

noun

market

la tienda

TYEHN-dah

noun

store

la plaza

PLAH-sah

noun

town square

la calle

KAH-yeh

noun

street

CORE IDEAS

The story. Three times a year the families of Israel went up to Jerusalem for the great feasts, walking for days along the roads, singing as they went. The Songs of Degrees (Psalms 120–134) were their pilgrim songs. Psalm 122 begins with joy: I was glad when they said unto me, Let us go into the house of the LORD. Our feet shall stand within thy gates, O Jerusalem. Going to the house of God was not a burden but a gladness. In Spanish: **A la casa de Jehová iremos**, from ir, to go.

How Spanish works: ir. yo **voy** · tú **vas** · él, ella, usted **va** · nosotros **vamos** · ellos, ustedes **van**. Going to a place takes **a: Voy a Texas. Vamos a la iglesia.** A + el becomes **al**: **Van al mercado.** (a la, a los, a las do not contract.) Ask **¿Adónde vas?** Vamos alone means let's go: **¡Vamos!**

How Spanish works: places. la iglesia (church) · **la escuela** · **la biblioteca** (library) · **el banco** · **el parque** · **el mercado** (market) · **el supermercado** · **la tienda** (store) · **el restaurante** · **el hospital** · **el correo** (post office) · **el museo** · **la plaza** (town square) · **la calle** (street) · **el centro** (downtown).

How Spanish works: the plaza. Most Spanish and Latin American towns were laid out around a central plaza, with the church on one side and the town hall (**el ayuntamiento**, or **la alcaldía**) on another. Laws for founding towns in the Americas, issued by Philip II in 1573, prescribed the plaza, the grid of streets and the place of the church.

PICTURE STUDY



View of Seville, attributed to Alonso Sánchez Coello, about 1585 · Oil on canvas · Museo del Prado, Madrid (on deposit at the Museo de América)

Image: Wikimedia Commons, photograph CC BY-SA 4.0; the painting itself is public domain

In the sixteenth century Seville was the richest port in Spain: by royal law every ship to and from the Americas had to sail from and return to it, and the House of Trade (la Casa de Contratación), founded in 1503, recorded every voyage and cargo. The bell tower is La Giralda, once a minaret, crowned with a Christian belfry; the golden tower by the river is the Torre del Oro. Murillo and Velázquez were both born in this city.

Look closely

- Find La Giralda and the cathedral.
- Find the Torre del Oro by the river.
- Find the bridge of boats. Why might the city have used boats instead of a stone bridge?
- Name five things people are doing on the riverbank.

Talk about it

1. Why would every ship to the Americas have had to leave from one city?
2. What would you have seen and heard walking along this river in 1585?

ACTIVITY

Mi pueblo

Map your town and tell where your family goes.

You will need

- Paper and colored pencils
- Your notebook

Steps

1. Draw a map of your town or neighborhood with ten places labeled in Spanish.
2. Write where each family member goes during the week: Mi padre va al trabajo. Vamos a la iglesia los domingos.
3. Write five questions with ¿Adónde? and answer them.
4. Compare your town with the View of Seville in three sentences.
5. Present the map aloud, tracing the routes.

Tips

- Check every al: is the place masculine?
- Use ¿adónde? for where to and ¿dónde? for where.

Check your work

☐ I conjugated ir correctly.

☐ I used a, al and a la correctly.

SPANISH NOTEBOOK

1. Copy the ir chart and the al rule.
2. List fifteen places in town with articles.
3. Copy Psalm 122:1 in Spanish and English.

> **From history.** La Giralda was built in the twelfth century as the minaret of Seville's great mosque. After the Christian reconquest of Seville in 1248 the mosque became a cathedral, and in the 1500s a belfry was added on top, crowned by a bronze statue of Faith that turns in the wind. The tower takes its name from that statue: a giralda is a weathervane that turns (from girar).

WORKED EXAMPLES

Example 1. Say: We go to the market on Saturdays.

▼ **Show solution**

1. ir → vamos.
2. a + el mercado = al mercado.

Answer: Los sábados vamos al mercado.

Example 2. Ask your friend: Where are you going?

▼ **Show solution**

1. Motion: adónde.
2. tú: vas.

Answer: ¿Adónde vas?

Example 3. Say: My sisters go to the library.

▼ **Show solution**

1. ellas: van.
2. a la biblioteca (no contraction).

Answer: Mis hermanas van a la biblioteca.

PRACTICE

1. Easy Conjugate ir for yo.

   ▼ **Show answer**

   voy.

2. Easy What is la iglesia?

   ▼ **Show answer**

   the church.

3. Easy a + el = ?

   ▼ **Show answer**

   al.

4. Medium Translate: Are you going to the park? (tú)

   ▼ **Show answer**

   ¿Vas al parque?

5. Medium Translate: My parents go to the bank.

   ▼ **Show answer**

   Mis padres van al banco.

6. Medium What is the difference between ¿dónde? and ¿adónde?

   ▼ **Show answer**

   ¿Dónde? asks where something is; ¿adónde? asks where to (motion).

7. Hard Why was Seville so rich in the sixteenth century?

   ▼ **Show answer**

   By royal law all trade with the Americas passed through it, recorded by the House of Trade.

8. Hard Where did the pilgrims of Psalm 122 go, and how did they feel about it?

   ▼ **Show answer**

   To the house of the LORD in Jerusalem; they were glad.

COMMON MISTAKES

- Saying a el: Voy a el parque. Contract to al.
- Using ¿dónde vas? Say ¿adónde vas? for motion.
- Confusing va (goes) and ve (sees / go!).

REFERENCE GUIDE

An eight-page, color-coded Spanish verbs and grammar guide for Spanish I: sounds and accents, nouns, articles and adjectives, pronouns, ser and estar, gustar, stem-changing and irregular verbs, reflexive and object pronouns, the preterite, imperfect, future, conditional and perfect tenses, the subjunctive, commands, por and para, and a table of the most-used irregular verbs. Latin American Spanish, as the course teaches. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Make it a game · ¿Adónde voy?.** One player names three things he will do (comprar pan, mandar una carta, leer un libro). The others answer with the place and ir: ¡Vas a la panadería, al correo y a la biblioteca! A point per correct place.

> **Scripture.** "A Song of degrees of David. I was glad when they said unto me, Let us go into the house of the LORD." (Psalm 122:1, KJV)
>
> In the Spanish Bible: Yo me alegré con los que me decían: A la casa de Jehová iremos. Iremos is the future of ir: we will go.

UNIT 6 · LA CIUDAD · LESSON 6.2 OF 36 · 4 SESSIONS OF 40–50 MINUTES

6.2 ¿Dónde Está? Estar and Prepositions

OBJECTIVES

- Conjugate estar: estoy, estás, está, estamos, están.
- Use estar for location: La iglesia está en el centro.
- Use prepositions of place: cerca de, lejos de, al lado de, delante de, detrás de, entre, encima de, debajo de.
- Explain ser versus estar for origin and location, and read Psalm 139:8.

> **Warm-up.** Where are your shoes right now? Your Bible? Your Spanish book? Say it in English: they are on, under, beside, behind something. Spanish uses a second verb for to be when telling where things are: estar.

WATCH

Canción - Las preposiciones de lugar / Prepositions of Location Song (Señor Jordan)

Señor Jordan · 1:44

https://www.youtube.com/watch?v=f4g9Fyyczj8

> **WHEN TO WATCH**
> Session 1, after the prepositions paragraph. Sing along and move a book to each position.

Note: A song for the prepositions of location in Spanish.

BACKUP VIDEO

Estar | Conversaciones

The Language Tutor - Spanish · 1:52

https://www.youtube.com/watch?v=K5XMEVJoFp8

Session 2 or 3: a short conversation using estar. Repeat the lines.

KEY TERMS

estar (ehs-TAHR)
To be: for location and condition: estoy, estás, está, estamos, están.

la preposición
Preposition: a word showing position or relation.

cerca de / lejos de
Near / far from.

al lado de
Next to, beside.

omnipresente
Everywhere present: God is in every place.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

estar
ehs-TAHR
verb · estoy, estás, está, estamos, están
to be (location, condition)

cerca de
SEHR-kah deh
preposition
near

lejos de
LEH-hohs deh
preposition
far from

al lado de
ahl LAH-doh deh
preposition
next to

delante de
deh-LAHN-teh deh
preposition
in front of

detrás de
deh-TRAHS deh
preposition
behind

encima de
ehn-SEE-mah deh
preposition
on top of

debajo de
deh-BAH-hoh deh
preposition
under

entre
EHN-treh
preposition
between

a la derecha
ah lah deh-REH-chah
phrase
to the right

CORE IDEAS

The story. David asked a question every child asks: where can I go that God is not? His answer in Psalm 139 is that there is no such place. Whither shall I go from thy spirit? or whither shall I flee from thy presence? If I ascend up into heaven, thou art there: if I make my bed in hell, behold, thou art there. If I take the wings of the morning, and dwell in the uttermost parts of the sea; even there shall thy hand lead me. The Spanish has **allí estás tú**: there You are. Estar tells where someone is, and of God the answer is always: here.

How Spanish works: estar. yo **estoy** · tú **estás** · él, ella, usted **está** · nosotros **estamos** · ellos, ustedes **están.** Notice the accents on estás, está, están. Use estar for where things and people are: **¿Dónde está el baño? Mis padres están en casa. Madrid está en España.** (In Unit 8 you will use it for conditions and feelings too.)

How Spanish works: ser or estar? Ser tells origin, identity and what something is: **Soy de Ohio** (I'm from Ohio). Estar tells location: **Estoy en Ohio** (I'm in Ohio). One exception: the location of an event uses ser: **La boda es en la iglesia** (the wedding is at the church).

How Spanish works: prepositions of place. en (in, on) · **cerca de** (near) · **lejos de** (far from) · **al lado de** (next to) · **delante de** (in front of) · **detrás de** (behind) · **encima de** (on top of) · **debajo de** (under) · **entre** (between) · **a la derecha de / a la izquierda de** (to the right / left of). De + el = **del: al lado del banco.**

ACTIVITY

Hide and find

Describe where things are in your house and your town.

You will need

- A small object to hide
- Your town map from Lesson 6.1

Steps

1. Hide an object and give a family member clues in Spanish: Está debajo de algo... Está cerca de la ventana.
2. Write ten sentences describing your room with prepositions.
3. On your town map, write eight sentences: La iglesia está al lado del parque.
4. Write five pairs contrasting ser de and estar en about your family: Mi abuela es de Cuba, pero está en Florida.
5. Act out the prepositions with a book and a box for a younger child.

Tips

- Remember del for de + el.
- Say each sentence aloud as you write it.

Check your work

☐ I used estar for location every time.

☐ I used eight prepositions correctly.

SPANISH NOTEBOOK

1. Copy the estar chart with accents.
2. Draw a box with a ball in eight positions and label each.
3. Copy Psalm 139:8 in Spanish and English.

> **From history.** Spanish speakers often give directions by landmarks rather than street names: Está a dos cuadras de la iglesia, al lado de la farmacia. In Mexico and much of Latin America a city block is una cuadra; in Spain una manzana (the same word as apple).

WORKED EXAMPLES

Example 1. Say: The library is next to the bank.

▼ **Show solution**

1. Location: estar.
2. al lado de + el banco = al lado del banco.

Answer: La biblioteca está al lado del banco.

Example 2. Say: I'm from Texas, but I'm in Mexico now.

▼ **Show solution**

1. Origin: ser de.
2. Location: estar en.

Answer: Soy de Texas, pero ahora estoy en México.

Example 3. Ask: Where is the bathroom, please?

▼ **Show solution**

1. Location: está.

Answer: ¿Dónde está el baño, por favor?

PRACTICE

1. Easy Conjugate estar for nosotros.

   ▼ **Show answer**

   estamos.

2. Easy What is debajo de?

   ▼ **Show answer**

   under.

3. Easy Opposite of cerca de?

   ▼ **Show answer**

   lejos de.

4. Medium Translate: The cat is under the table.

   ▼ **Show answer**

   El gato está debajo de la mesa.

5. Medium Ser or estar: Lima ___ en Perú.

   ▼ **Show answer**

   está.

6. Medium Ser or estar: El concierto ___ en el parque.

   ▼ **Show answer**

   es (location of an event).

7. Hard Explain: Soy de México versus Estoy en México.

   ▼ **Show answer**

   Soy de: origin (I'm from Mexico, permanent); estoy en: location (I'm in Mexico now).

8. Hard What does Psalm 139:8 teach about God, and which verb shows it in Spanish?

   ▼ **Show answer**

   God is present everywhere; allí estás tú, from estar.

COMMON MISTAKES

- Using ser for location: La iglesia es cerca. Say está cerca.
- Writing esta for está. Without the accent, esta means this.
- Forgetting de: cerca la casa. Say cerca de la casa.

Make it a game · ¿Dónde está el tesoro?. Hide a treat. Give directions in Spanish only (Camina a la derecha. Está cerca de la puerta. Está debajo de algo azul.) until the finder says ¡Aquí está! Take turns hiding.

Scripture. "If I ascend up into heaven, thou art there: if I make my bed in hell, behold, thou art there." (Psalm 139:8, KJV)

In the Spanish Bible: Si subiere á los cielos, allí estás tú: y si en abismo hiciere mi estrado, he aquí allí tú estás. Estás appears twice.

UNIT 6 · LA CIUDAD · LESSON 6.3 OF 36 · 4 SESSIONS OF 40–50 MINUTES

6.3 Voy a…: Plans with Ir a + Infinitive

OBJECTIVES

- Talk about plans with ir a + infinitive: Voy a estudiar.
- Use future time words: mañana, esta tarde, el fin de semana, la próxima semana, el próximo año.
- Make plans and invitations: ¿Vamos a…? ¿Quieres ir…?
- Read James 4:15 and explain Si el Señor quisiere.

Warm-up. What are you going to do tomorrow? This weekend? Next summer? English uses going to; Spanish uses exactly the same idea with ir. You can talk about the future right now, with a verb you already know.

WATCH

The Verb TO GO in Spanish: Conjugation and Uses - IR A + Infinitive

Spanish Learning Lab · 5:12

https://www.youtube.com/watch?v=ImRaC-WlgHo

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraphs. Pause and make a plan of your own with each example.

Note: A lesson on the verb ir and ir a + infinitive.

BACKUP VIDEO

Spanish Bite - the Future VS 'ir a + infinitive'

Señor Jordan · 2:14

https://www.youtube.com/watch?v=jxgOIGl219E

Session 2 or 3: a short comparison of ir a + infinitive and the future tense. You will learn the future tense in Spanish II; for now, notice how often ir a is used.

KEY TERMS

ir a + infinitivo

Going to + verb: Voy a leer = I'm going to read.

el fin de semana

The weekend.

Si Dios quiere

God willing: a common Spanish phrase.

mañana

Tomorrow (la mañana = the morning).

próximo

Next: la próxima semana, el próximo año.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

ir a + infinitivo

eer ah

phrase

to be going to (do)

mañana

mah-NYAH-nah

adverb

tomorrow

esta noche

EHS-tah NOH-cheh

phrase

tonight

el fin de semana

feen deh seh-MAH-nah

noun

weekend

próximo

PROHK-see-moh

adjective · próxima

next

hacer

ah-SEHR

verb · hago

to do, make

viajar

byah-HAHR

verb, -ar

to travel

visitar

bee-see-TAHR

verb, -ar

to visit

si Dios quiere

see DYOHS KYEH-reh

phrase

God willing

ojalá

oh-hah-LAH

interjection

I hope; may God grant

CORE IDEAS

The story. James wrote to Christian merchants who made confident plans: To day or to morrow we will go into such a city, and continue there a year, and buy and sell, and get gain. James did not forbid them to plan. He reminded them who holds tomorrow: Whereas ye know not what shall be on the morrow. For what is your life? It is even a vapour, that appeareth for a little time, and then vanisheth away. For that ye ought to say, If the Lord will, we shall live, and do this, or that. Spanish speakers still say it constantly: **Si Dios quiere.** Even the Arabic-derived word **ojalá** (may God grant) is a prayer about the future.

How Spanish works: ir a + infinitive. Conjugate ir, add **a**, then the infinitive: **Voy a estudiar. Vas a comer. Va a llover. Vamos a cantar. Van a viajar.** Only ir changes; the second verb stays in the infinitive. Negative: **No voy a salir.** Question: **¿Qué vas a hacer?** (What are you going to do?)

How Spanish works: future time words. esta tarde (this afternoon) · **esta noche** (tonight) · **mañana** (tomorrow) · **pasado mañana** (the day after tomorrow) · **el fin de semana · la próxima semana · el próximo mes · el próximo año.** Mañana por la mañana is tomorrow morning.

How Spanish works: invitations. ¿Quieres ir al parque? (Do you want to go?) · **¿Vamos a comer?** (Shall we eat?) · **Vamos a + infinitive** can also mean let's: **¡Vamos a orar!** Accept: **¡Claro! ¡Con mucho gusto!** Decline politely: **Lo siento, no puedo. Tengo que estudiar.**

ACTIVITY

Plans and prayers

Plan a week and a year in Spanish, and pray over the plans.

You will need

- Your family calendar from Lesson 4.3
- Your notebook

Steps

1. Write what each family member is going to do this week: El lunes, mi madre va a trabajar.
2. Write five plans for next year: El próximo año voy a estudiar español II.
3. Invite a family member to three activities in Spanish and record the answers.
4. Write James 4:15 at the top of your plans and add Si Dios quiere to two of them.
5. Present your week aloud.

Tips

- Do not forget the a after ir.
- Keep the second verb in the infinitive.

Check your work

☐ I used ir a + infinitive correctly.

☐ I used five future time words.

SPANISH NOTEBOOK

1. Copy the formula: ir + a + infinitive with five examples.
2. List the future time words.
3. Copy James 4:15 in Spanish and English.

> **From history.** The word ojalá, heard every day in Spanish (Ojalá que llueva: I hope it rains), comes from Arabic and originally meant if God wills. It is one of about four thousand Spanish words borrowed from Arabic during the centuries of Moorish rule, along with words like aceite (oil), azúcar (sugar), almohada (pillow) and alcalde (mayor).

WORKED EXAMPLES

Example 1. Say: Tomorrow I'm going to visit my grandmother.

▼ **Show solution**

1. voy a + visitar.
2. Personal a before a person: a mi abuela.

Answer: Mañana voy a visitar a mi abuela.

Example 2. Ask: What are you going to do this weekend?

▼ **Show solution**

1. tú: vas a hacer.

Answer: ¿Qué vas a hacer el fin de semana?

Example 3. Say: We are going to travel to Spain next year, God willing.

▼ **Show solution**

1. vamos a viajar.
2. next year = el próximo año.

Answer: El próximo año vamos a viajar a España, si Dios quiere.

PRACTICE

1. Easy Say: I'm going to read.

   ▼ **Show answer**

   Voy a leer.

2. Easy What does mañana mean?

   ▼ **Show answer**

   tomorrow.

3. Easy What does el fin de semana mean?

   ▼ **Show answer**

   the weekend.

4. Medium Translate: They are going to eat at six.

   ▼ **Show answer**

   Van a comer a las seis.

5. Medium Translate: It's going to rain.

   ▼ **Show answer**

   Va a llover.

6. Medium Decline an invitation politely in Spanish.

   ▼ **Show answer**

   Lo siento, no puedo. (Tengo que...)

7. Hard In Voy a estudiar, which verb changes and which stays the same?

   ▼ **Show answer**

   Ir changes (voy); estudiar stays in the infinitive.

8. Hard What does James 4:15 teach about plans?

   ▼ **Show answer**

   We may plan, but we should say If the Lord will, because our lives are a vapor and God holds tomorrow.

COMMON MISTAKES

- Leaving out a: Voy estudiar. Say Voy a estudiar.
- Conjugating both verbs: Voy a estudio. Keep the infinitive: estudiar.
- Confusing mañana (tomorrow) and la mañana (the morning).

Make it a game · ¿Qué vas a hacer?. Each player draws a card with a place (la playa, la biblioteca, la cocina). He says three things he is going to do there with ir a + infinitive, without naming the place, and the others guess it.

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

In the Spanish Bible: En lugar de lo cual deberíais decir: Si el Señor quisiere, y si viviéremos, haremos esto ó aquello. Quisiere and viviéremos are old future subjunctive forms found in the 1909 Bible; modern Spanish says Si el Señor quiere.

UNIT 7

El Cuerpo y la Ropa

Lesson 7.1 names the parts of the body, says what hurts with doler (me duele la cabeza, me duelen los pies) and talks to a doctor, with Psalm 139:14. Lesson 7.2 names clothes and colors, shops with este/ese/aquel and prices to the thousands, and studies Goya's Marquesa de Pontejos beside Matthew 6:29.

Lesson 7.3 reviews and completes the e→i stem-changing verbs (pedir, servir, repetir, seguir, vestir) and closes with Mark 10:45, vino para servir.

PREREQUISITES

- Units 1–6, especially gustar (Unit 5), stem-changing verbs and numbers to 100.

MASTERY CHECKLIST

- ☐ I can name the parts of the body and say what hurts with doler.
- ☐ I can name clothing and describe it with colors that agree.
- ☐ I can shop: ask prices, use este, ese and aquel, and say numbers into the thousands.
- ☐ I can conjugate the e→i verbs pedir, servir, repetir and seguir.
- ☐ I can read Psalm 139:14 and Mark 10:45 in the Reina-Valera.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **Play money**: For the store role-play in Lesson 7.2.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

LESSONS IN THIS UNIT

7.1	**El Cuerpo: Body and Health**	4 sessions of 40–50 minutes
7.2	**La Ropa: Clothes, Colors and Shopping**	4 sessions of 40–50 minutes
7.3	**Para Servir: E→I Verbs**	4 sessions of 40–50 minutes

Unit 7 test

Unit 7 test. 50 points.

1. **5 pts**
   Name in Spanish: head, hand, foot, eyes, stomach.

2. **5 pts**
   Complete with duele or duelen: Me ___ la cabeza. Me ___ los pies. ¿Te ___ el brazo? A mi madre le ___ los ojos. Nos ___ el estómago.

3. **5 pts**
   Name in Spanish: shirt, pants, shoes, dress, coat.

4. **5 pts**
   Make the color agree: la camisa (blanco); los zapatos (negro); las faldas (rojo); el suéter (azul); las botas (marrón).

5. **5 pts**
   Write in words: 150, 500, 1.000, 2.025, 775.

6. **5 pts**

   Complete with a demonstrative: (this) ___ camisa; (those, near you) ___ zapatos; (that, far away) ___ tienda; (these) ___ libros; (that, near you) ___ vestido.

7. **5 pts**

   Oral role-play: buy a jacket from the parent as shopkeeper: ask the price, ask for another size or color, and pay.

8. **5 pts**

   Conjugate pedir and servir for yo, tú, nosotros, ellos.

9. **5 pts**

   Translate the beginning of Psalm 139:14: Te alabaré; porque formidables, maravillosas son tus obras.

10. **5 pts**

    Mark 10:45 says the Son of Man vino para servir. Translate and explain.

ANSWER KEY

1. la cabeza, la mano, el pie, los ojos, el estómago.
2. duele; duelen; duele; duelen; duele.
3. la camisa, los pantalones, los zapatos, el vestido, el abrigo.
4. blanca; negros; rojas; azul; marrones.
5. ciento cincuenta, quinientos, mil, dos mil veinticinco, setecientos setenta y cinco.
6. esta; esos; aquella; estos; ese.
7. ¿Cuánto cuesta esta chaqueta? ¿La tiene en azul / en talla mediana? La compro. Aquí tiene.
8. pido, pides, pedimos, piden; sirvo, sirves, servimos, sirven.
9. I will praise thee; for thy works are fearful and wonderful.
10. He came to serve: Jesus came not to be served but to serve and give His life a ransom for many.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: UNA TIENDA DE ROPA

Open a clothing store at home for one afternoon. Make price tags and a sign in Spanish, arrange clothes by type and color, and serve family customers in Spanish: greet them, help them find sizes and colors with demonstratives, give prices, and take payment. Write a short script, and afterward a report of what each customer bought. Then donate one item of good clothing to someone in need, remembering Mark 10:45.

LOOK FOR	WHAT IT MEANS
Clothing and colors	Correct words with agreement.
Shopping language	Prices, demonstratives and polite phrases used correctly.
Numbers	Prices said and written correctly.
Service	Customers served courteously in Spanish.

UNIT 7 · EL CUERPO Y LA ROPA · LESSON 7.1 OF 36 · 4 SESSIONS OF 40–50 MINUTES

7.1 El Cuerpo: Body and Health

OBJECTIVES

- Name the parts of the body.
- Say what hurts with doler: Me duele la cabeza. Me duelen los pies.
- Describe symptoms to a doctor: Tengo fiebre. Estoy enfermo.
- Read Psalm 139:14 in the Reina-Valera.

> **Warm-up.** Touch your head, your shoulders, your knees and your toes. You probably sang that song when you were little. Today you learn it in Spanish, and also how to tell a doctor what hurts, which you may one day need very much.

WATCH

Parts of the Body in Spanish, Level 1 | Mi Camino Spanish™

Mi Camino Spanish · 2:47

https://www.youtube.com/watch?v=SzzkPAdMaH8

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraph on the body. Touch each part as it is named.

Note: A lesson on the parts of the body in Spanish.

BACKUP VIDEO

Cinco Monitos en la Cama (Me duele..) | Mi Camino Spanish

Mi Camino Spanish · 2:38

https://www.youtube.com/watch?v=4UCgy5bD1F8

Session 2 or 3: a song with me duele. Act it out.

KEY TERMS

el cuerpo
The body.

doler (o→ue)
To hurt: works like gustar. Me duele = it hurts me.

estar enfermo
To be sick.

la fiebre
Fever.

el médico / la médica
Doctor (also el doctor).

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

el cuerpo

KWEHR-poh

noun

body

la cabeza

kah-BEH-sah

noun

head

la mano

MAH-noh

noun (feminine)

hand

el pie

PYEH

noun

foot

los ojos

OH-hohs

noun

eyes

la boca

BOH-kah

noun

mouth

el brazo

BRAH-soh

noun

arm

la pierna

PYEHR-nah

noun

leg

doler

doh-LEHR

verb, o → ue · me duele(n)

to hurt

enfermo

ehn-FEHR-moh

adjective · enferma

sick

el médico

MEH-dee-koh

noun · la médica

doctor

CORE IDEAS

The story. In Psalm 139 David thinks of how God made him before he was born: For thou hast possessed my reins: thou hast covered me in my mother's womb. I will praise thee; for I am fearfully and wonderfully made: marvellous are thy works; and that my soul knoweth right well. Every bone, muscle and nerve was woven by God.

Doctors who study the body for a lifetime keep finding new wonders, and many of the first hospitals in Spain and the Americas were built by Christians, because the body is God's handiwork and the sick are our neighbors.

How Spanish works: the body. la cabeza (head) · **el pelo** (hair) · **la cara** (face) · **los ojos** (eyes) · **las orejas** (ears; the inner ear is el oído) · **la nariz** (nose) · **la boca** · **los dientes** (teeth) · **el cuello** (neck) · **los hombros** (shoulders) · **el brazo** · **la mano** (hand, feminine though it ends in -o) · **los dedos** (fingers) · **el pecho** (chest) · **el estómago** · **la espalda** (back) · **la pierna** (leg) · **la rodilla** (knee) · **el pie** (foot) · **el corazón.**

How Spanish works: doler. Doler works like gustar: the part that hurts is the subject. **Me duele la cabeza** (my head hurts). Plural parts take duelen: **Me duelen los pies.** Use the article, not a possessive, with parts of your own body: **Me duele la mano**, not mi mano. Ask: **¿Qué te duele?** (What hurts?)

How Spanish works: at the doctor. Estoy enfermo / enferma (I am sick: estar for a condition). **Tengo fiebre** (fever), **tos** (a cough), **gripe** (flu), **un resfriado** (a cold), **dolor de cabeza** (a headache). The doctor may say **Abra la boca** (open your mouth) or **Tome esta medicina.** Wish someone well: **¡Que te mejores!** (Get well!)

ACTIVITY

Cabeza, hombros, rodillas y pies

Teach the body words to a younger child, and practice a doctor visit.

You will need

- A large sheet of paper
- Markers

Steps

1. Trace a family member's outline on a large sheet and label twenty body parts in Spanish.
2. Teach the song Cabeza, hombros, rodillas y pies to a younger brother or sister.
3. Write a doctor dialogue: the patient describes three symptoms; the doctor asks questions and gives advice.
4. Act out the dialogue with a family member.
5. Write five sentences with me duele / me duelen.

Tips

- Use the article with body parts: la mano, not mi mano.
- Watch for la mano, feminine though it ends in -o.

Check your work

☐ I can name twenty body parts.

☐ I used duele and duelen correctly.

SPANISH NOTEBOOK

1. Draw a figure and label twenty parts in Spanish.
2. Copy the doler chart: me duele(n), te duele(n), le duele(n)...
3. Copy Psalm 139:14 in Spanish and English.

> **From history.** The first hospital in the Americas, the Hospital de San Nicolás de Bari in Santo Domingo, was founded around 1503. In Mexico City, Hernán Cortés founded the Hospital de Jesús Nazareno in the 1520s, and it still treats patients today, making it the oldest working hospital in the Americas.

WORKED EXAMPLES

Example 1. Say: My stomach hurts.

▼ **Show solution**

1. Doler like gustar.
2. One part: duele; article, not mi.

Answer: Me duele el estómago.

Example 2. Say: My brother's eyes hurt.

▼ **Show solution**

1. A mi hermano le...
2. Plural part: duelen.

Answer: A mi hermano le duelen los ojos.

Example 3. Tell the doctor: I am sick; I have a fever and a cough.

▼ **Show solution**

1. estar for condition.
2. tener fiebre, tener tos.

Answer: Estoy enfermo (enferma); tengo fiebre y tos.

PRACTICE

1. Easy What is la rodilla?

   ▼ **Show answer**

   the knee.

2. Easy Say: My head hurts.

   ▼ **Show answer**

   Me duele la cabeza.

3. Easy Is mano masculine or feminine?

   ▼ **Show answer**

   feminine: la mano.

4. Medium Translate: My feet hurt.

   ▼ **Show answer**

   Me duelen los pies.

5. Medium Ask a friend: What hurts?

   ▼ **Show answer**

   ¿Qué te duele?

6. Medium Translate: She has a cold.

   ▼ **Show answer**

   Tiene un resfriado.

7. Hard Why do we say me duele la mano and not me duele mi mano?

   ▼ **Show answer**

   With parts of one's own body Spanish uses the article; me already shows whose hand it is.

8. Hard What does David say about how he was made in Psalm 139:14?

   ▼ **Show answer**

   He was fearfully and wonderfully made; God's works are marvelous.

COMMON MISTAKES

- Saying yo duelo la cabeza. Say me duele la cabeza.
- Using mi with body parts: me duele mi pie. Say me duele el pie.
- Saying soy enfermo for a passing illness. Use estoy enfermo.

REFERENCE GUIDE

An eight-page, color-coded Spanish verbs and grammar guide for Spanish I: sounds and accents, nouns, articles and adjectives, pronouns, ser and estar, gustar, stem-changing and irregular verbs, reflexive and object pronouns, the preterite, imperfect, future, conditional and perfect tenses, the subjunctive, commands, por and para, and a table of the most-used irregular verbs. Latin American Spanish, as the course teaches. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Make it a game · Simón dice.** Play Simon Says in Spanish: Simón dice: tócate la cabeza (touch your head). Tócate los pies. Levanta la mano derecha. Anyone who moves without Simón dice, or touches the wrong part, is out.

> **Scripture.** "I will praise thee; for I am fearfully and wonderfully made: marvellous are thy works; and that my soul knoweth right well." (Psalm 139:14, KJV)
>
> In the Spanish Bible: Te alabaré; porque formidables, maravillosas son tus obras: estoy maravillado, y mi alma lo conoce mucho. Alma means soul.

UNIT 7 · EL CUERPO Y LA ROPA · LESSON 7.2 OF 36 · 4 SESSIONS OF 40–50 MINUTES

7.2 La Ropa: Clothes, Colors and Shopping

OBJECTIVES

- Name clothing and describe it with colors that agree.
- Shop: ¿Cuánto cuesta? ¿Qué talla usa? Lo compro.
- Use the demonstratives este, ese, aquel.
- Count by hundreds into the thousands, and read Matthew 6:29 beside Goya's Marquesa de Pontejos.

> **Warm-up.** What are you wearing today? Name every piece and its color. Now imagine you are in a shop in Madrid and you need a coat. Today you learn what to say, and how much it will cost, in euros.

WATCH

Clothes in Spanish: Vocabulary, Adjectives and Prices

Spanish Learning Lab · 6:20

https://www.youtube.com/watch?v=0zcpNO0tER4

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraphs on clothes and shopping. Pause and point to each item in your own closet.

Note: A lesson on clothes, adjectives and prices in Spanish.

BACKUP VIDEO

Clothing Conversation in Spanish | The Language Tutor *Lesson 18.5*

The Language Tutor - Spanish · 2:53

https://www.youtube.com/watch?v=ilWp8AXGxNI

Session 2 or 3: a short shopping conversation. Act it out afterward with a family member.

KEY TERMS

la ropa
Clothes (singular in Spanish).

la talla
Size of clothing (shoe size is el número).

el lirio
Lily.

¿Cuánto cuesta?
How much does it cost? (¿Cuánto cuestan? for plural things.)

el demostrativo
This, that: este, ese, aquel.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

la ropa

RROH-pah

noun

clothes

la camisa

kah-MEE-sah

noun

shirt

los pantalones

pahn-tah-LOH-nehs

noun

pants

el vestido

behs-TEE-doh

noun

dress

los zapatos

sah-PAH-tohs

noun

shoes

el abrigo

ah-BREE-goh

noun

coat

llevar

yeh-BAHR

verb, -ar

to wear; to carry

costar

kohs-TAHR

verb, o → ue · cuesta(n)

to cost

este

EHS-teh

demonstrative · esta, estos, estas

this

aquel

ah-KEHL

demonstrative · aquella, aquellos, aquellas

that (over there)

mil

MEEL

number

thousand

CORE IDEAS

The story. In the Sermon on the Mount Jesus spoke to people who worried about tomorrow: what shall we eat, what shall we drink, wherewithal shall we be clothed? He pointed to the wild flowers in the fields: Consider the lilies of the field, how they grow; they toil not, neither do they spin: And yet I say unto you, That even Solomon

in all his glory was not arrayed like one of these. If God clothes the grass that is here today and gone tomorrow, how much more will He clothe you? Seek ye first the kingdom of God, and all these things shall be added unto you.

How Spanish works: clothes. la camisa (shirt) · **la camiseta** (T-shirt) · **los pantalones** · **la falda** (skirt) · **el vestido** (dress) · **el suéter** · **la chaqueta** (jacket) · **el abrigo** (coat) · **los zapatos** · **las botas** · **los calcetines** (socks) · **el sombrero** (hat) · **la gorra** (cap). To wear is **llevar**: **Llevo una camisa azul.** Colors follow and agree: **blanco, negro, rojo, amarillo** have four forms; **azul, verde, gris, marrón** two.

How Spanish works: this, that, that over there. este, esta, estos, estas (this, these: near me) · **ese, esa, esos, esas** (that, those: near you) · **aquel, aquella, aquellos, aquellas** (that, those: far from both of us). **¿Cuánto cuesta esta chaqueta? ¿Y esos zapatos? Prefiero aquel abrigo.**

How Spanish works: hundreds and thousands. cien (100), **ciento uno**, **doscientos**, **trescientos**, **cuatrocientos**, **quinientos** (500), **seiscientos**, **setecientos** (700), **ochocientos**, **novecientos** (900), **mil** (1,000), **dos mil**. The hundreds agree with feminine nouns: **doscientas personas.** Spain and many countries write 1.000 with a point and 2,50 with a comma: 2,50 € is dos euros con cincuenta.

PICTURE STUDY



The Marquesa de Pontejos, Francisco de Goya, about 1786 · Oil on canvas · National Gallery of Art, Washington

Image: Wikimedia Commons, public domain

María Ana de Pontejos was about twenty when Goya painted her, probably at the time of her marriage in 1786 to the brother of the king's chief minister. Her gown follows the latest fashion from France, which imitated the dress of shepherdesses in the countryside. The carnation may stand for love and marriage.

Look closely

- Describe her clothes in Spanish: el vestido, el sombrero... What colors?
- Find the dog. What breed might it be?
- Find the flower in her hand.
- Is the background a city or the country?

Talk about it

1. Is the Marquesa dressed more splendidly than a lily of the field?
2. Why did Jesus tell us not to worry about clothing?

ACTIVITY

The family fashion show

Present clothes in Spanish and run a store.

You will need

- Clothes from your closet
- Paper for price tags

Steps

1. Hold a family fashion show: each person walks in while you describe the outfit in Spanish: Papá lleva una camisa azul y pantalones grises.
2. Make price tags in euros for ten items, written in numbers and words.
3. Play shopkeeper and customer with este, ese and aquel.
4. Write a shopping dialogue of ten lines.
5. Write three sentences about what Jesus said of the lilies.

Tips

- Colors come after the noun and agree.
- Point near, middle and far for este, ese, aquel.

Check your work

☐ I described clothing with agreeing colors.

☐ I used prices and demonstratives correctly.

SPANISH NOTEBOOK

1. Draw and label an outfit in Spanish with colors.
2. Copy the demonstrative chart.
3. Copy Matthew 6:29 in Spanish and English.

> **From history.** In Spain and Latin America people often dress up more for ordinary outings than many Americans do: church on Sunday, a walk in the plaza in the evening (el paseo), even a trip to the market. The guayabera, a light pleated shirt worn untucked, is formal wear in the hot Caribbean and Mexico.

WORKED EXAMPLES

Example 1. Ask: How much do these shoes cost?

▼ **Show solution**

1. Shoes are plural: cuestan.
2. These, masculine: estos.

Answer: ¿Cuánto cuestan estos zapatos?

Example 2. Say 350 euros.

▼ **Show solution**

1. 300 = trescientos.
2. + cincuenta.

Answer: trescientos cincuenta euros

Example 3. Say: I prefer that red dress (far away).

▼ **Show solution**

1. Far from both: aquel.
2. Rojo agrees with vestido.

Answer: Prefiero aquel vestido rojo.

PRACTICE

1. Easy What is la falda?

   ▼ **Show answer**

   the skirt.

2. Easy Say 500.

   ▼ **Show answer**

   quinientos.

3. Easy What does llevar mean with clothes?

   ▼ **Show answer**

   to wear.

4. Medium Make agree: las camisas (blanco).

   ▼ **Show answer**

   blancas.

5. Medium Translate: this jacket; those socks (near you).

   ▼ **Show answer**

   esta chaqueta; esos calcetines.

6. Medium Write in words: 1.200.

   ▼ **Show answer**

   mil doscientos.

7. Hard Why is it doscientas camisas but doscientos zapatos?

   ▼ **Show answer**

   The hundreds agree in gender with the noun: camisas is feminine.

8. Hard What did Jesus say about Solomon and the lilies, and what is the lesson?

   ▼ **Show answer**

   Solomon in all his glory was not dressed like one of them; God clothes the flowers and will care for us, so seek first His kingdom.

COMMON MISTAKES

- Saying las ropas for clothes. Ropa is usually singular: la ropa.
- Writing quinientos as cincocientos, or setecientos as sietecientos.
- Saying un mil for one thousand. Say mil.

> **Make it a game · Veo, veo.** I spy in Spanish with clothes: Veo, veo una cosa… azul. ¿Es la camisa de papá? No. ¿Son esos calcetines? ¡Sí! The finder spies next.

> **Scripture.** “And yet I say unto you, That even Solomon in all his glory was not arrayed like one of these.” (Matthew 6:29, KJV)
>
> In the Spanish Bible: Mas os digo, que ni aun Salomón con toda su gloria fué vestido así como uno de ellos. Vestido here means dressed; as a noun, el vestido is a dress.

UNIT 7 · EL CUERPO Y LA ROPA · LESSON 7.3 OF 36 · 4 SESSIONS OF 40–50 MINUTES

7.3 Para Servir: E → I Verbs

OBJECTIVES

- Conjugate e → i stem-changing verbs: pedir, servir, repetir, seguir, vestir.
- Distinguish pedir (to ask for) from preguntar (to ask a question).
- Review all three kinds of boot verbs.
- Read Mark 10:45 and tell the story of James and John's request.

> **Warm-up.** Who serves in your family? Who cooks, sets the table, washes the dishes, mows the lawn? Today you learn the verb servir and its family, and you read why Jesus called serving the mark of greatness.

WATCH

Spanish Bite - E-I Stem-changing verbs (Present Tense)

Señor Jordan · 3:25

https://www.youtube.com/watch?v=m0yifpkDx1E

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraphs. Conjugate each verb aloud before the video does.

Note: A short explanation of e → i stem-changing verbs in the present tense.

KEY TERMS

servir (e → i)

To serve: sirvo, sirves, sirve, servimos, sirven.

pedir (e → i)

To ask for, request, order.

preguntar

To ask a question (regular -ar).

seguir (e → i)

To follow, continue: sigo, sigues, sigue.

el rescate

Ransom: the price paid to set someone free.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

servir

sehr-BEER

verb, e → i

to serve

pedir

peh-DEER

verb, e → i

to ask for, order

preguntar

preh-goon-TAHR

verb, -ar

to ask (a question)

repetir

rreh-peh-TEER

verb, e → i

to repeat

seguir

seh-GEER

verb, e → i · sigo

to follow; to continue

vestir

behs-TEER

verb, e → i

to dress

la ayuda

ah-YOO-dah

noun

help

el siervo

SYEHR-boh

noun · la sierva

servant

el rescate

rrehs-KAH-teh

noun

ransom; rescue

el Hijo del hombre

EE-hoh dehl OHM-breh

noun

the Son of Man

CORE IDEAS

The story. On the road to Jerusalem, James and John came to Jesus with a request: Grant unto us that we may sit, one on thy right hand, and the other on thy left hand, in thy glory. The other ten were angry when they heard it. Jesus called them together and turned their idea of greatness upside down: whosoever will be great among you, shall be your minister: And whosoever of you will be the chiefest, shall be servant of all. For even the Son of man came not to be ministered unto, but to minister, and to give his life a ransom for many. In Spanish: **no vino para ser servido, mas para servir**.

How Spanish works: e→i verbs. These -ir verbs change e to i inside the boot: **servir** → sirvo, sirves, sirve, servimos, sirven. **pedir** → pido, pides, pide, pedimos, piden. **repetir** → repito, repites, repite, repetimos, repiten. **seguir** adds a spelling change in yo: **sigo**, sigues, sigue, seguimos, siguen. **vestir** (to dress) → visto, vistes, viste.

How Spanish works: pedir or preguntar? Both mean to ask, but **pedir** is to ask for something (Pido agua. Pedimos ayuda a Dios.) and **preguntar** is to ask a question (Pregunto la hora. ¿Puedo preguntar algo?). James and John used **pedir**: they asked for a place of honor; they did not just ask a question.

How Spanish works: the three boots. e→ie: **querer, pensar, empezar, entender, preferir**. o→ue: **poder, dormir, volver, almorzar, costar, doler**. e→i: **pedir, servir, repetir, seguir, vestir**. In every case nosotros keeps the original vowel. Dictionaries and good charts mark the change: pedir (i), dormir (ue), pensar (ie).

ACTIVITY

Servants' week

Serve your family for a week and keep a Spanish log.

You will need

- Your notebook

Steps

1. Each day do one act of service without being asked (sirvo la cena, lavo los platos, ayudo a mi hermano).
2. Write a log entry each day with a servir, pedir or seguir sentence: Hoy sirvo el desayuno a mi familia.
3. Write ten sentences contrasting pedir and preguntar.
4. Make boot charts for all three types with two verbs each.
5. Copy Mark 10:45 on a card and put it where your family eats.

Tips

- Remember the yo form of seguir: sigo.
- Ask yourself: am I asking for something or asking a question?

Check your work

☐ I conjugated e→i verbs correctly.

☐ I used pedir and preguntar correctly.

SPANISH NOTEBOOK

1. Copy boot charts for servir, pedir and seguir.
2. Write five pedir and five preguntar sentences.
3. Copy Mark 10:45 in Spanish and English.

From history. Spanish Christians have long performed the works of mercy (las obras de misericordia): to feed the hungry, give drink to the thirsty, clothe the naked, visit the sick and imprisoned, shelter travelers and bury the dead, from Matthew 25. Many old towns in Spain and Mexico still have a Hermandad or confraternity whose members serve the poor and the sick.

WORKED EXAMPLES

Example 1. Conjugate servir for yo and nosotros.

▼ **Show solution**

1. yo is inside the boot: e → i.
2. nosotros is outside.

Answer: sirvo; servimos

Example 2. Say: I ask my mother for help.

▼ **Show solution**

1. Ask for = pedir; yo: pido.
2. Personal a before a person.

Answer: Pido ayuda a mi madre.

Example 3. Say: My brother asks what time it is.

▼ **Show solution**

1. A question = preguntar.

Answer: Mi hermano pregunta qué hora es.

PRACTICE

1. Easy Conjugate pedir for ellos.

▼ **Show answer**

piden.

2. Easy Conjugate seguir for yo.

   ▼ **Show answer**

   sigo.

3. Easy What does repetir mean?

   ▼ **Show answer**

   to repeat.

4. Medium Pedir or preguntar: Yo ___ un vaso de agua.

   ▼ **Show answer**

   pido.

5. Medium Pedir or preguntar: Ella ___ dónde está el baño.

   ▼ **Show answer**

   pregunta.

6. Medium Translate: We follow Christ.

   ▼ **Show answer**

   Seguimos a Cristo.

7. Hard Which kind of stem change does each verb have: dormir, pensar, servir?

   ▼ **Show answer**

   dormir o→ue; pensar e→ie; servir e→i.

8. Hard What did James and John ask for, and how did Jesus answer?

   ▼ **Show answer**

   Seats at His right and left in glory; whoever would be great must be the servant of all, for He came to serve and give His life a ransom.

COMMON MISTAKES

- Saying yo servo. Say sirvo.
- Using preguntar for asking for things: pregunto agua. Say pido agua.
- Changing nosotros: sirvimos in the present. Say servimos.

> **Make it a game · Pedir y preguntar.** Players take turns drawing slips with English requests and questions (Ask for bread. Ask where the church is.). The player must use pedir or preguntar correctly in a Spanish sentence, then actually ask the question or make the request of another player, who answers.

> **Scripture.** "For even the Son of man came not to be ministered unto, but to minister, and to give his life a ransom for many." (Mark 10:45, KJV)
>
> In the Spanish Bible: Porque el Hijo del hombre tampoco vino para ser servido, mas para servir, y dar su vida en rescate por muchos. Servir appears twice.

UNIT 8

El Tiempo y las Estaciones

Lesson 8.1 describes the weather: hace calor, hace frío, hace sol, llueve, nieva, está nublado, with Goya's winter tapestry cartoon La nevada and Matthew 16:2. Lesson 8.2 names the seasons, uses estar for conditions and feelings (estoy cansado, está contento) and builds the present progressive (estoy estudiando), with Genesis 8:22.

Lesson 8.3 gathers the verbs that end in -go in the yo form: hago, pongo, salgo, traigo, digo, vengo, oigo, with Genesis 1:31.

PREREQUISITES

- Units 1–7, especially ser and estar (Units 2 and 6) and the stem-changing verbs.

MASTERY CHECKLIST

- ☐ I can describe the weather with hacer, llover, nevar and estar.
- ☐ I can name the seasons and say what I do in each.
- ☐ I can use estar for conditions and feelings and contrast it with ser.
- ☐ I can form the present progressive.
- ☐ I can conjugate the yo-go verbs.
- ☐ I can read Genesis 8:22 in the Reina-Valera.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **A weather chart**: Keep a daily weather log in Spanish through the unit.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

LESSONS IN THIS UNIT

8.1	**¿Qué Tiempo Hace? The Weather**	4 sessions of 40–50 minutes
8.2	**Las Estaciones: Estar and the Progressive**	4 sessions of 40–50 minutes
8.3	**Hago, Pongo, Salgo: The Yo-Go Verbs**	4 sessions of 40–50 minutes

Unit 8 test

Unit 8 test. 50 points.

1. **5 pts**
   Describe the weather in Spanish: It's hot. It's cold. It's sunny. It's raining. It's snowing.

2. **5 pts**
   Name the four seasons in Spanish with their articles.

3. **5 pts**
   Oral: ¿Qué tiempo hace hoy? ¿Cuál es tu estación favorita y por qué?

4. **5 pts**
   Complete with ser or estar: Mi madre ___ cansada hoy. Mi padre ___ alto. La sopa ___ caliente. Nosotros ___ contentos. Tú ___ inteligente.

5. **5 pts**
   Write the present progressive: yo (estudiar); ella (comer); nosotros (escribir); ellos (leer); tú (dormir).

6. **5 pts**

   Write the yo form: hacer, poner, salir, traer, decir.

7. **5 pts**

   Conjugate venir in the present (all five forms).

8. **5 pts**

   Translate: I leave the house at eight and I bring my book.

9. **5 pts**

   Translate: Right now my brothers are playing in the snow.

10. **5 pts**

    List the pairs in Genesis 8:22 in Spanish.

ANSWER KEY

1. Hace calor. Hace frío. Hace sol. Llueve (Está lloviendo). Nieva (Está nevando).
2. la primavera, el verano, el otoño, el invierno.
3. Hoy hace... Mi estación favorita es... porque...
4. está; es; está; estamos; eres.
5. estoy estudiando; está comiendo; estamos escribiendo; están leyendo; estás durmiendo.
6. hago, pongo, salgo, traigo, digo.
7. vengo, vienes, viene, venimos, vienen.
8. Salgo de casa a las ocho y traigo mi libro.
9. Ahora mismo mis hermanos están jugando en la nieve.
10. la sementera y la siega, el frío y calor, verano é invierno, día y noche.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: EL PRONÓSTICO DEL TIEMPO

Present a three-minute weather forecast in Spanish as if on television, with a map you draw of your region or of a Spanish-speaking country: today's weather, temperatures (in Celsius as well as Fahrenheit), what people are doing now (present progressive), what they should wear, and the forecast for the week with ir a (Va a llover el jueves). Record it if you can. Close with Genesis 8:22.

LOOK FOR	WHAT IT MEANS
Weather	Hacer, llover, nevar and estar used correctly.
Progressive	At least three present progressive sentences.
Range	Includes clothing, temperatures and a forecast with ir a.
Delivery	Clear and confident, like a real forecaster.

UNIT 8 · EL TIEMPO Y LAS ESTACIONES · LESSON 8.1 OF 36 · 4 SESSIONS OF 40–50 MINUTES

8.1 ¿Qué Tiempo Hace? The Weather

OBJECTIVES

- Ask and describe the weather: ¿Qué tiempo hace? Hace sol. Llueve. Nieva.
- Use hacer, hay and estar in weather expressions.
- Convert and give temperatures in Celsius.
- Describe Goya's La nevada and read Matthew 16:2.

> **Warm-up.** Look out the window and describe the weather in English. Now notice: English says it is cold. Spanish says it makes cold. Weather is one of the first things people talk about in any language, so you will use these phrases every day.

WATCH

Describing the Weather in Spanish | Lesson 33

The Language Tutor - Spanish · 7:47

https://www.youtube.com/watch?v=F1vCxk4jCz4

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraphs. Pause at each weather expression and say whether it fits today.

Note: A lesson on describing the weather in Spanish.

BACKUP VIDEO

The Weather Song in Spanish / La Canción del Tiempo y del Clima

Señor Jordan · 2:16

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

Session 2 or 3: a weather song. Sing it each morning this week before your weather log.

KEY TERMS

el tiempo

Weather; also time.

el clima

Climate: the usual weather of a place.

hace + noun

Weather with hacer: hace calor, hace frío, hace sol, hace viento.

llover (o→ue) / nevar (e→ie)

To rain: llueve / to snow: nieva.

los grados

Degrees: Estamos a veinte grados.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

el tiempo

TYEHM-poh

noun

weather; time

hace calor

AH-seh kah-LOHR

phrase

it's hot

hace frío

AH-seh FREE-oh

phrase

it's cold

hace sol

AH-seh SOHL

phrase

it's sunny

hace viento

AH-seh BYEHN-toh

phrase

it's windy

llover

yoh-BEHR

verb, o → ue · llueve

to rain

nevar

neh-BAHR

verb, e → ie · nieva

to snow

nublado

noo-BLAH-doh

adjective

cloudy

la tormenta

tohr-MEHN-tah

noun

storm

el grado

GRAH-doh

noun

degree

CORE IDEAS

The story. The Pharisees and Sadducees came to Jesus tempting Him, asking for a sign from heaven. He answered: When it is evening, ye say, It will be fair weather: for the sky is red. And in the morning, It will be foul weather to day: for the sky is red and lowring. O ye hypocrites, ye can discern the face of the sky; but can ye not discern the signs of the times? They could forecast the weather from the color of the sky, but they could not see that the promised Messiah was standing in front of them. Knowing the weather is useful; knowing the Lord is life.

How Spanish works: hacer for weather. ¿Qué tiempo hace? Hace calor (hot) · **hace frío** (cold) · **hace fresco** (cool) · **hace sol** (sunny) · **hace viento** (windy) · **hace buen tiempo / mal tiempo** (nice / bad weather). Very is **mucho**: **Hace mucho frío.**

How Spanish works: other weather verbs. llueve (it rains; llover o→ue) · **nieva** (it snows; nevar e→ie) · **está nublado** (cloudy) · **está despejado** (clear) · **hay tormenta** (there is a storm) · **hay niebla** (fog) · **hay relámpagos y truenos** (lightning and thunder). The nouns: la lluvia, la nieve, el sol, las nubes, el viento.

How Spanish works: Celsius. Almost every Spanish-speaking country uses Celsius: **Estamos a treinta grados** means it is 30 °C, a hot 86 °F. A quick way: double the Celsius and add 30 for a rough Fahrenheit. 0 °C is freezing; 20 °C is mild; 35 °C is very hot.

PICTURE STUDY



The Snowstorm (Winter), Francisco de Goya, 1786–1787 · Oil on canvas (tapestry cartoon) · Museo del Prado, Madrid

Image: Wikimedia Commons, public domain

Goya painted this as a cartoon, a full-size design for a tapestry to be woven at the royal factory in Madrid, one of a series of the four seasons for a royal dining room. Most tapestry cartoons showed happy country scenes; this one shows the hardship of winter, cold travelers bringing home a pig for the winter's meat.

Look closely

- Describe the weather in Spanish. ¿Qué tiempo hace?
- Find the pig on the mule. Why might they be bringing it home?
- Look at the people. How do they feel?
- Find the dog.

Talk about it

1. Why might Goya have shown winter as hard rather than pretty?
2. How do you feel about winter, and how does God use each season?

ACTIVITY

Weather log

Keep a Spanish weather journal for two weeks.

You will need

- Your notebook
- A thermometer if you have one

Steps

1. Each day write the date, the weather and the temperature in Celsius and Fahrenheit: Hoy es lunes. Hace sol y hace calor. Estamos a 28 grados.
2. Look up the weather today in Madrid, Mexico City, Buenos Aires and Lima and write a sentence for each.
3. Notice: why is it summer in Buenos Aires when it is winter here?
4. Draw weather symbols with Spanish labels for your chart.
5. Watch the evening sky one day and write what it says, like the Pharisees.

Tips

- Use hace for most weather, but llueve and nieva alone.
- Practice the conversion: double and add 30.

Check your work

☐ I described the weather every day in Spanish.

☐ I can convert Celsius roughly.

SPANISH NOTEBOOK

1. Copy the weather expressions with symbols.
2. Make a Celsius thermometer chart with labels.
3. Copy Matthew 16:2 in Spanish and English.

> **From history.** Spain's weather varies a great deal: the north is green and rainy, the center has cold winters and very hot summers (a saying of Madrid is nueve meses de invierno y tres de infierno, nine months of winter and three of inferno), and the south coast is warm and sunny most of the year.

WORKED EXAMPLES

Example 1. Say: It's very cold and it's snowing.

▼ **Show solution**

1. hace + frío; very = mucho.
2. nevar → nieva.

Answer: Hace mucho frío y nieva.

Example 2. Say: It is 25 degrees and sunny.

▼ **Show solution**

1. estamos a + grados.
2. hace sol.

Answer: Estamos a veinticinco grados y hace sol.

Example 3. Why is it hace calor and not es calor?

▼ **Show solution**

1. Spanish uses hacer for most weather.

Answer: Spanish expresses weather with hacer (it makes heat); calor is a noun.

PRACTICE

1. Easy What does llueve mean?

   ▼ **Show answer**

   it's raining.

2. Easy Say: It's windy.

   ▼ **Show answer**

   Hace viento.

3. Easy Say: It's cloudy.

   ▼ **Show answer**

   Está nublado.

4. Medium Ask: What's the weather like in Chile?

   ▼ **Show answer**

   ¿Qué tiempo hace en Chile?

5. Medium About how hot is 30 °C in Fahrenheit?

   ▼ **Show answer**

   About 86 °F (double and add 30 gives 90, a rough estimate).

6. Medium Translate: There is a storm.

   ▼ **Show answer**

   Hay tormenta.

7. Hard Why is it winter in Argentina in July?

   ▼ **Show answer**

   Argentina is in the Southern Hemisphere, where the seasons are reversed.

8. Hard What did Jesus say the Pharisees could discern, and what could they not?

   ▼ **Show answer**

   The face of the sky (the weather), but not the signs of the times: that the Messiah had come.

COMMON MISTAKES

- Saying es frío for the weather. Say hace frío.
- Saying hace lluvia. Say llueve.
- Confusing tengo frío (I am cold) with hace frío (it is cold).

REFERENCE GUIDE

An eight-page, color-coded Spanish verbs and grammar guide for Spanish I: sounds and accents, nouns, articles and adjectives, pronouns, ser and estar, gustar, stem-changing and irregular verbs, reflexive and object pronouns, the preterite, imperfect, future, conditional and perfect tenses, the subjunctive, commands, por and para, and a table of the most-used irregular verbs. Latin American Spanish, as the course teaches. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Make it a game · El meteorólogo.** One player shows a weather card or acts out the weather (shivering, fanning, opening an umbrella). The others call out the expression: ¡Hace frío! ¡Llueve! The first right answer earns the card. Bonus: say what you wear in that weather.

> **Scripture.** "He answered and said unto them, When it is evening, ye say, It will be fair weather: for the sky is red." (Matthew 16:2, KJV)
>
> In the Spanish Bible: Cuando es la tarde del día, decís: Sereno; porque el cielo tiene arreboles. Sereno means fair, clear; arreboles are the red clouds of sunset.

UNIT 8 · EL TIEMPO Y LAS ESTACIONES · LESSON 8.2 OF 36 · 4 SESSIONS OF 40–50 MINUTES

8.2 Las Estaciones: Estar and the Progressive

OBJECTIVES

- Name the seasons and what people do in each.
- Use estar for conditions and feelings: Estoy cansado. La sopa está caliente.
- Form the present progressive: estoy hablando, está comiendo, están escribiendo.
- Read Genesis 8:22 in the Reina-Valera.

> **Warm-up.** What season is it now? How do you feel today: tired, happy, nervous, bored? What are you doing at this very moment? Today you learn to answer all three questions in Spanish, and all three need estar.

WATCH

Spanish Bite - Present Progressive -AR verbs (-ING form)

Señor Jordan · 4:11

https://www.youtube.com/watch?v=A2304f__Ao8

> **WHEN TO WATCH**
> Session 2, after the How Spanish works paragraph on the progressive. Pause and describe what each person in your house is doing now.

Note: A short explanation of the present progressive with -ar verbs.

BACKUP VIDEO

Fechas & Estaciones | Conversaciones

The Language Tutor - Spanish · 4:23

https://www.youtube.com/watch?v=r9LY9LlSLds

Session 1: a short conversation about dates and seasons. Repeat the lines.

KEY TERMS

la estación
Season (also station).

el gerundio
The -ing form: hablando, comiendo, escribiendo.

la siega
Harvest, reaping.

estar + adjective
For conditions and feelings: estoy cansado, está enferma.

el presente progresivo
estar + gerundio: estoy leyendo.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

la primavera
pree-mah-BEH-rah
noun
spring

el verano
beh-RAH-noh
noun
summer

el otoño
oh-TOH-nyoh
noun
autumn

el invierno
een-BYEHR-noh
noun
winter

cansado
kahn-SAH-doh
adjective · cansada
tired

contento
kohn-TEHN-toh
adjective · contenta
happy

triste
TREES-teh
adjective
sad

aburrido
ah-boo-RREE-doh
adjective · aburrida
bored (estar); boring (ser)

ocupado
oh-koo-PAH-doh
adjective · ocupada
busy

ahora
ah-OH-rah
adverb
now

CORE IDEAS

The story. After the flood, Noah came out of the ark with his family and the animals, and the first thing he did was build an altar and offer sacrifice. The LORD smelled a sweet savour and promised never again to curse the ground or destroy every living thing. Then came a promise that every farmer and every child can see kept every year: While the earth remaineth, seedtime and harvest, and cold and heat, and summer and winter, and day and night shall not cease. Every spring planting and every autumn harvest is God keeping His word.

How Spanish works: the seasons. la primavera (spring) · **el verano** (summer) · **el otoño** (autumn) · **el invierno** (winter). In spring: Plantamos el jardín. In summer: Nadamos (we swim). In autumn: Recogemos las hojas (we rake leaves). In winter: Hace frío y celebramos la Navidad. Remember the Southern Hemisphere: in Argentina and Chile, Christmas comes in summer.

How Spanish works: estar for conditions. Estar tells how someone or something is right now: **Estoy cansado** (tired) · **contento** (happy) · **triste** (sad) · **nervioso** · **aburrido** (bored) · **enfermo** · **ocupado** (busy). **La sopa está caliente. La puerta está abierta.** Ser tells what something is by nature: **Es alto. Es simpática.** Compare: **Es aburrido** (he is boring) and **Está aburrido** (he is bored).

How Spanish works: the progressive. To say what is happening right now, use estar + the -ing form (gerundio): -ar → **-ando** (hablando), -er and -ir → **-iendo** (comiendo, escribiendo). **Estoy estudiando. ¿Qué estás haciendo? Mis hermanos están jugando.** Spelling: leer → **leyendo**; e→i and o→u verbs change: dormir → **durmiendo**, pedir → **pidiendo**. Spanish uses the progressive only for what is going on at the moment; for habits use the simple present.

ACTIVITY

The four seasons

Make a seasons book and a now-report.

You will need

- Paper folded into a four-page booklet
- Colored pencils

Steps

1. Make one page for each season: draw it and write four sentences about weather and activities.
2. Write how you feel in each season with estar: En invierno estoy contento porque...
3. At six moments in one day, write what each family member is doing: Son las cuatro. Mamá está cocinando.
4. Write five pairs contrasting ser and estar.
5. Copy Genesis 8:22 on the cover.

Tips

- Ask: a lasting quality (ser) or a condition right now (estar)?
- Only estar changes in the progressive; the gerundio never changes.

Check your work

☐ I described all four seasons.

☐ I formed the progressive and used estar for conditions.

SPANISH NOTEBOOK

1. Copy the seasons with a drawing for each.
2. Copy the gerundio rules with examples.
3. Copy Genesis 8:22 in Spanish and English.

> **From history.** In the Southern Hemisphere countries of Argentina, Chile, Uruguay and Paraguay, Christmas falls in the heat of summer, and families often celebrate outdoors with a barbecue (un asado) on Christmas Eve, followed by fireworks at midnight. The school year there runs from March to December.

WORKED EXAMPLES

Example 1. Say: I'm tired because I'm studying a lot.

▼ **Show solution**

1. Condition: estoy cansado (cansada).
2. Progressive: estoy estudiando.

Answer: Estoy cansado porque estoy estudiando mucho.

Example 2. Make the gerundio: leer, escribir, dormir.

▼ **Show solution**

1. leer → leyendo (spelling).
2. escribir → escribiendo.
3. dormir → durmiendo (o → u).

Answer: leyendo, escribiendo, durmiendo

Example 3. Explain: Juan es aburrido versus Juan está aburrido.

▼ **Show solution**

1. ser: what he is like.
2. estar: how he feels now.

Answer: Es aburrido: Juan is boring. Está aburrido: Juan is bored.

PRACTICE

1. Easy What season is el otoño?

   ▼ **Show answer**

   autumn.

2. Easy Say: I am happy.

   ▼ **Show answer**

   Estoy contento (contenta).

3. Easy Gerundio of hablar?

   ▼ **Show answer**

   hablando.

4. Medium Translate: What are you doing? (tú)

   ▼ **Show answer**

   ¿Qué estás haciendo?

5. Medium Translate: The door is open.

   ▼ **Show answer**

   La puerta está abierta.

6. Medium Ser or estar: Mi abuela ___ enferma.

   ▼ **Show answer**

   está.

7. Hard Why does Spanish not say Estoy yendo a la escuela mañana?

   ▼ **Show answer**

   The progressive is only for what is happening now; for plans use ir a or the simple present (Voy a la escuela mañana).

8. Hard What does God promise in Genesis 8:22, and when do we see it kept?

   ▼ **Show answer**

   That seedtime and harvest, cold and heat, summer and winter, day and night will not cease; every year in the seasons.

COMMON MISTAKES

- Using ser for feelings: soy cansado. Say estoy cansado.
- Forgetting estar in the progressive: yo comiendo. Say estoy comiendo.
- Using the progressive for habits: Estoy yendo a la iglesia los domingos. Say Voy a la iglesia los domingos.

Make it a game · ¿Qué estoy haciendo?. Charades with the progressive: one player acts out an action; the others guess in Spanish: ¡Estás nadando! ¡Estás durmiendo! The first right guess acts next. Add a feeling for a bonus: ¡Estás cocinando y estás nervioso!

Scripture. "While the earth remaineth, seedtime and harvest, and cold and heat, and summer and winter, and day and night shall not cease." (Genesis 8:22, KJV)

In the Spanish Bible: Todavía serán todos los tiempos de la tierra; la sementera y la siega, y el frío y calor, verano é invierno, y día y noche, no cesarán. Find two seasons, two kinds of weather and two times of day.

UNIT 8 · EL TIEMPO Y LAS ESTACIONES · LESSON 8.3 OF 36 · 4 SESSIONS OF 40–50 MINUTES

8.3 Hago, Pongo, Salgo: The Yo-Go Verbs

OBJECTIVES

- Conjugate verbs with -go in the yo form: hacer, poner, salir, traer, oír.
- Conjugate decir (digo, dices) and venir (vengo, vienes), which also change their stems.
- Use hacer in everyday expressions: hacer la tarea, hacer la cama, hacer preguntas.
- Read Genesis 1:31 in the Reina-Valera.

Warm-up. Say in English what you do every morning: I make my bed, I put on my shoes, I leave the house, I bring my books. In Spanish these verbs share a secret: their yo form ends in -go.

WATCH

Irregular Verbs in Spanish in the Present Tense: Conjugation and Examples

Spanish Learning Lab · 7:21

https://www.youtube.com/watch?v=d--zU1v7SQY

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraph on the yo-go verbs. Pause at each verb and say the yo form.

Note: A lesson on the common irregular verbs in the present tense.

BACKUP VIDEO

Spanish Lesson 14: Common Irregular Present-Tense Verbs | Ir, Hacer, Salir, Poner & More (A1)

Learn Spanish Through Stories · 9:17

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

Session 2 or 3: a longer lesson on ir, hacer, salir, poner and other irregular verbs. Watch the first half if time is short.

KEY TERMS

el verbo irregular

A verb that does not follow the regular pattern.

salir de

To leave (a place): Salgo de casa.

bueno en gran manera

Very good (Genesis 1:31).

hacer

To do, to make: hago, haces, hace, hacemos, hacen.

decir

To say, tell: digo, dices, dice, decimos, dicen.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

hacer
ah-SEHR
verb · hago
to do, make

poner
poh-NEHR
verb · pongo
to put, place

salir
sah-LEER
verb · salgo
to leave, go out

traer
trah-EHR
verb · traigo
to bring

oír
oh-EER
verb · oigo, oyes
to hear

decir
deh-SEER
verb · digo, dices
to say, tell

venir
beh-NEER
verb · vengo, vienes
to come

la tarea
tah-REH-ah
noun
homework

la cama
KAH-mah
noun
bed

el Creador
kreh-ah-DOHR
noun
the Creator

CORE IDEAS

The story. Six times in Genesis 1, God looks at what He has made and sees that it is good: light, land and sea, plants, sun and moon, fish and birds, animals. On the sixth day He makes man in His own image, male and female, and gives them dominion over the earth. Then He looks at everything together: And God saw every thing that he had made, and, behold, it was very good. In Spanish: **vió Dios todo lo que había**

hecho, y he aquí que era bueno en gran manera. Hecho comes from hacer, the most important verb of this lesson: God is the Maker of all.

How Spanish works: the yo-go verbs. These verbs are regular except for yo: **hacer** → **hago**, haces, hace · **poner** (to put) → **pongo**, pones · **salir** (to leave, go out) → **salgo**, sales · **traer** (to bring) → **traigo**, traes · **oír** (to hear) → **oigo**, oyes, oye, oímos, oyen.

How Spanish works: decir and venir. These have -go in yo and a stem change in the boot: **decir** (to say, tell) → **digo, dices, dice, decimos, dicen**. **venir** (to come) → **vengo, vienes, viene, venimos, vienen**. And tener, which you know already: **tengo**, tienes. Jesus said, **Venid á mí**, come unto me, in the old vosotros command form.

How Spanish works: hacer expressions. hacer la tarea (do homework) · **hacer la cama** (make the bed) · **hacer ejercicio** · **hacer una pregunta** (ask a question) · **hacer un viaje** (take a trip) · **hacer la maleta** (pack). And from Lesson 8.1: hace frío. **¿Qué haces?** is what are you doing? The answer usually uses another verb: Leo un libro.

ACTIVITY

My morning, my week

Describe your routine with the yo-go verbs.

You will need

- Your notebook

Steps

1. Write ten sentences about your morning with yo-go verbs: Hago la cama. Pongo la mesa. Salgo de casa a las ocho. Traigo mi Biblia.
2. Rewrite five for a brother or sister with él or ella.
3. Interview a family member: ¿Qué haces los sábados? ¿A qué hora sales? ¿Qué traes a la iglesia?
4. Write a list of things God made in Genesis 1 with Dios hace...
5. Make flashcards for all seven yo-go verbs.

Tips

- Only yo has -go; tú, él and the others are regular (except decir and venir).
- Oír has y in oyes, oye, oyen.

Check your work

☐ I used all seven yo-go verbs correctly.

☐ I conjugated decir and venir.

SPANISH NOTEBOOK

1. Copy the seven yo-go verbs with their yo forms.
2. Copy full charts for decir and venir.
3. Copy Genesis 1:31 in Spanish and English.

> **From history.** The Spanish word for God as Maker, el Creador, and for a poet, el poeta, both come from words for making: poeta from the Greek poiein, to make. Old Spanish writers loved to call God el Hacedor, the Maker, and the creed in Spanish begins: Creo en Dios, Padre todopoderoso, Creador del cielo y de la tierra.

WORKED EXAMPLES

Example 1. Say: I put my books on the table.

▼ **Show solution**

1. poner → pongo.
2. on the table = en la mesa.

Answer: Pongo mis libros en la mesa.

Example 2. Say: My father says that it's cold.

▼ **Show solution**

1. decir → dice.
2. that = que.

Answer: Mi padre dice que hace frío.

Example 3. Ask your friend: Are you coming to church on Sunday?

▼ **Show solution**

1. venir, tú → vienes.

Answer: ¿Vienes a la iglesia el domingo?

PRACTICE

1. Easy Yo form of hacer?

   ▼ **Show answer**

   hago.

2. Easy Yo form of salir?

   ▼ **Show answer**

   salgo.

3. Easy What does traer mean?

   ▼ **Show answer**

   to bring.

4. Medium Conjugate venir for nosotros and ellos.

▼ **Show answer**

venimos, vienen.

5. Medium Translate: I hear the music.

▼ **Show answer**

Oigo la música.

6. Medium Translate: I do my homework at four.

▼ **Show answer**

Hago la tarea a las cuatro.

7. Hard Which forms of decir have i, and which keep e?

▼ **Show answer**

digo, dices, dice, dicen have i; decimos (and the infinitive) keep e.

8. Hard What did God say about all He had made in Genesis 1:31, in English and Spanish?

▼ **Show answer**

It was very good; era bueno en gran manera.

COMMON MISTAKES

- Saying yo hace or yo hacgo. Say hago.
- Saying yo deco. Say digo.
- Using salir without de before the place: Salgo la casa. Say Salgo de la casa.

> **Make it a game · Yo-go relay.** Two teams line up. Call out an infinitive and a subject (salir, yo). The first player in each line runs to the board and writes the form (salgo). First correct wins a point; then the next players go.

> **Scripture.** "And God saw every thing that he had made, and, behold, it was very good. And the evening and the morning were the sixth day." (Genesis 1:31, KJV)
>
> In the Spanish Bible: Y vió Dios todo lo que había hecho, y he aquí que era bueno en gran manera. Había hecho means had made, from hacer.

UNIT 9

La Vida Diaria

Lesson 9.1 describes the daily routine with reflexive verbs (me levanto, me lavo, me visto, me acuesto), with Psalm 5:3 and Velázquez's kitchen scene with Martha and Mary in the background. Lesson 9.2 names household chores and expresses obligation: tengo que, hay que, debo, necesito, with Colossians 3:23.

Lesson 9.3 contrasts saber (to know facts, to know how) and conocer (to know a person or place, to be acquainted), with the personal a, and closes with John 10:14, conozco mis ovejas.

PREREQUISITES

- Units 1–8, especially stem-changing verbs, the yo-go verbs and telling time.

MASTERY CHECKLIST

- ☐ I can describe my daily routine with reflexive verbs.
- ☐ I can name household chores.
- ☐ I can express obligation with tener que, hay que and deber.
- ☐ I can choose between saber and conocer.
- ☐ I can use the personal a.
- ☐ I can read Colossians 3:23 and John 10:14 in the Reina-Valera.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **A chore chart**: Make one in Spanish for the family in Lesson 9.2.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

LESSONS IN THIS UNIT

9.1 **Me Levanto: Reflexive Verbs and Routine** — 4 sessions of 40–50 minutes

9.2 **Tengo Que Ayudar: Chores and Obligations** 4 sessions of 40–50 minutes

9.3 **Saber y Conocer: Two Ways to Know** 4 sessions of 40–50 minutes

Unit 9 test

Unit 9 test. 50 points.

1. **5 pts**
   Conjugate levantarse in the present (yo, tú, él, nosotros, ellos).

2. **5 pts**
   Complete with the reflexive verb: Yo (despertarse) ___ a las seis. Mi hermano (ducharse) ___ por la noche. Nosotros (vestirse) ___ rápido. ¿A qué hora (acostarse) ___ tú? Ellos (lavarse) ___ las manos.

3. **5 pts**
   Oral: Describe your morning routine in five sentences with times.

4. **5 pts**
   Name five household chores in Spanish.

5. **5 pts**
   Translate: I have to wash the dishes, and my brother has to take out the trash.

6. **5 pts**
   Translate: One must pray every day. We should help our parents.

7. **5 pts**
   Conjugate saber and conocer for yo, tú, nosotros.

8. **5 pts**
   Saber or conocer: Yo ___ nadar. ¿___ tú a mi abuela? Nosotros ___ Madrid. Ella ___ la respuesta. ¿___ usted dónde está la iglesia?

9. **5 pts**

   Add the personal a where needed: Veo ___ mi padre. Veo ___ la casa. Conozco ___ Juan. Busco ___ mi libro.

10. **5 pts**

    Translate John 10:14 from the Spanish: Yo soy el buen pastor; y conozco mis ovejas, y las mías me conocen. Why conocer and not saber?

ANSWER KEY

1. me levanto, te levantas, se levanta, nos levantamos, se levantan.
2. me despierto; se ducha; nos vestimos; te acuestas; se lavan.
3. For example: Me despierto a las seis y media. Me levanto. Me lavo la cara. Me visto. Desayuno a las siete.
4. Any five: lavar los platos, hacer la cama, barrer el piso, sacar la basura, poner la mesa, cortar el césped, limpiar mi cuarto, pasar la aspiradora.
5. Tengo que lavar los platos, y mi hermano tiene que sacar la basura.
6. Hay que orar todos los días. Debemos ayudar a nuestros padres.
7. sé, sabes, sabemos; conozco, conoces, conocemos.
8. sé; Conoces; conocemos; sabe; Sabe.
9. a; (none); a; (none).
10. I am the good shepherd, and know my sheep, and am known of mine. Conocer is for knowing persons personally.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: UN DÍA EN LA VIDA

Make an illustrated A Day in the Life booklet or short video in Spanish following one member of your family from waking to bedtime: at least twelve sentences with times, eight reflexive verbs, three obligations (tiene que, hay que, debe) and one sentence with saber and one with conocer. End with the family's evening prayer or Bible reading, and Colossians 3:23.

LOOK FOR	WHAT IT MEANS
Reflexives	Eight or more reflexive verbs with correct pronouns.
Obligation	Tener que, hay que and deber used correctly.
Saber and conocer	Each used correctly.
Presentation	Twelve sentences with times, clearly illustrated.

UNIT 9 · LA VIDA DIARIA · LESSON 9.1 OF 36 · 4 SESSIONS OF 40–50 MINUTES

9.1 Me Levanto: Reflexive Verbs and Routine

OBJECTIVES

- Conjugate reflexive verbs with me, te, se, nos, se: me levanto, te lavas, se viste.
- Describe a daily routine in order with times and sequence words.
- Use reflexive verbs with parts of the body: Me lavo las manos.
- Describe Velázquez's Christ in the House of Martha and Mary and read Psalm 5:3.

> **Warm-up.** What is the first thing you do when you wake up? Wake up, get up, wash, get dressed. In English we just say I get dressed; in Spanish you dress yourself. Today you learn the verbs where the action comes back to the person doing it.

WATCH

Reflexive Verbs Made Easy With a Song! (Spanish Lesson)

Señor Jordan · 3:13

https://www.youtube.com/watch?v=aYFCwIfZ-s4

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraphs. Sing along and act out each action.

Note: A song and lesson on reflexive verbs in Spanish.

BACKUP VIDEO

Canción Mi Rutina Diaria con Letra (Spanish Daily Routine Song) | Mi Camino Spanish

Mi Camino Spanish · 2:20

https://www.youtube.com/watch?v=bWgs7UVUdnA

Session 2 or 3: a daily-routine song with lyrics. Sing it each morning this week.

KEY TERMS

el verbo reflexivo
Reflexive verb: the subject does the action to itself: lavarse = to wash oneself.

el pronombre reflexivo
me, te, se, nos, se.

la rutina
Routine.

primero, luego, después, por fin
First, then, afterward, finally.

de mañana
In the morning, early (Psalm 5:3).

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

levantarse

leh-bahn-TAHR-seh

reflexive verb

to get up

despertarse

dehs-pehr-TAHR-seh

reflexive verb, e → ie

to wake up

ducharse

doo-CHAHR-seh

reflexive verb

to shower

lavarse

lah-BAHR-seh

reflexive verb

to wash (oneself)

vestirse

behs-TEER-seh

reflexive verb, e → i

to get dressed

acostarse

ah-kohs-TAHR-seh

reflexive verb, o → ue

to go to bed

cepillarse

seh-pee-YAHR-seh

reflexive verb

to brush (teeth, hair)

primero

pree-MEH-roh

adverb

first

luego

LWEH-goh

adverb

then, later

después

dehs-PWEHS

adverb

afterward

CORE IDEAS

The story. David began his day with God. Psalm 5 is a morning prayer: Give ear to my words, O LORD, consider my meditation. Hearken unto the voice of my cry, my King, and my God: for unto thee will I pray. My voice shalt thou hear in the morning, O LORD; in the morning will I direct my prayer unto thee, and will look up. Before the work and the noise of the day, he set his face toward the Lord and waited for Him. In Spanish: **de mañana oirás mi voz.** Many Christian families still begin the routine of the day this way.

How Spanish works: reflexive verbs. A reflexive infinitive ends in **-se**: **levantarse** (to get up). The pronoun matches the subject and comes before the verb: **me levanto · te levantas · se levanta · nos levantamos · se levantan.** Common ones: **despertarse** (e→ie, to wake up), **levantarse**, **ducharse** (shower), **bañarse**, **lavarse**, **cepillarse los dientes**, **peinarse** (comb), **vestirse** (e→i), **acostarse** (o→ue, go to bed), **dormirse** (fall asleep), **llamarse** (me llamo, you know it already).

How Spanish works: reflexive or not? The same verb can be reflexive or not: **Lavo el coche** (I wash the car) but **Me lavo** (I wash myself). **Despierto a mi hermano** (I wake my brother) but **Me despierto.** With body parts and clothes, use the article: **Me lavo las manos. Me pongo los zapatos.** With an infinitive, the pronoun attaches to the end: **Voy a acostarme.**

How Spanish works: telling a routine. Use sequence words: **primero** (first), **luego** (then), **después** (afterward), **antes de** + infinitive (before), **después de** + infinitive (after), **por fin** (finally). **Primero me despierto a las seis. Luego oro y leo la Biblia. Después de ducharme, me visto.**

PICTURE STUDY



Christ in the House of Martha and Mary, Diego Velázquez, 1618 · Oil on canvas · The National Gallery, London

Image: Wikimedia Commons, public domain

Velázquez painted this in Seville at nineteen, the same year as the Old Woman Cooking Eggs. In the small scene at the back, Mary sits at Jesus' feet while Martha complains that she is left to serve alone; Jesus answers, Martha, Martha, thou art careful and troubled about many things: but one thing is needful. The young cook in front seems to be another Martha, busy and cross, while the old woman points her to what matters most.

Look closely

- Find the cook and what she is doing. How does she feel?
- Find the old woman. What is she doing?
- Find Jesus and Mary in the small scene.
- Name the foods on the table in Spanish.

Talk about it

1. Is the young cook like Martha or like Mary right now?
2. How can a busy daily routine still make room for the one thing needful?

ACTIVITY

Mi rutina

Describe and illustrate your daily routine.

You will need

- Paper for a comic strip
- Your notebook

Steps

1. Draw your morning as a comic strip of eight panels and caption each with a reflexive verb and a time.
2. Write your evening routine in five sentences.
3. Interview a parent about his or her routine with ¿A qué hora te levantas? ¿Qué haces primero?
4. Compare: write four sentences about how your routine and your parent's differ.
5. Add a morning prayer time to your routine, with Psalm 5:3.

Tips

- Check that the pronoun matches the subject.
- Use the article with body parts.

Check your work

☐ I used eight reflexive verbs correctly.

☐ I used sequence words and times.

SPANISH NOTEBOOK

1. Copy the levantarse chart.
2. List twelve reflexive verbs with meanings.
3. Copy Psalm 5:3 in Spanish and English.

> **From history.** In many Spanish-speaking homes the day begins with a blessing: children ask their parents or grandparents, ¡Bendición!, and the elder answers, Dios te bendiga. At night they say, Hasta mañana, si Dios quiere.

WORKED EXAMPLES

Example 1. Say: I wake up at six, but I get up at six-thirty.

▼ **Show solution**

1. despertarse e→ie: me despierto.
2. levantarse: me levanto.

Answer: Me despierto a las seis, pero me levanto a las seis y media.

Example 2. Say: We brush our teeth.

▼ **Show solution**

1. nos cepillamos.
2. Article with body parts: los dientes.

Answer: Nos cepillamos los dientes.

Example 3. Say: I am going to go to bed.

▼ **Show solution**

1. voy a + acostarse; pronoun attaches: acostarme.

Answer: Voy a acostarme.

PRACTICE

1. Easy What does me visto mean?

   ▼ **Show answer**

   I get dressed.

2. Easy Reflexive pronoun for nosotros?

   ▼ **Show answer**

   nos.

3. Easy What does luego mean?

   ▼ **Show answer**

   then, later.

4. Medium Translate: My sister showers at night.

   ▼ **Show answer**

   Mi hermana se ducha por la noche.

5. Medium Translate: At what time do you go to bed? (tú)

   ▼ **Show answer**

   ¿A qué hora te acuestas?

6. Medium Reflexive or not: I wash the dog / I wash myself.

   ▼ **Show answer**

   Lavo al perro / Me lavo.

7. Hard Why is it me lavo las manos and not me lavo mis manos?

   ▼ **Show answer**

   The reflexive pronoun already shows whose hands; Spanish uses the article with body parts.

8. Hard What did Jesus tell Martha, and how does the Velázquez painting echo it?

   ▼ **Show answer**

   That she was troubled about many things but one thing is needful, and Mary had chosen the good part; the busy cook is a Martha, and the old woman points her to Christ.

COMMON MISTAKES

- Leaving out the pronoun: Yo levanto a las seis. Say Me levanto.
- Using the wrong pronoun: Nosotros se levantamos. Say nos levantamos.
- Using a possessive with body parts: Me lavo mi cara. Say Me lavo la cara.

REFERENCE GUIDE

An eight-page, color-coded Spanish verbs and grammar guide for Spanish I: sounds and accents, nouns, articles and adjectives, pronouns, ser and estar, gustar, stem-

changing and irregular verbs, reflexive and object pronouns, the preterite, imperfect, future, conditional and perfect tenses, the subjunctive, commands, por and para, and a table of the most-used irregular verbs. Latin American Spanish, as the course teaches. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Make it a game · La rutina loca.** Write twelve routine actions on cards and shuffle them. Players take turns drawing a card and acting it out while saying it in the first person (Me cepillo los dientes). Then, as a group, put the cards in a sensible order and tell the whole routine with sequence words.

> **Scripture.** "My voice shalt thou hear in the morning, O LORD; in the morning will I direct my prayer unto thee, and will look up." (Psalm 5:3, KJV)
>
> In the Spanish Bible: Oh Jehová, de mañana oirás mi voz; de mañana me presentaré á ti, y esperaré. Me presentaré is reflexive: I will present myself.

UNIT 9 · LA VIDA DIARIA · LESSON 9.2 OF 36 · 4 SESSIONS OF 40–50 MINUTES

9.2 Tengo Que Ayudar: Chores and Obligations

OBJECTIVES

- Name household chores.
- Express obligation with tener que, hay que, deber and necesitar + infinitive.
- Make a family chore chart in Spanish.
- Read Colossians 3:23 in the Reina-Valera.

> **Warm-up.** Which chore do you like least? Which do you not mind? Does anyone in your family actually enjoy washing dishes? Today you learn to name the chores and to say what you have to do, and you read a verse that changes how a chore feels.

WATCH

Chores in Spanish: Hay que & Tener que - Los quehaceres en español

Spanish Learning Lab · 2:37

https://www.youtube.com/watch?v=9lsJXPGQJCw

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraphs. Pause and say which chores are yours.

Note: A short lesson on chores with hay que and tener que.

BACKUP VIDEO

MIS QUEHACERS / MIS DEBERES (My Chores) Level 2 | Mi Camino Spanish™

Mi Camino Spanish · 1:37

https://www.youtube.com/watch?v=VwVGsMfpc8k

Session 2 or 3: a short song of household chores. Act out each one.

KEY TERMS

los quehaceres
Household chores (also las tareas de la casa).

hay que + infinitive
One must, it is necessary to (impersonal).

de ánimo
Heartily, with all your heart.

tener que + infinitive
To have to: Tengo que barrer.

deber + infinitive
Should, ought to, must (moral duty).

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

los quehaceres
keh-ah-SEH-rehs
noun
chores

tener que
teh-NEHR keh
phrase + infinitive
to have to

hay que
AY keh
phrase + infinitive
one must

deber
deh-BEHR
verb + infinitive
should, ought to

lavar los platos
lah-BAHR lohs PLAH-tohs
phrase
to wash the dishes

barrer
bah-RREHR
verb, -er
to sweep

sacar la basura
sah-KAHR lah bah-SOO-rah
phrase
to take out the trash

poner la mesa
poh-NEHR lah MEH-sah
phrase
to set the table

limpiar
leem-PYAHR
verb, -ar
to clean

ayudar
ah-yoo-DAHR
verb, -ar
to help

CORE IDEAS

The story. When Paul wrote to the church at Colossae, many of the believers were servants who spent their days doing work for others: carrying water, grinding grain, cleaning, cooking. Paul did not tell them their work was beneath God's notice. He told them it was service to Christ Himself: And whatsoever ye do, do it heartily, as to the Lord, and not unto men; knowing that of the Lord ye shall receive the reward of the inheritance: for ye serve the Lord Christ. A chore done for Christ is no small thing. In Spanish: **todo lo que hagáis, hacedlo de ánimo, como al Señor.**

How Spanish works: chores. lavar los platos (wash dishes) · **secar los platos** (dry) · **poner la mesa / quitar la mesa** (set / clear the table) · **hacer la cama** · **barrer el piso** (sweep) · **pasar la aspiradora** (vacuum) · **sacar la basura** (take out the trash) · **limpiar el cuarto** · **lavar la ropa** · **cortar el césped** (mow) · **dar de comer al perro** (feed the dog) · **cuidar a mis hermanos** (look after).

How Spanish works: obligation. tener que + infinitive: a personal obligation: **Tengo que lavar los platos. hay que** + infinitive: what must be done in general, without a subject: **Hay que sacar la basura los martes. deber** + infinitive: what one should or ought to do: **Debemos honrar a nuestros padres. necesitar** + infinitive: to need to: **Necesito estudiar.**

How Spanish works: no tener que. No tengo que means I don't have to (it is not necessary), not I must not: **Hoy no tengo que trabajar.** For must not, use **no debes**: **No debes mentir** (you must not lie).

ACTIVITY

El cuadro de quehaceres

Make a real chore chart for your family in Spanish.

You will need

- A large sheet of paper
- Markers

Steps

1. Make a chart with the days across and family members down, and fill it with chores in Spanish.
2. Write a sentence for each person: Los lunes, papá tiene que cortar el césped.
3. Write five hay que sentences about your household: Hay que dar de comer al perro todos los días.
4. Write five deber sentences about how Christians should work, from Colossians 3:23.
5. Do every chore on your line this week and check it off in Spanish: ¡Hecho!

Tips

- Remember que after tener and hay.
- Deber has no que: debo estudiar.

Check your work

☐ My chart is complete and in Spanish.

☐ I used tener que, hay que and deber correctly.

SPANISH NOTEBOOK

1. List fifteen chores with drawings.
2. Copy the four ways to express obligation with examples.
3. Copy Colossians 3:23 in Spanish and English.

> **From history.** The Spanish word for chores, quehaceres, is simply que + hacer: things to do. Spanish proverbs about work are many: A quien madruga, Dios le ayuda (God helps the one who gets up early), and Poco a poco se va lejos (little by little one goes far).

WORKED EXAMPLES

Example 1. Say: I have to set the table.

▼ **Show solution**

1. tener que + infinitive.
2. set the table = poner la mesa.

Answer: Tengo que poner la mesa.

Example 2. Say: One must sweep the floor every day.

▼ **Show solution**

1. Impersonal: hay que.

Answer: Hay que barrer el piso todos los días.

Example 3. Say: Tomorrow I don't have to work.

▼ **Show solution**

1. no tener que = not have to.

Answer: Mañana no tengo que trabajar.

PRACTICE

1. Easy What is sacar la basura?

   ▼ **Show answer**

   to take out the trash.

2. Easy Say: I have to study.

   ▼ **Show answer**

   Tengo que estudiar.

3. Easy What does deber mean before an infinitive?

   ▼ **Show answer**

   should, ought to.

4. Medium Translate: My brothers have to wash the dishes.

   ▼ **Show answer**

   Mis hermanos tienen que lavar los platos.

5. Medium Translate: We should help.

   ▼ **Show answer**

   Debemos ayudar.

6. Medium Translate: You must not lie. (tú)

   ▼ **Show answer**

   No debes mentir.

7. Hard What is the difference between Tengo que barrer and Hay que barrer?

   ▼ **Show answer**

   Tengo que: I personally have to; hay que: it must be done (by someone), impersonal.

8. Hard According to Colossians 3:23, how and for whom should we work?

   ▼ **Show answer**

   Heartily, as to the Lord and not unto men.

COMMON MISTAKES

- Leaving out que: Tengo lavar. Say Tengo que lavar.
- Adding que after deber: Debo que estudiar. Say Debo estudiar.
- Using no tengo que for must not. For must not, say no debo.

> **Make it a game · ¿Qué tengo que hacer?.** Show a picture or describe a mess (the dishes are dirty, the dog is hungry, the bed is unmade). Players race to say the obligation: ¡Hay que lavar los platos! ¡Tienes que dar de comer al perro! First correct answer wins the card.

> **Scripture.** “And whatsoever ye do, do it heartily, as to the Lord, and not unto men;” (Colossians 3:23, KJV)
>
> In the Spanish Bible: Y todo lo que hagáis, hacedlo de ánimo, como al Señor, y no á los hombres. Hagáis and hacedlo both come from hacer.

UNIT 9 · LA VIDA DIARIA · LESSON 9.3 OF 36 · 4 SESSIONS OF 40–50 MINUTES

9.3 Saber y Conocer: Two Ways to Know

OBJECTIVES

- Conjugate saber (sé, sabes) and conocer (conozco, conoces).
- Use saber for facts, information and skills (saber + infinitive).
- Use conocer for people, places and things you are acquainted with.
- Use the personal a before people, and read John 10:14.

> **Warm-up.** Do you know your phone number? Do you know your pastor? Do you know how to swim? Do you know Mexico City? In English it is all know. In Spanish there are two verbs, and choosing the right one is a sign that you really understand the language.

WATCH

When To Use Saber or Conocer | The Language Tutor *Lesson 41*

The Language Tutor - Spanish · 9:32

https://www.youtube.com/watch?v=BG9oPKBEWX0

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraphs. Pause before each example and choose saber or conocer.

Note: A lesson on when to use saber or conocer.

BACKUP VIDEO

Saber vs. Conocer - Verbos que causan confusión en español

Why Not Spanish? · 9:37

https://www.youtube.com/watch?v=iSERQpQPe2o

Session 2 or 3: a second explanation, mostly in Spanish, of saber and conocer. Watch with Spanish subtitles if available.

KEY TERMS

saber

To know facts or information; to know how (+ infinitive): sé, sabes, sabe.

conocer

To know a person, place or thing by acquaintance; to meet: conozco, conoces.

la a personal

The personal a: placed before a person who receives the action: Conozco a Juan.

el pastor

Shepherd; pastor.

las ovejas

Sheep.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

saber
sah-BEHR
verb · sé, sabes
to know (facts); to know how

conocer
koh-noh-SEHR
verb · conozco, conoces
to know (people, places); to meet

la respuesta
rrehs-PWEHS-tah
noun
answer

la dirección
dee-rehk-SYOHN
noun
address; direction

el pastor
pahs-TOHR
noun
shepherd; pastor

la oveja
oh-BEH-hah
noun
sheep

nadar
nah-DAHR
verb, -ar
to swim

tocar
toh-KAHR
verb, -ar
to touch; to play (an instrument)

alguien
AHL-gyehn
pronoun
someone

nadie
NAH-dyeh
pronoun
no one

CORE IDEAS

The story. In John 10 Jesus describes Himself as the Good Shepherd. A hireling flees when the wolf comes, because the sheep are not his own. But the Good Shepherd gives His life for the sheep. Then Jesus says something only a shepherd who loves his flock could say: I am the good shepherd, and know my sheep, and am known of mine. As the Father knoweth me, even so know I the Father. The Spanish uses

conocer: **conozco mis ovejas, y las mías me conocen.** It is not knowing facts about someone; it is knowing them personally, by name, as a friend.

How Spanish works: saber. sé, sabes, sabe, sabemos, saben (only yo is irregular; sé has an accent to tell it from se). Use it for facts and information: **Sé la respuesta. ¿Sabes dónde vive?** With an infinitive, saber means know how to: **Sé nadar. Mi abuela sabe hacer tortillas.**

How Spanish works: conocer. conozco, conoces, conoce, conocemos, conocen (only yo is irregular: -zco). Use it for people, places and things you are personally familiar with: **Conozco a tu padre. ¿Conoces Madrid? Conozco esta canción.** In the past it can mean met: you will see conocí in Unit 11.

How Spanish works: the personal a. When the direct object of a verb is a specific person (or a beloved pet), put **a** before it: **Conozco a María. Veo a mi abuelo. Amo a Dios.** Not before things: **Veo la casa.** Tener usually drops it: Tengo dos hermanos.

ACTIVITY

¿Qué sabes? ¿A quién conoces?

Survey your family about what they know and whom they know.

You will need

- Your notebook

Steps

1. Write ten questions, five with saber and five with conocer: ¿Sabes cocinar? ¿Conoces a alguien de México?
2. Ask three family members and record their answers with sabe and conoce.
3. Write five things you know how to do (Sé…) and five places or people you know (Conozco…).
4. Write five sentences with the personal a and five without.
5. Write John 10:14 on a card and learn it by heart in Spanish.

Tips

- Facts and skills: saber. People and places: conocer.
- Never put saber before a person: Conozco a Juan, not sé a Juan.

Check your work

☐ I chose saber and conocer correctly every time.

☐ I used the personal a correctly.

SPANISH NOTEBOOK

1. Copy the saber and conocer charts.
2. Write the rule in your own words with three examples each.
3. Copy John 10:14 in Spanish and English.

> **From history.** Spanish has a saying, Más sabe el diablo por viejo que por diablo: the devil knows more for being old than for being the devil. It means that experience teaches more than cleverness. Another: Dime con quién andas y te diré quién eres: tell me whom you walk with, and I'll tell you who you are, a Spanish echo of Proverbs 13:20.

WORKED EXAMPLES

Example 1. Say: I know how to play the piano.

▼ **Show solution**

1. Know how to = saber + infinitive.

Answer: Sé tocar el piano.

Example 2. Say: Do you know my grandmother? (tú)

▼ **Show solution**

1. A person: conocer.
2. Personal a.

Answer: ¿Conoces a mi abuela?

Example 3. Say: We know that God loves us.

▼ **Show solution**

1. A fact: saber.
2. that = que.

Answer: Sabemos que Dios nos ama.

PRACTICE

1. Easy Yo form of saber?

   ▼ **Show answer**

   sé.

2. Easy Yo form of conocer?

   ▼ **Show answer**

   conozco.

3. Easy Saber or conocer for a city?

   ▼ **Show answer**

   conocer.

4. Medium Saber or conocer: ¿___ tú la dirección?

   ▼ **Show answer**

   Sabes.

5. Medium Translate: I know Mexico City.

   ▼ **Show answer**

   Conozco la Ciudad de México.

6. Medium Translate: She knows how to cook.

   ▼ **Show answer**

   Sabe cocinar.

7. Hard Why does John 10:14 use conocer and not saber?

   ▼ **Show answer**

   Jesus knows His sheep personally, as persons, not merely facts about them; conocer is for personal acquaintance.

8. Hard Add the personal a where needed: Busco ___ mi perro. Busco ___ mi libro. Llamo ___ mi madre.

   ▼ **Show answer**

   a (beloved pet, optional but usual); none; a.

COMMON MISTAKES

- Using saber for people: Sé a Juan. Say Conozco a Juan.
- Leaving out the personal a: Conozco Juan. Say Conozco a Juan.
- Writing se instead of sé for I know.

Make it a game · Sé o conozco. Read out phrases: nadar, a tu pastor, la capital de Perú, Nueva York, cantar en español, este libro. Players hold up an S card for saber or a C card for conocer, then make a sentence: Sé nadar. Conozco a mi pastor. A point for each correct sentence.

Scripture. "I am the good shepherd, and know my sheep, and am known of mine." (John 10:14, KJV)

In the Spanish Bible: Yo soy el buen pastor; y conozco mis ovejas, y las mías me conocen. Find conozco and conocen.

UNIT 10

Fiestas y Fe

Lesson 10.1 walks through the church year as Spanish-speaking Christians keep it: Adviento, Navidad, los Reyes Magos, Cuaresma, Semana Santa, Pascua de Resurrección and Pentecostés, with Zurbarán's bound lamb and John 1:29. Lesson 10.2 replaces nouns with the direct object pronouns lo, la, los, las (and me, te, nos), with John 14:15.

Lesson 10.3 adds the indirect object pronouns (me, te, le, nos, les) with dar, decir, escribir, mandar and enseñar, and closes with Matthew 7:7.

PREREQUISITES

- Units 1–9, especially gustar and doler (which use indirect objects) and the personal a.

MASTERY CHECKLIST

- ☐ I can name the seasons and feasts of the church year in Spanish and describe how they are kept.
- ☐ I can use direct object pronouns and place them correctly.
- ☐ I can use indirect object pronouns with dar, decir and similar verbs.
- ☐ I can conjugate dar and decir in the present.
- ☐ I can read John 1:29 and Matthew 7:7 in the Reina-Valera.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **A church calendar**: Your church's calendar or a printed liturgical calendar for Lesson 10.1.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

LESSONS IN THIS UNIT

10.1	**El Año Cristiano: Feasts and Seasons**	4 sessions of 40–50 minutes
10.2	**Lo Guardamos: Direct Object Pronouns**	4 sessions of 40–50 minutes
10.3	**Pedid y Se Os Dará: Indirect Object Pronouns**	4 sessions of 40–50 minutes

Unit 10 test

Unit 10 test. 50 points.

1. **5 pts**
   Name in Spanish: Advent, Christmas, Lent, Holy Week, Easter.

2. **5 pts**
   Who are los Reyes Magos, and when do Spanish-speaking children receive gifts from them?

3. **5 pts**
   Oral: Describe in four sentences how your family celebrates Christmas or Easter.

4. **5 pts**
   Replace the object with a pronoun: Leo la Biblia. Compro los libros. Veo a Juan. Escribo las cartas. Como el pan.

5. 5 pts

   Translate: My father calls me. I love you (tú). He sees us.

6. 5 pts

   Rewrite with the pronoun attached: Voy a leer el libro. Quiero ver a mis abuelos.

7. 5 pts

   Conjugate dar and decir in the present (yo, tú, él, nosotros, ellos).

8. 5 pts

   Complete with an indirect object pronoun: (to me) ___ da un regalo. (to her) ___ escribo una carta. (to us) ___ dicen la verdad. (to them) ___ enseño español. (to you, tú) ___ doy mi libro.

9. 5 pts

   Translate: I tell my mother the truth.

10. 5 pts

    Translate John 1:29 from the Spanish: He aquí el Cordero de Dios, que quita el pecado del mundo.

ANSWER KEY

1. el Adviento, la Navidad, la Cuaresma, la Semana Santa, la Pascua (de Resurrección).
2. The Wise Men (Magi); on January 6, Epiphany (el Día de Reyes).
3. For example: En Navidad vamos a la iglesia. Cantamos villancicos. Comemos con mis abuelos. Leemos Lucas 2.
4. La leo. Los compro. Lo veo. Las escribo. Lo como.
5. Mi padre me llama. Te quiero (Te amo). Nos ve.
6. Voy a leerlo. Quiero verlos.
7. doy, das, da, damos, dan; digo, dices, dice, decimos, dicen.
8. Me; Le; Nos; Les; Te.
9. Le digo la verdad a mi madre.
10. Behold the Lamb of God, which taketh away the sin of the world.

> Printable answer key (PDF, for the parent)

UNIT CHALLENGE: EL AÑO CRISTIANO

Make an illustrated calendar of the Christian year in Spanish with at least eight feasts and seasons. For each, write its Spanish name, its date or season, a Bible reference, and two or three sentences on how it is kept in a Spanish-speaking country (las posadas, los Reyes Magos, las procesiones de Semana Santa…). Present it to your family, and include at least five object pronouns in your sentences.

LOOK FOR	WHAT IT MEANS
Content	Eight feasts with names, dates, Scripture and customs.
Pronouns	Five or more object pronouns used correctly.
Language	Accurate present tense and vocabulary.
Presentation	Clear, attractive and presented aloud.

UNIT 10 · FIESTAS Y FE · LESSON 10.1 OF 36 · 4 SESSIONS OF 40–50 MINUTES

10.1 El Año Cristiano: Feasts and Seasons

OBJECTIVES

- Name the seasons and feasts of the Christian year in Spanish.
- Describe Christmas, Epiphany and Holy Week customs in Spanish-speaking countries.
- Use the present tense to describe customs: En México celebran las posadas.
- Describe Zurbarán's Agnus Dei and read John 1:29.

> **Warm-up.** What is your favorite Christian holiday? Why? Many Spanish-speaking countries keep the whole Christian year with great care: nine days of Christmas processions, gifts from the Wise Men in January, and a whole week of Easter processions. Today you tour the year.

WATCH

Christmas Traditions of Mexico

Mi Camino Spanish · 4:38

https://www.youtube.com/watch?v=Yi-KUMDXbfw

> **WHEN TO WATCH**
> Session 2, after the paragraph on Christmas customs. Note three customs you did not know.

Note: A short look at Christmas traditions in Mexico.

BACKUP VIDEO

¡Feliz Navidad! (Merry Christmas) | The Language Tutor

The Language Tutor - Spanish · 2:11

https://www.youtube.com/watch?v=O_H3fFyVj1s

Session 2 or 3: a short lesson on Christmas words and greetings in Spanish.

KEY TERMS

el año litúrgico
The church year.

el Adviento / la Navidad
Advent / Christmas.

la Epifanía / el Día de Reyes
Epiphany, January 6, the visit of the Wise Men.

la Cuaresma / la Semana Santa
Lent / Holy Week.

el Cordero de Dios
The Lamb of God.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

la Navidad
nah-bee-DAHD
noun
Christmas

la Nochebuena
noh-cheh-BWEH-nah
noun
Christmas Eve

el villancico
bee-yahn-SEE-koh
noun
Christmas carol

los Reyes Magos
RREH-yehs MAH-gohs
noun
the Wise Men

la Cuaresma
kwah-REHS-mah
noun
Lent

la Semana Santa
seh-MAH-nah SAHN-tah
noun
Holy Week

la Pascua
PAHS-kwah
noun
Easter

el cordero
kohr-DEH-roh
noun
lamb

el pecado
peh-KAH-doh
noun
sin

celebrar
seh-leh-BRAHR
verb, -ar
to celebrate

CORE IDEAS

The story. John the Baptist had been preaching repentance by the Jordan, and crowds were coming to be baptized. When the priests asked who he was, he said, I am the voice of one crying in the wilderness. The next day John saw Jesus coming toward him and said: Behold the Lamb of God, which taketh away the sin of the world. Every Jew knew what a lamb meant: the Passover lamb whose blood saved Israel in Egypt, the lambs offered every morning and evening at the temple. John was saying that Jesus was the sacrifice they had all pointed to. In Spanish: **He aquí el Cordero de Dios, que quita el pecado del mundo.**

How Spanish works: Christmas. El Adviento prepares for **la Navidad**. In Mexico, from December 16 to 24, families keep **las posadas**: they walk from house to house singing, as Mary and Joseph seeking lodging, until they are let in. **La Nochebuena** (Christmas Eve) ends with **la Misa del Gallo** (midnight service). Children sing **villancicos** (carols). On **el Día de Reyes**, January 6, the Wise Men bring gifts, and families share a ring-shaped cake, **la rosca de Reyes**.

How Spanish works: Lent and Easter. La Cuaresma (Lent) begins with **el Miércoles de Ceniza** (Ash Wednesday). **La Semana Santa** begins with **el Domingo de Ramos** (Palm Sunday) and includes **el Jueves Santo** and **el Viernes Santo** (Good Friday). In Seville and many cities, brotherhoods carry great images of Christ and Mary through the streets in processions. Then comes **el Domingo de Resurrección** or **la Pascua**: ¡Cristo ha resucitado! Fifty days later, **Pentecostés**.

How Spanish works: describing customs. Use the present tense and the impersonal they or se: **En España celebran los Reyes Magos. En México se celebran las posadas.** Season greetings: **¡Feliz Navidad! ¡Próspero Año Nuevo! ¡Felices Pascuas!**

PICTURE STUDY



Agnus Dei (The Lamb of God), Francisco de Zurbarán, about 1635–1640 · Oil on canvas · Museo del Prado, Madrid

Image: Wikimedia Commons, public domain

Zurbarán, a painter of Seville, made several versions of this bound lamb. With no inscription it could be a simple animal ready for market; but in Spain everyone who saw it understood it: Christ, the Lamb of God, who went to the cross willingly, as a lamb to the slaughter (Isaiah 53:7).

Look closely

- Describe the lamb. ¿De qué color es?
- Find the cord. What does it mean that the lamb's legs are tied?
- Look at the background. Why might Zurbarán have left it dark?
- Look at the lamb's face. Is it afraid?

Talk about it

1. Why is the Lamb a picture of Christ?
2. How can a painting of a simple animal preach the gospel?

ACTIVITY

Un calendario de fiestas

Make a calendar of the Christian year with Spanish customs.

You will need

- Twelve sheets or a printed calendar
- Colored pencils

Steps

1. Mark Advent, Christmas, Epiphany, Ash Wednesday, Palm Sunday, Good Friday, Easter and Pentecost in Spanish.
2. For each, write a sentence on the custom: En México celebran las posadas del 16 al 24 de diciembre.
3. Look up this year's Easter date and write it in Spanish.
4. Learn one villancico in Spanish (for example Noche de paz) and sing it for your family.
5. Write John 1:29 under the Easter page.

Tips

- Feasts take capitals; seasons often do too.
- Use the present tense for customs that happen every year.

Check your work

☐ My calendar has eight feasts and seasons in Spanish.

☐ I described at least four customs.

SPANISH NOTEBOOK

1. Draw the church year as a wheel and label it in Spanish.
2. List ten Christmas and Easter words.
3. Copy John 1:29 in Spanish and English.

> **From history.** In Spain and much of Latin America children traditionally receive their Christmas gifts not on December 25 but on January 6, from the Three Kings, who travel on their camels through the night. The evening before, children leave their shoes by the door with hay or water for the camels, and towns hold a parade, la cabalgata de Reyes.

WORKED EXAMPLES

Example 1. Say: On January 6 children receive gifts from the Wise Men.

▼ **Show solution**

1. recibir → reciben.
2. Wise Men = los Reyes Magos.

Answer: El seis de enero los niños reciben regalos de los Reyes Magos.

Example 2. Say: Holy Week begins with Palm Sunday.

▼ **Show solution**

1. empezar e→ie: empieza.

Answer: La Semana Santa empieza con el Domingo de Ramos.

Example 3. Say: Christ is risen! (as on Easter)

▼ **Show solution**

1. ha resucitado.

Answer: ¡Cristo ha resucitado!

PRACTICE

1. Easy What is la Nochebuena?

   ▼ **Show answer**

   Christmas Eve.

2. Easy What is un villancico?

   ▼ **Show answer**

   a Christmas carol.

3. Easy What is el Viernes Santo?

   ▼ **Show answer**

   Good Friday.

4. Medium Describe las posadas in one Spanish sentence.

   ▼ **Show answer**

   For example: Las familias van de casa en casa y cantan, como María y José.

5. Medium Translate: Lent begins on Ash Wednesday.

   ▼ **Show answer**

   La Cuaresma empieza el Miércoles de Ceniza.

6. Medium Say: Merry Christmas and Happy New Year!

   ▼ **Show answer**

   ¡Feliz Navidad y Próspero Año Nuevo!

7. Hard Why is a bound lamb a fitting picture of Christ?

   ▼ **Show answer**

   He was the Lamb of God who took away sin by His sacrifice, and went to the cross willingly, as a lamb led to the slaughter.

8. Hard What did John the Baptist mean by the Lamb of God who takes away the sin of the world?

   ▼ **Show answer**

   Jesus is the true sacrifice that all the Passover and temple lambs pointed to, who bears and removes sin.

COMMON MISTAKES

- Saying la Pascua only for Passover. In Spanish, la Pascua (de Resurrección) is Easter; Christmas is sometimes called las Pascuas too.
- Writing feast names in lowercase: navidad. Write Navidad.

- Translating Wise Men as hombres sabios. Say los Reyes Magos.

REFERENCE GUIDE

An eight-page, color-coded Spanish verbs and grammar guide for Spanish I: sounds and accents, nouns, articles and adjectives, pronouns, ser and estar, gustar, stem-changing and irregular verbs, reflexive and object pronouns, the preterite, imperfect, future, conditional and perfect tenses, the subjunctive, commands, por and para, and a table of the most-used irregular verbs. Latin American Spanish, as the course teaches. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Make it a game · ¿Qué fiesta es?.** Describe a feast in Spanish without naming it: Es en diciembre. Cantamos villancicos. Celebramos el nacimiento de Jesús. The first to name it (¡Es la Navidad!) describes the next.

> **Scripture.** "The next day John seeth Jesus coming unto him, and saith, Behold the Lamb of God, which taketh away the sin of the world." (John 1:29, KJV)
>
> In the Spanish Bible: He aquí el Cordero de Dios, que quita el pecado del mundo. Quita means takes away; pecado means sin.

UNIT 10 · FIESTAS Y FE · LESSON 10.2 OF 36 · 4 SESSIONS OF 40–50 MINUTES

10.2 Lo Guardamos: Direct Object Pronouns

OBJECTIVES

- Identify the direct object in a sentence.
- Replace it with me, te, lo, la, nos, los, las.
- Place the pronoun before a conjugated verb or attached to an infinitive.
- Read John 14:15 in the Reina-Valera.

> **Warm-up.** Say in English: I read the Bible. I read it every day. The word it saves you from repeating the Bible. Spanish does the same, but its object pronouns come before the verb, and they have gender.

WATCH

The Direct Objects Song! (Spanish Lesson) - Lo, la, los, & las

Señor Jordan · 4:41

https://www.youtube.com/watch?v=4utg8FNLPXw

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraphs. Sing along and point to an object each time you hear lo, la, los or las.

Note: A song and lesson on the direct object pronouns lo, la, los and las.

BACKUP VIDEO

Spanish Bite - Making simple sentences in Spanish | Part 5: Direct Objects

Señor Jordan · 2:15

https://www.youtube.com/watch?v=8wrMK1pRFXc

Session 2 or 3: a short explanation of direct objects in simple sentences.

KEY TERMS

el complemento directo
Direct object: what or whom receives the action: Leo el libro.

el pronombre de objeto directo
me, te, lo, la, nos, los, las.

lo / la
It, him / it, her (and you, usted).

guardar
To keep, to guard.

el mandamiento
Commandment.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

lo
LOH
pronoun
him, it (m.)

la
LAH
pronoun
her, it (f.)

los
LOHS
pronoun
them (m. or mixed)

las
LAHS
pronoun
them (f.)

me
MEH
pronoun
me

nos
NOHS
pronoun
us

amar
ah-MAHR
verb, -ar
to love

guardar
gwahr-DAHR
verb, -ar
to keep, guard

el mandamiento
mahn-dah-MYEHN-toh
noun
commandment

el regalo
rreh-GAH-loh
noun
gift

CORE IDEAS

The story. On the night before He died, Jesus spoke long and tenderly to His disciples in the upper room. He told them He was going to prepare a place for them, that He was the way, the truth and the life, and that He would not leave them comfortless but would send the Holy Spirit. In the middle He said: If ye love me, keep my commandments. Love for Christ is not only a feeling; it shows itself in obedience. And John later wrote the other half: We love him, because he first loved us. In Spanish: **Si me amáis, guardad mis mandamientos.**

How Spanish works: direct object pronouns. me (me) · **te** (you) · **lo** (him, it masculine, you usted masculine) · **la** (her, it feminine, you usted feminine) · **nos** (us) · **los** (them masculine or mixed, you all) · **las** (them feminine). Lo and la agree with the noun they replace: **¿La Biblia? La leo. ¿El pan? Lo como. ¿Los libros? Los compro.**

How Spanish works: placement. Before a conjugated verb: **La leo. No la leo. Me ama.** With an infinitive or gerundio you may attach it to the end: **Voy a leerla** or **La voy a leer**; **Estoy leyéndola** (add an accent to keep the stress). With an affirmative command it must attach: **¡Guárdalos!** (keep them).

How Spanish works: answering questions. Pronouns make answers natural: **¿Ves a tu abuela? Sí, la veo. ¿Tienes los boletos? No, no los tengo. ¿Me quieres? ¡Claro que te quiero!** Love between people uses querer or amar with the personal a: Amo a Dios; Dios nos ama.

ACTIVITY

Ten commandments, kept

Practice object pronouns with the Ten Commandments and with things around the house.

You will need

- Your notebook
- Ten household objects

Steps

1. Line up ten objects. For each, ask and answer with a pronoun: ¿Tienes el lápiz? Sí, lo tengo.
2. Write ten sentences about what you do with things daily, then rewrite each with a pronoun: Hago la cama → La hago.
3. Write five sentences with pronouns attached to infinitives: Voy a lavarlos.
4. Read Exodus 20:1–17 in English and write in Spanish: Los mandamientos de Dios son buenos. Los guardamos porque lo amamos.
5. Copy John 14:15 and 1 John 4:19 on a card.

Tips

- Ask: what is the gender and number of the thing replaced?
- In a negative sentence, no comes before the pronoun.

Check your work

☐ I replaced objects with the right pronoun.

☐ I placed pronouns correctly.

SPANISH NOTEBOOK

1. Copy the direct object pronoun chart.
2. Write the placement rules with examples.
3. Copy John 14:15 in Spanish and English.

> **From history.** Spain and Latin America differ on one pronoun: in much of Spain people say Le veo (I see him) for a man, a habit called leísmo, while Latin Americans and the dictionary prefer Lo veo. Both will understand you, but lo is correct everywhere.

WORKED EXAMPLES

Example 1. Replace the object: Compro las manzanas.

▼ **Show solution**

1. Las manzanas: feminine plural → las.
2. Before the verb.

Answer: Las compro.

Example 2. Answer with a pronoun: ¿Lees la Biblia? Yes.

▼ **Show solution**

1. La Biblia → la.

Answer: Sí, la leo.

Example 3. Rewrite with the pronoun attached: Voy a visitar a mis abuelos.

▼ **Show solution**

1. mis abuelos → los.
2. Attach to the infinitive.

Answer: Voy a visitarlos.

PRACTICE

1. Easy Pronoun for el libro?

   ▼ **Show answer**

   lo.

2. Easy Pronoun for las cartas?

   ▼ **Show answer**

   las.

3. Easy Translate: He loves me.

   ▼ **Show answer**

   Me ama (Me quiere).

4. Medium Replace: No veo a María.

   ▼ **Show answer**

   No la veo.

5. Medium Answer: ¿Tienes los zapatos? No.

   ▼ **Show answer**

   No, no los tengo.

6. Medium Translate: We love God because He loves us.

   ▼ **Show answer**

   Amamos a Dios porque Él nos ama.

7. Hard Give two correct ways to say I'm going to buy it (el pan).

   ▼ **Show answer**

   Lo voy a comprar. / Voy a comprarlo.

8. Hard According to John 14:15 and 1 John 4:19, how do love and obedience fit together?

   ▼ **Show answer**

   We love Him because He first loved us, and if we love Him we keep His commandments.

COMMON MISTAKES

- Putting the pronoun after a conjugated verb: Leo la. Say La leo.
- Ignoring gender: ¿La Biblia? Lo leo. Say La leo.
- Using le for a direct object in Latin America. Say lo (le is common in Spain for men, but lo is safe everywhere).

Make it a game · ¿Lo tienes?. Each player secretly holds a small object. Others ask ¿Tienes el lápiz? ¿Tienes la moneda? The holder must answer with a pronoun: No, no lo tengo / Sí, la tengo. The first to guess everyone's object wins.

Scripture. “If ye love me, keep my commandments.” (John 14:15, KJV)

In the Spanish Bible: Si me amáis, guardad mis mandamientos. Me is a direct object pronoun: if you love me. Compare 1 John 4:19: Nosotros le amamos á él, porque él nos amó primero.

UNIT 10 · FIESTAS Y FE · LESSON 10.3 OF 36 · 4 SESSIONS OF 40–50 MINUTES

10.3 Pedid y Se Os Dará: Indirect Object Pronouns

OBJECTIVES

- Identify the indirect object: to whom or for whom.
- Use me, te, le, nos, les with dar, decir, escribir, mandar, enseñar, prestar.
- Conjugate dar (doy, das) and review decir (digo, dices).
- Clarify le and les with a + person, and read Matthew 7:7.

Warm-up. You already know me gusta and me duele: the me there means to me. Today you meet the same little words with giving, telling and writing: Mi madre me da un regalo. Who gives? Mother. What? A gift. To whom? To me.

WATCH

Indirect Objects Made Easy With a Song! (Spanish Lesson)

Señor Jordan · 5:48

https://www.youtube.com/watch?v=xpNIPt5gDzg

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraphs. Sing along and act out giving and telling.

Note: A song and lesson on the indirect object pronouns.

BACKUP VIDEO

Spanish Bite - Making simple sentences in Spanish | Part 6: Indirect Objects

Señor Jordan · 2:49

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

Session 2 or 3: a short explanation of indirect objects in simple sentences.

KEY TERMS

el complemento indirecto
Indirect object: to or for whom: Le doy el libro a Ana.

me, te, le, nos, les
Indirect object pronouns: to me, to you, to him/her/you, to us, to them/you all.

dar
To give: doy, das, da, damos, dan.

prestar
To lend.

buscar / hallar
To seek / to find.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

dar

DAHR

verb · doy, das

to give

decir

deh-SEER

verb · digo, dices

to say, tell

le

LEH

pronoun · les

to him, her, you

mandar

mahn-DAHR

verb, -ar

to send; to command

prestar

prehs-TAHR

verb, -ar

to lend

la verdad

behr-DAHD

noun

truth

la carta

KAHR-tah

noun

letter

buscar

boos-KAHR

verb, -ar

to look for, seek

hallar

ah-YAHR

verb, -ar

to find

llamar

yah-MAHR

verb, -ar

to call; to knock

CORE IDEAS

The story. In the Sermon on the Mount, Jesus teaches about prayer with a promise and a picture. The promise: Ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you: For every one that asketh receiveth. The picture: What man is there of you, whom if his son ask bread, will he give him a stone? If you, being sinners, know how to give good gifts to your children, how much more shall your Father which is in heaven give good things to them that ask him? In Spanish: **Pedid, y se os dará.** The os is an indirect object pronoun: to you.

How Spanish works: indirect object pronouns. me (to me) · **te** (to you) · **le** (to him, her, you usted) · **nos** (to us) · **les** (to them, you all). Same position as direct object pronouns: before a conjugated verb, attached to infinitives and affirmative commands. **Mi padre me da dinero. Te escribo una carta. Voy a decirles la verdad.**

How Spanish works: le with a + person. Because le can mean to him, to her or to you, Spanish often adds a + the person for clarity, and keeps the le too: **Le doy el libro a Ana. Les digo la verdad a mis padres. Le escribo a usted.** This doubling is normal and correct.

How Spanish works: dar and decir. dar: doy, das, da, damos, dan. **decir:** digo, dices, dice, decimos, dicen. Other verbs that often take indirect objects: **escribir**, **mandar** (send), **enseñar** (teach, show), **prestar** (lend), **preguntar**, **pedir**, **traer**, **comprar** (buy for). **Le pido ayuda a Dios.**

ACTIVITY

Gifts and letters

Give, tell and write in Spanish.

You will need

- Small gifts or drawings
- Paper for letters

Steps

1. Give a small gift or drawing to each family member, saying in Spanish what you give: Te doy este dibujo.
2. Write a short letter in Spanish to a grandparent or friend, and say: Le escribo una carta a mi abuela.
3. Write ten sentences about who gives what to whom in your family: Mi madre nos da la cena.
4. Write five prayer requests in Spanish with pedir: Le pido a Dios...
5. Copy Matthew 7:7 on a card.

Tips

- Ask: who receives? That person is the indirect object.
- Keep le even when you add a + person.

Check your work

☐ I used me, te, le, nos, les correctly.

☐ I used dar and decir correctly.

SPANISH NOTEBOOK

1. Copy the indirect object pronoun chart.
2. Copy the dar chart.
3. Copy Matthew 7:7 in Spanish and English.

> **From history.** Gifts and courtesy go together in Spanish-speaking cultures: a guest seldom arrives empty-handed, and a host may answer praise of something in the house with Está a su disposición, it is at your disposal, a courtesy, not a real offer.

WORKED EXAMPLES

Example 1. Say: I give the book to Ana.

▼ **Show solution**

1. dar → doy.
2. to Ana: le … a Ana.

Answer: Le doy el libro a Ana.

Example 2. Say: My parents tell us the truth.

▼ **Show solution**

1. decir → dicen.
2. to us: nos.

Answer: Mis padres nos dicen la verdad.

Example 3. Say: I am going to write to them.

▼ **Show solution**

1. to them: les.
2. Attach to infinitive: escribirles.

Answer: Voy a escribirles. (Les voy a escribir.)

PRACTICE

1. Easy Yo form of dar?

▼ **Show answer**

doy.

2. Easy Indirect object pronoun for to us?

   ▼ **Show answer**

   nos.

3. Easy Translate: She gives me a gift.

   ▼ **Show answer**

   Me da un regalo.

4. Medium Translate: I lend my brother my bike.

   ▼ **Show answer**

   Le presto mi bicicleta a mi hermano.

5. Medium Translate: The teacher teaches us Spanish.

   ▼ **Show answer**

   La maestra (El maestro) nos enseña español.

6. Medium Complete: (to them) ___ mando una carta a mis primos.

   ▼ **Show answer**

   Les.

7. Hard Why does Spanish say Le doy el libro a Ana, with both le and a Ana?

   ▼ **Show answer**

   Le is normally kept with an indirect object; a Ana makes clear who le is.

8. Hard What three commands and promises are in Matthew 7:7?

   ▼ **Show answer**

   Ask and it shall be given; seek and ye shall find; knock and it shall be opened.

COMMON MISTAKES

- Leaving out le: Doy el libro a Ana. Say Le doy el libro a Ana.
- Saying yo do for I give. Say doy.
- Using lo for to him: Lo digo. Say Le digo.

Make it a game · ¿A quién le das…?. Pass around a basket of objects. Each player picks one, decides whom to give it to, and says: Le doy la manzana a Pedro. The receiver answers ¡Gracias! and must give something else away: Te doy el lápiz.

Scripture. “Ask, and it shall be given you; seek, and ye shall find; knock, and it shall be opened unto you:” (Matthew 7:7, KJV)

In the Spanish Bible: Pedid, y se os dará; buscad, y hallaréis; llamad, y se os abrirá. Os is the old vosotros object pronoun: to you.

UNIT 11

El Pasado

Lesson 11.1 opens the past with the preterite of -ar verbs (hablé, hablaste, habló, hablamos, hablaron) and the -car, -gar, -zar changes, with past time words, John 3:16 (amó) and the landing of Columbus in 1492. Lesson 11.2 adds -er and -ir verbs (comí, viví), with the spelling of leer and creer, and John 20:8 (vió, y creyó).

Lesson 11.3 teaches the three most common irregular preterites: ir and ser (fui, fuiste, fue, fuimos, fueron) and hacer (hice, hiciste, hizo), and closes with John 2:11.

PREREQUISITES

- Units 1–10: all present-tense patterns, time and date words.

MASTERY CHECKLIST

- ☐ I can conjugate regular -ar, -er and -ir verbs in the preterite.
- ☐ I can spell the yo forms of -car, -gar and -zar verbs.
- ☐ I can conjugate ir, ser and hacer in the preterite.
- ☐ I can tell a short story in the past with time words.
- ☐ I can read John 3:16, John 20:8 and John 2:11 in the Reina-Valera.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **A family photo album**: For telling stories of past events in the portfolio.

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

LESSONS IN THIS UNIT

11.1	**Ayer: The Preterite of -AR Verbs**	4 sessions of 40–50 minutes
11.2	**Vio y Creyó: The Preterite of -ER and -IR Verbs**	4 sessions of 40–50 minutes
11.3	**Fui, Fue, Hizo: Ir, Ser and Hacer in the Past**	4 sessions of 40–50 minutes

Unit 11 test

Unit 11 test. 50 points.

1. **5 pts**
   Conjugate hablar in the preterite (yo, tú, él, nosotros, ellos).

2. **5 pts**
   Conjugate comer and escribir in the preterite (yo, tú, él, nosotros, ellos).

3. **5 pts**
   Write the yo form in the preterite: buscar, llegar, empezar, tocar, jugar.

4. **5 pts**
   Write the él form in the preterite: leer, creer, oír.

5. **5 pts**
   Conjugate ir and hacer in the preterite (yo, tú, él, nosotros, ellos).

6. **5 pts**

   Complete in the preterite: Ayer yo (estudiar) ___. Anoche mis padres (salir) ___. El sábado nosotros (ir) ___ al parque. ¿Qué (hacer) ___ tú? Colón (llegar) ___ en 1492.

7. **5 pts**

   Oral: ¿Qué hiciste ayer? ¿Adónde fuiste el fin de semana? Answer in three sentences each.

8. **5 pts**

   Translate: Last week we visited our grandparents and ate tacos.

9. **5 pts**

   Write John 3:16 from Porque to mundo in Spanish and find the preterite verb.

10. **5 pts**

    In John 2:11, what did Jesus do at Cana, and what did His disciples do? Use hizo and creyeron.

ANSWER KEY

1. hablé, hablaste, habló, hablamos, hablaron.
2. comí, comiste, comió, comimos, comieron; escribí, escribiste, escribió, escribimos, escribieron.
3. busqué, llegué, empecé, toqué, jugué.
4. leyó, creyó, oyó.
5. fui, fuiste, fue, fuimos, fueron; hice, hiciste, hizo, hicimos, hicieron.
6. estudié; salieron; fuimos; hiciste; llegó.
7. Ayer estudié… Comí… El fin de semana fui a…
8. La semana pasada visitamos a nuestros abuelos y comimos tacos.
9. Porque de tal manera amó Dios al mundo; amó, from amar.
10. Jesús hizo su primera señal (turned water into wine) y sus discípulos creyeron en él.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: MI HISTORIA

Write and tell the story of an important day in your life or your family's history: a birth, a move, a trip, a baptism, a time God answered prayer. Use at least fifteen preterite verbs, including ir, ser and hacer, and time words (primero, luego, después, por fin; ayer, el año pasado, en 2019). Illustrate it with photos or drawings, read it aloud, and close with one sentence of thanks to God.

LOOK FOR	WHAT IT MEANS
Preterite	Fifteen or more preterite verbs, correctly formed.
Irregulars	Ir, ser and hacer used correctly.
Story	Clear sequence with time words.
Presentation	Illustrated and read aloud clearly.

UNIT 11 · EL PASADO · LESSON 11.1 OF 36 · 4 SESSIONS OF 40–50 MINUTES

11.1 Ayer: The Preterite of -AR Verbs

OBJECTIVES

- Conjugate regular -ar verbs in the preterite: hablé, hablaste, habló, hablamos, hablaron.
- Spell -car, -gar, -zar verbs in the yo form: busqué, llegué, empecé.
- Use past time words: ayer, anoche, la semana pasada, el año pasado, hace dos días.
- Describe Puebla's First Landing of Columbus and read John 3:16.

> **Warm-up.** What did you do yesterday? List five things. Up to now everything you have said in Spanish has been in the present. Today you step into the past, and the first verb you read in the past is the most important sentence in the Bible: God loved.

WATCH

Spanish Bite - Regular AR Verbs (Preterite)

Señor Jordan · 3:34

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

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraph on the endings. Pause and conjugate each verb before the video does.

Note: A short explanation of regular -ar verbs in the preterite.

BACKUP VIDEO

Spanish Bite - CAR verbs (Preterite)

Señor Jordan · 3:41

https://www.youtube.com/watch?v=Yps2GzRj6k4

Session 2: the spelling change for -car verbs in the preterite. Write busqué and toqué as you watch.

KEY TERMS

el pretérito
The preterite: the simple past, for completed actions: hablé = I spoke.

pasado
Last (with time words): la semana pasada, el año pasado.

el descubrimiento
Discovery.

ayer / anoche
Yesterday / last night.

hace + time
Ago: hace dos años = two years ago.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

ayer
ah-YEHR
adverb
yesterday

anoche
ah-NOH-cheh
adverb
last night

pasado
pah-SAH-doh
adjective · pasada
last, past

hace + time
AH-seh
phrase
ago

llegar
yeh-GAHR
verb · llegué
to arrive

buscar
boos-KAHR
verb · busqué
to look for

empezar
ehm-peh-SAHR
verb · empecé
to begin

jugar
hoo-GAHR
verb · jugué
to play (games)

navegar
nah-beh-GAHR
verb, -ar
to sail

el mundo
MOON-doh
noun
world

CORE IDEAS

The story. A Pharisee named Nicodemus came to Jesus by night with questions. Jesus told him he must be born again, and then said the words that have been called the gospel in miniature: For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life. Notice the tense: God loved, God gave. It is not only a feeling God has; it is something God did, once, in history, at the cross. In Spanish: **de tal manera amó Dios al mundo**. Amó is the preterite of amar.

How Spanish works: -ar preterite. Take off -ar and add: **-é, -aste, -ó, -amos, -aron**. **hablar → hablé, hablaste, habló, hablamos, hablaron.** The accents matter: **hablo** (I speak) but **habló** (he spoke). Nosotros is the same as the present (hablamos); the context tells which.

How Spanish works: spelling changes. To keep the sound, three groups change in the yo form only: **-car → -qué** (buscar → busqué, tocar → toqué, practicar → practiqué), **-gar → -gué** (llegar → llegué, jugar → jugué, pagar → pagué), **-zar → -cé** (empezar → empecé, almorzar → almorcé). Stem-changing -ar verbs do not change in the preterite: pensé, almorcé, jugué.

How Spanish works: past time words. ayer (yesterday) · **anteayer** (the day before yesterday) · **anoche** (last night) · **la semana pasada · el mes pasado · el año pasado · hace tres días** (three days ago) · **en 1492** (en mil cuatrocientos noventa y dos). The preterite tells completed events: **Colón llegó a América en 1492.**

PICTURE STUDY



The First Landing of Christopher Columbus in America, Dióscoro Puebla, 1862 · Oil on canvas · Museo del Prado, Madrid

Image: Wikimedia Commons, public domain

Puebla painted this scene for a national exhibition in Madrid, 370 years after the event, so it is an imagined, idealized picture rather than a record. Columbus's three ships left Palos on August 3, 1492, and sighted land on October 12. He named the island San Salvador, Holy Savior. Spain keeps October 12 as its national day, el Día de la Hispanidad.

Look closely

- Find Columbus. What is he holding?
- Find the cross. Why did Puebla include it?
- Find the islanders. How might they have felt?
- Describe the scene in the preterite: Colón llegó… Los marineros…

Talk about it

1. What good and what harm came from the meeting of Europe and the Americas?
2. How did the gospel reach the Americas, and what does that mean for Spanish speakers today?

ACTIVITY

Ayer en casa

Report on yesterday in the preterite.

You will need

- Your notebook

Steps

1. Write ten sentences about what you did yesterday with -ar verbs: Ayer estudié historia. Cociné con mi madre.
2. Write five sentences about what family members did: Mi padre trabajó. Mis hermanos jugaron.
3. Write the yo form of five -car/-gar/-zar verbs in sentences.
4. Write a short paragraph about Columbus's voyage with five -ar preterites: navegar, llegar, encontrar, mirar, regresar.
5. Copy John 3:16 and underline amó.

Tips

- Watch the accents: hablé, habló.
- Say ayer or anoche at the start to signal the past.

Check your work

☐ I conjugated -ar verbs in the preterite correctly.

☐ I spelled the yo forms of -car, -gar and -zar verbs correctly.

SPANISH NOTEBOOK

1. Copy the -ar preterite chart.
2. Copy the spelling-change rules with examples.
3. Copy John 3:16 in Spanish and English.

> **From history.** The first book printed in the Americas came off a press in Mexico City around 1539, and the first universities opened in 1551. Spanish missionaries such as Bernardino de Sahagún learned the native languages and wrote grammars and dictionaries, and Bible portions and catechisms were translated into Nahuatl, Quechua and other languages.

WORKED EXAMPLES

Example 1. Say: Yesterday I studied and my sister worked.

▼ **Show solution**

1. estudiar → estudié.
2. trabajar → trabajó.

Answer: Ayer estudié y mi hermana trabajó.

Example 2. Write the yo preterite of llegar.

▼ **Show solution**

1. -gar → -gué to keep the hard g.

Answer: llegué

Example 3. Say: Columbus arrived in America in 1492.

▼ **Show solution**

1. llegar → llegó.
2. 1492 = mil cuatrocientos noventa y dos.

Answer: Colón llegó a América en 1492.

PRACTICE

1. Easy Él form of cantar in the preterite?

   ▼ **Show answer**

   cantó.

2. Easy What does anoche mean?

   ▼ **Show answer**

   last night.

3. Easy Yo form of buscar in the preterite?

   ▼ **Show answer**

   busqué.

4. Medium Translate: We prayed last night.

   ▼ **Show answer**

   Oramos anoche.

5. Medium Translate: Did you play soccer yesterday? (tú)

   ▼ **Show answer**

   ¿Jugaste al fútbol ayer?

6. Medium Translate: two weeks ago.

   ▼ **Show answer**

   hace dos semanas.

7. Hard What is the difference between hablo and habló?

   ▼ **Show answer**

   hablo: I speak (present, stress on HA); habló: he/she spoke (preterite, stress on LÓ).

8. Hard Why does John 3:16 use the preterite amó?

   ▼ **Show answer**

   It speaks of what God did once in history: He loved and gave His Son.

COMMON MISTAKES

- Leaving off accents: hable for hablé. The accent changes the meaning.
- Writing buscé for busqué. -car becomes -qué in yo.
- Using -ieron for -ar verbs: hablieron. Say hablaron.

REFERENCE GUIDE

An eight-page, color-coded Spanish verbs and grammar guide for Spanish I: sounds and accents, nouns, articles and adjectives, pronouns, ser and estar, gustar, stem-changing and irregular verbs, reflexive and object pronouns, the preterite, imperfect, future, conditional and perfect tenses, the subjunctive, commands, por and para, and a table of the most-used irregular verbs. Latin American Spanish, as the course teaches. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Make it a game · ¿Qué hiciste?.** Each player writes three true and one false sentence about last week in the preterite (Visité a mi abuela. Cociné la cena…). The others guess which is false: ¡No cocinaste la cena!

> **Scripture.** "For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life." (John 3:16, KJV)
>
> In the Spanish Bible: Porque de tal manera amó Dios al mundo, que ha dado á su Hijo unigénito, para que todo aquel que en él cree, no se pierda, mas tenga vida eterna. Amó is the preterite of amar.

UNIT 11 · EL PASADO · LESSON 11.2 OF 36 · 4 SESSIONS OF 40–50 MINUTES

11.2 Vio y Creyó: The Preterite of -ER and -IR Verbs

OBJECTIVES

- Conjugate regular -er and -ir verbs in the preterite: comí, comiste, comió, comimos, comieron.
- Spell leer, creer and oír in the third person: leyó, creyeron.
- Tell a short sequence of past events with all three verb groups.
- Read John 20:8 in the Reina-Valera and retell the Easter morning.

> **Warm-up.** Tell what happened on Easter morning, as quickly as you can, in English: who went to the tomb, what did they see, what did they do? Today you learn the past of -er and -ir verbs, and the story you tell is the greatest event in history.

WATCH

Spanish Bite - Regular -ER Verbs (Preterite)

Señor Jordan · 3:20

https://www.youtube.com/watch?v=kl7KGUBtNNk

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraph on -er verbs. Pause and conjugate before the video does.

Note: A short explanation of regular -er verbs in the preterite.

BACKUP VIDEO

Spanish Bite - Regular -IR Verbs (Preterite)

Señor Jordan · 3:28

https://www.youtube.com/watch?v=P3yzNncuRXA

Session 2: the same for -ir verbs. Notice they are identical to -er.

KEY TERMS

-í, -iste, -ió, -imos, -ieron
The preterite endings for -er and -ir verbs.

creer
To believe: creí, creíste, creyó, creímos, creyeron.

resucitar
To rise from the dead.

el sepulcro
The tomb, sepulchre.

ver
To see: vi, viste, vio, vimos, vieron (no accents in modern spelling).

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

comí
koh-MEE
preterite of comer
I ate

viví
bee-BEE
preterite of vivir
I lived

vio
BYOH
preterite of ver
he/she saw

creyó
kreh-YOH
preterite of creer
he/she believed

leyó
leh-YOH
preterite of leer
he/she read

salir
sah-LEER
verb · salí
to leave

correr
koh-RREHR
verb · corrí
to run

el sepulcro
seh-POOL-kroh
noun
tomb

entrar
ehn-TRAHR
verb, -ar
to enter

resucitar
rreh-soo-see-TAHR
verb, -ar
to rise from the dead

CORE IDEAS

The story. Early on the first day of the week, Mary Magdalene came to the tomb and found the stone rolled away. She ran to Peter and John: They have taken away the Lord out of the sepulchre. The two disciples ran. John, younger, outran Peter and came first to the tomb; stooping down, he saw the linen clothes lying, but he did not go in. Peter came and went straight in, and saw the grave clothes lying and the napkin folded by itself. Then went in also that other disciple, which came first to the sepulchre, and he saw, and believed. In Spanish: **y vió, y creyó**. Two verbs, two -er preterites, and the beginning of the Easter faith.

How Spanish works: -er and -ir preterite. Both groups share one set of endings: **-í, -iste, -ió, -imos, -ieron. comer** → comí, comiste, comió, comimos, comieron. **vivir** → viví, viviste, vivió, vivimos, vivieron. **escribir** → escribí… For -ir verbs, nosotros is the same as the present (vivimos); for -er verbs it is not (comemos / comimos).

How Spanish works: i becomes y. When the stem ends in a vowel, the i of -ió and -ieron becomes y: **leer** → leí, leíste, **leyó**, leímos, **leyeron**. Also **creer** → creyó, creyeron and **oír** → oyó, oyeron. The other forms take an accent on the í: leíste, creímos. **ver** has no accents in modern spelling: vi, vio (the 1909 Bible writes vió).

How Spanish works: telling a story. String preterites with sequence words: **Primero María corrió al sepulcro. Luego Pedro y Juan salieron. Juan llegó primero, pero no entró. Después Pedro entró y vio los lienzos. Por fin Juan entró, vio y creyó.** (Entrar, llegar: -ar verbs from Lesson 11.1.)

ACTIVITY

La mañana de Pascua

Tell the Easter story in Spanish in the preterite.

You will need

- John 20:1–18 in English and Spanish
- Paper for a storyboard

Steps

1. Read John 20:1–18 in English, then find ten preterite verbs in the Spanish (vino, vió, corrió, salió, entró, creyó...).
2. Draw a six-panel storyboard of the morning and caption each panel with a preterite sentence.
3. Write ten sentences about what you ate, read, wrote and saw last week.
4. Practice the leer/creer/oír forms with a chart.
5. Tell the Easter story aloud to your family in Spanish.

Tips

- -er and -ir share endings.
- Remember leyó and creyó.

Check your work

☐ I conjugated -er and -ir preterites correctly.

☐ I told the Easter story in order.

SPANISH NOTEBOOK

1. Copy the -er/-ir preterite chart with comer and vivir.
2. Copy leer, creer and oír with the y forms.
3. Copy John 20:8 in Spanish and English.

> **From history.** On Easter morning many Spanish-speaking Christians greet one another with ¡Cristo ha resucitado! and answer ¡Verdaderamente ha resucitado! (He is risen indeed!). In parts of Spain and Latin America, Easter Sunday morning brings el Encuentro, a procession in which an image of the risen Christ and an image of His mother meet in the town square.

WORKED EXAMPLES

Example 1. Say: Last night I wrote a letter and read a book.

▼ **Show solution**

1. escribir → escribí.
2. leer → leí.

Answer: Anoche escribí una carta y leí un libro.

Example 2. Say: The disciples saw the tomb and believed.

▼ **Show solution**

1. ver → vieron.
2. creer → creyeron.

Answer: Los discípulos vieron el sepulcro y creyeron.

Example 3. Write the preterite of comer for nosotros and compare with the present.

▼ **Show solution**

1. Preterite: -imos.
2. Present: -emos.

Answer: comimos (preterite) vs. comemos (present)

PRACTICE

1. Easy Yo form of comer in the preterite?

   ▼ **Show answer**

   comí.

2. Easy Él form of vivir in the preterite?

   ▼ Show answer

   vivió.

3. Easy Él form of leer in the preterite?

   ▼ Show answer

   leyó.

4. Medium Translate: They ate at noon.

   ▼ Show answer

   Comieron a mediodía.

5. Medium Translate: Did you see the film? (tú)

   ▼ Show answer

   ¿Viste la película?

6. Medium Translate: We heard the news.

   ▼ Show answer

   Oímos las noticias.

7. Hard Why do leer and creer have y in leyó and creyeron?

   ▼ Show answer

   The stem ends in a vowel, so the unstressed i between vowels becomes y.

8. Hard What did John see in the tomb, and what did he do?

   ▼ Show answer

   The linen clothes lying and the napkin folded by itself; he saw and believed that Jesus had risen.

COMMON MISTAKES

- Using -ar endings for -er verbs: comé, comó. Say comí, comió.
- Writing leió or creieron. Write leyó, creyeron.
- Confusing comemos (we eat) and comimos (we ate).

Make it a game · Cadena de historias. Sit in a circle. One player starts a story with a preterite sentence (Ayer salí de casa). Each player adds a sentence with a new preterite verb. Anyone who uses a wrong form or repeats a verb is out. The last storyteller wins.

Scripture. “Then went in also that other disciple, which came first to the sepulchre, and he saw, and believed.” (John 20:8, KJV)

In the Spanish Bible: Y entonces entró también el otro discípulo, que había venido primero al sepulcro, y vió, y creyó. Find entró (-ar), vió and creyó (-er).

UNIT 11 · EL PASADO · LESSON 11.3 OF 36 · 4 SESSIONS OF 40–50 MINUTES

11.3 Fui, Fue, Hizo: Ir, Ser and Hacer in the Past

OBJECTIVES

- Conjugate ir and ser in the preterite: fui, fuiste, fue, fuimos, fueron.
- Tell ir and ser apart by context.
- Conjugate hacer in the preterite: hice, hiciste, hizo, hicimos, hicieron.
- Read John 2:11 and tell the story of the wedding at Cana.

Warm-up. Where did you go last summer? What did you do? Who was there? These questions need the three most common irregular verbs in the past, and two of them, oddly, are spelled exactly the same.

WATCH

Understanding SER and IR Verbs in Past Tense | The Language Tutor *Lesson 32*

The Language Tutor - Spanish · 7:58

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

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraph on ir and ser. Pause and decide whether each fue means went or was.

Note: A lesson on ser and ir in the past tense.

BACKUP VIDEO

Past Tense Verbs Pt.1 (Hacer, Querer & Venir) | The Language Tutor *Lesson 44*

The Language Tutor - Spanish · 6:43

https://www.youtube.com/watch?v=tuBEfwKJub0

Session 2 or 3: a lesson on hacer, querer and venir in the past. Focus on hacer; the others come in Spanish II.

KEY TERMS

el pretérito irregular
An irregular preterite: fui, hice.

fui
I went (ir) or I was (ser).

hizo
He/she did, made (hacer).

la señal
Sign, miracle (in John).

las bodas
Wedding (plural in the Bible).

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

fui

FWEE

preterite of ir / ser

I went / I was

fue

FWEH

preterite of ir / ser

he/she/it went; was

fuimos

FWEE-mohs

preterite of ir / ser

we went / we were

hice

EE-seh

preterite of hacer

I did, made

hizo

EE-soh

preterite of hacer

he/she did, made

el viaje

BYAH-heh

noun

trip

la playa

PLAH-yah

noun

beach

la boda

BOH-dah

noun · las bodas

wedding

el vino

BEE-noh

noun

wine

la gloria

GLOH-ryah

noun

glory

CORE IDEAS

The story. There was a wedding in Cana of Galilee, and the mother of Jesus was there; Jesus and His disciples were invited too. In the middle of the feast the wine ran out, a terrible shame for a family in that culture. Mary said to the servants, Whatsoever he saith unto you, do it. Jesus told them to fill six stone water pots with water, up to the brim, and then to draw out and carry it to the governor of the feast. It was wine, and better than the first. This beginning of miracles did Jesus in Cana of Galilee, and manifested forth his glory; and his disciples believed on him. In Spanish: **Este principio de señales hizo Jesús.**

How Spanish works: ir and ser. In the preterite they are identical: **fui, fuiste, fue, fuimos, fueron**. Context tells which: **Fui a la iglesia** (I went: a + place) but **Fue un día feliz** (it was). No accents. **¿Adónde fuiste? Fuimos a México. La fiesta fue maravillosa.**

How Spanish works: hacer. hice, hiciste, hizo, hicimos, hicieron. Note the z in hizo (to keep the sound) and no accents. **¿Qué hiciste ayer? Hice la tarea. Dios hizo los cielos y la tierra.** Hacer in weather: **Hizo frío ayer** (it was cold yesterday).

How Spanish works: putting it together. El verano pasado fuimos a Texas. Fue un viaje largo. Visitamos a mis tíos, comimos mucho y hicimos una fiesta. Mi primo me enseñó a montar a caballo. Fue maravilloso. Every verb in that paragraph is preterite: completed events in the past.

ACTIVITY

El verano pasado

Tell where you went and what you did on a past trip.

You will need

- Photos of a family trip
- Your notebook

Steps

1. Write twelve sentences about a past trip or holiday with ir, ser and hacer and at least six other preterites.
2. Interview a grandparent about a trip in his or her youth: ¿Adónde fuiste? ¿Qué hiciste? ¿Cómo fue?
3. Mark every fue in your story: went or was?
4. Retell the wedding at Cana in eight preterite sentences.
5. Present your trip with photos.

Tips

- a + place after fue usually means went.
- No accents on fui, fue, hice, hizo.

Check your work

☐ I used ir, ser and hacer correctly in the preterite.

☐ I told a trip story in the past.

SPANISH NOTEBOOK

1. Copy the charts for ir/ser and hacer in the preterite.
2. Write five fue sentences meaning went and five meaning was.
3. Copy John 2:11 in Spanish and English.

> **From history.** The Spanish wedding custom of las arras, thirteen coins the groom gives the bride as a pledge to provide for the household, is still common in Spain, Mexico and the Philippines. Mexican weddings often include el lazo, a large rosary or cord placed around the couple's shoulders in a figure eight to show their union.

WORKED EXAMPLES

Example 1. Say: We went to the beach and it was a wonderful day.

▼ **Show solution**

1. ir → fuimos.
2. ser → fue.

Answer: Fuimos a la playa y fue un día maravilloso.

Example 2. Ask: What did you do last weekend? (tú)

▼ **Show solution**

1. hacer → hiciste.

Answer: ¿Qué hiciste el fin de semana pasado?

Example 3. Does Fue a Madrid mean went or was?

▼ **Show solution**

1. a + place = destination.

Answer: He/she went to Madrid (ir).

PRACTICE

1. Easy Yo preterite of ir?

   ▼ **Show answer**

   fui.

2. Easy Él preterite of hacer?

   ▼ **Show answer**

   hizo.

3. Easy What does Fue un buen día mean?

   ▼ **Show answer**

   It was a good day.

4. Medium Translate: My parents went to the store.

   ▼ **Show answer**

   Mis padres fueron a la tienda.

5. Medium Translate: I made a cake yesterday.

   ▼ **Show answer**

   Ayer hice un pastel.

6. Medium Translate: It was cold last night.

   ▼ **Show answer**

   Hizo frío anoche.

7. Hard How can you tell whether fueron means they went or they were?

   ▼ **Show answer**

   By context: a + place shows went; a description or identity shows were.

8. Hard What did Jesus do at Cana, and what was the result?

   ▼ **Show answer**

   He turned water into wine, His first sign; He manifested His glory and His disciples believed on Him.

COMMON MISTAKES

- Writing fué or hizó with accents. Modern spelling has no accent on these (the 1909 Bible writes fué).
- Writing hico for hizo.
- Using era (imperfect) for every was. For a completed event or a whole summed-up experience, fue is right: Fue un viaje largo.

> **Make it a game · ¿Fue o fue?.** Read sentences aloud with fue, fuimos, fueron. Players hold up I for ir (went) or S for ser (was) and translate. Mix in hacer sentences for a bonus: they shout ¡Hacer! and translate.

> **Scripture.** “This beginning of miracles did Jesus in Cana of Galilee, and manifested forth his glory; and his disciples believed on him.” (John 2:11, KJV)
>
> In the Spanish Bible: Este principio de señales hizo Jesús en Caná de Galilea, y manifestó su gloria; y sus discípulos creyeron en él. Find hizo, manifestó and creyeron: three preterites, three groups.

UNIT 12

El Mundo Hispano

Lesson 12.1 tours the twenty-one Spanish-speaking countries by region with their capitals, reviews ser, estar and ir for travel, and reads Acts 1:8. Lesson 12.2 meets Miguel de Cervantes and Don Quixote, compares with más… que, menos… que, tan… como, mejor and peor, studies Gustave Doré's windmill engraving and reads Proverbs 4:7.

Lesson 12.3 reviews the whole year (present tense, ser and estar, gustar, object pronouns, the preterite) through a final presentation and closes with Revelation 7:9: of all nations, and kindreds, and people, and tongues.

PREREQUISITES

- Units 1–11.

MASTERY CHECKLIST

- ☐ I can name the Spanish-speaking countries and their capitals and locate them by region.
- ☐ I can make comparisons with más/menos… que, tan… como, mejor and peor.
- ☐ I can tell who Cervantes was and retell the windmill adventure.
- ☐ I can give a five-minute presentation in Spanish using present and preterite.
- ☐ I can read Acts 1:8 and Revelation 7:9 in the Reina-Valera.

OPTIONAL BOOKS AND RESOURCES FOR THIS UNIT

- **A world map**: For the country tour in Lesson 12.1.
- **An English translation of Don Quixote**: Optional, for reading Part I, chapter 8 (the windmills).

Not required. Every activity in this unit works with paper, pencil, scissors and the free links below. School Launch is independent and free.

LESSONS IN THIS UNIT

12.1	**Los Países Hispanohablantes**	4 sessions of 40–50 minutes
12.2	**Don Quijote: Cervantes and Comparisons**	4 sessions of 40–50 minutes
12.3	**Todas las Lenguas: Review and Final Presentation**	4 sessions of 40–50 minutes

Unit 12 test

Unit 12 test. 50 points.

1. **5 pts**
   Give the capital of: México, España, Argentina, Perú, Colombia.

2. **5 pts**
   Name the six Spanish-speaking countries of Central America.

3. **5 pts**
   Complete with ser, estar or ir: Bogotá ___ en Colombia. Mi amigo ___ de Chile. El año pasado nosotros ___ a Perú (preterite). Lima ___ la capital de Perú. ¿Dónde ___ Montevideo?

4. **5 pts**
   Translate: Mexico is bigger than Spain. Chile is longer than Argentina. Cuba is as beautiful as Puerto Rico.

5. **5 pts**

   Complete with mejor, peor, mayor or menor: Mi hermano tiene 18 años; es ___ que yo. Esta sopa es muy buena; es ___ que la otra. Mi hermana tiene 6 años; es ___ que yo.

6. **5 pts**

   Who was Cervantes? Give three facts.

7. **5 pts**

   Retell the windmill adventure in four Spanish sentences in the preterite.

8. **5 pts**

   Oral: Talk for one minute about yourself, your family and what you did this year in Spanish.

9. **5 pts**

   Write the end of Acts 1:8 in Spanish (hasta lo último de la tierra) and translate it.

10. **5 pts**

    Revelation 7:9 sees people de todas gentes y linajes y pueblos y lenguas. Translate and explain why it matters for a student of languages.

ANSWER KEY

1. Ciudad de México, Madrid, Buenos Aires, Lima, Bogotá.
2. Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Panamá.
3. está; es; fuimos; es; está.
4. México es más grande que España. Chile es más largo que Argentina. Cuba es tan bonita como Puerto Rico.
5. mayor; mejor; menor.
6. For example: Spanish writer (1547–1616); wrote Don Quixote; wounded at Lepanto; captive in Algiers five years.
7. For example: Don Quijote vio los molinos. Pensó que eran gigantes. Atacó un molino. El viento lo tiró al suelo.
8. Graded on fluency, present and preterite verbs and pronunciation.
9. unto the uttermost part of the earth.
10. Of all nations, and kindreds, and people, and tongues; God will gather people of every language to worship Him, so learning languages serves His mission.

Printable answer key (PDF, for the parent)

UNIT CHALLENGE: PRESENTACIÓN FINAL

Prepare and give a five-minute presentation in Spanish on one Spanish-speaking country: its location, capital, people, food, history (in the preterite), a famous person, and the story of how the gospel came to it and the church there today. Use a map and pictures, speak from notes rather than reading, and answer two questions from your audience in Spanish. Write a one-page script in your notebook first. End by praying for that country in Spanish.

LOOK FOR	WHAT IT MEANS
Content	Geography, culture, history and church all covered.
Language	Accurate present and preterite, comparisons, and varied vocabulary.
Delivery	Five minutes from notes, clear pronunciation.
Questions	Answers two questions in Spanish.

12.1 Los Países Hispanohablantes

OBJECTIVES

- Name the Spanish-speaking countries and capitals by region.
- Describe a country with ser, estar and hay.
- Talk about travel in the present, future (ir a) and past.
- Read Acts 1:8 in the Reina-Valera.

> **Warm-up.** How many Spanish-speaking countries can you name from memory? Write them down in two minutes. In Unit 2 you met them; now you can describe each one in full sentences, and plan a trip, and tell about one you took.

WATCH

Spanish Speaking Countries of the World | Mi Camino Spanish

Mi Camino Spanish · 6:08

https://www.youtube.com/watch?v=aJr3nnnXqNg

> **WHEN TO WATCH**
> Session 1, after the How Spanish works paragraphs. Point to each country on your map as it appears.

Note: A tour of the Spanish-speaking countries of the world.

BACKUP VIDEO

North and South American Countries in Spanish | The Language Tutor *Lesson 83*

The Language Tutor - Spanish · 8:46

https://www.youtube.com/watch?v=9Rs-WMXVtbU

Session 2 or 3: the countries of North and South America in Spanish, with pronunciation.

KEY TERMS

la capital

Capital city (el capital is money).

la región

Region: Norteamérica, Centroamérica, el Caribe, Sudamérica, Europa, África.

hay

There is, there are.

el testigo

Witness.

lo último de la tierra

The uttermost part of the earth.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

el país
pah-EES

noun

country

la capital
kah-pee-TAHL

noun

capital city

Sudamérica
sood-ah-MEH-ree-kah

noun

South America

Centroamérica
sehn-troh-ah-MEH-ree-kah

noun

Central America

el Caribe
kah-REE-beh

noun

the Caribbean

la montaña
mohn-TAH-nyah

noun

mountain

el volcán
bohl-KAHN

noun · los volcanes

volcano

hay
AY

verb form

there is, there are

el testigo
tehs-TEE-goh
noun
witness

viajar
byah-HAHR
verb, -ar
to travel

CORE IDEAS

The story. Forty days after His resurrection, Jesus gathered His disciples on the Mount of Olives. They asked whether He would now restore the kingdom to Israel. He answered that the times were in the Father's hands, and gave them a task instead: But ye shall receive power, after that the Holy Ghost is come upon you: and ye shall be witnesses unto me both in Jerusalem, and in all Judaea, and in Samaria, and unto the uttermost part of the earth. Then He was taken up into heaven. The gospel went from Jerusalem to Rome, from Rome to Spain (Paul hoped to go there himself, Romans 15:24), and from Spain across the ocean. In the Reina-Valera the verse ends **hasta lo último de la tierra**.

How Spanish works: the countries by region. Norteamérica: México (Ciudad de México). **Centroamérica**: Guatemala (Guatemala), Honduras (Tegucigalpa), El Salvador (San Salvador), Nicaragua (Managua), Costa Rica (San José), Panamá (Panamá). **El Caribe**: Cuba (La Habana), la República Dominicana (Santo Domingo), Puerto Rico (San Juan). **Sudamérica**: Colombia (Bogotá), Venezuela (Caracas), Ecuador (Quito), Perú (Lima), Bolivia (Sucre and La Paz), Chile (Santiago), Argentina (Buenos Aires), Uruguay (Montevideo), Paraguay (Asunción). **Europa**: España (Madrid). **África**: Guinea Ecuatorial (Malabo).

How Spanish works: describing a country. Ser for identity and description: **Perú es un país grande. Lima es la capital. Estar** for location: **Perú está en Sudamérica, al lado de Bolivia. Hay** for what exists there: **Hay montañas muy altas. Hay muchas iglesias antiguas. Se habla** for languages: **En Perú se habla español y quechua.**

How Spanish works: three times. You can now talk about a trip in three times: present (**Viajo a Chile**), plans (**Voy a viajar a Chile**) and past (**Viajé a Chile el año pasado**). That is a real working Spanish.

ACTIVITY

Un viaje imaginario

Plan and report an imaginary journey through the Spanish-speaking world.

You will need

- A map
- Your notebook

Steps

1. Label every Spanish-speaking country and capital on a map.
2. Plan a trip to five countries with ir a: Primero voy a visitar México…
3. For each country, write three describing sentences with ser, estar and hay.
4. Then, as if the trip is over, write a postcard from each in the preterite: Ayer visité Quito. Comí…
5. Choose one country to pray for this week and learn about its churches.

Tips

- Ser: what it is. Estar: where it is. Hay: what is there.
- Check capitals and accents: Bogotá, Panamá, Perú.

Check your work

☐ I named all the countries and capitals.

☐ I wrote in present, future and past.

SPANISH NOTEBOOK

1. Copy the countries and capitals by region.
2. Draw the flag of three countries and label them.
3. Copy Acts 1:8 (the last line) in Spanish and English.

> **From history.** Many Spanish-speaking countries are home to other languages too: Guaraní is spoken by most people in Paraguay alongside Spanish; Quechua, the language of the Inca, by millions in Peru, Bolivia and Ecuador; Nahuatl and Maya in Mexico; and Catalan, Basque and Galician in Spain. Missionaries and Bible translators have worked in all of them.

WORKED EXAMPLES

Example 1. Describe Chile in three sentences.

▼ **Show solution**

1. ser: what it is like.
2. estar: location.
3. hay: what is there.

Answer: Chile es un país largo y estrecho. Está en Sudamérica, al lado de Argentina. Hay montañas y desiertos.

Example 2. Say: Last year we traveled to Costa Rica.

▼ **Show solution**

1. viajar → viajamos (preterite).

Answer: El año pasado viajamos a Costa Rica.

Example 3. Say: In Paraguay they speak Spanish and Guaraní.

▼ **Show solution**

1. se habla(n).

Answer: En Paraguay se hablan español y guaraní.

PRACTICE

1. Easy Capital of Spain?

   ▼ **Show answer**

   Madrid.

2. Easy Capital of Cuba?

   ▼ **Show answer**

   La Habana.

3. Easy In which region is Nicaragua?

   ▼ **Show answer**

   Centroamérica.

4. Medium Translate: Ecuador is in South America.

   ▼ **Show answer**

   Ecuador está en Sudamérica.

5. Medium Translate: There are many volcanoes in Guatemala.

   ▼ **Show answer**

   Hay muchos volcanes en Guatemala.

6. Medium Which Spanish-speaking country is in Africa?

   ▼ **Show answer**

   Guinea Ecuatorial.

7. Hard Why does Bolivia have two capitals?

   ▼ **Show answer**

   Sucre is the constitutional capital; La Paz is the seat of government.

8. Hard In Acts 1:8, where did Jesus send His witnesses?

   ▼ **Show answer**

   Jerusalem, all Judaea, Samaria, and unto the uttermost part of the earth.

COMMON MISTAKES

- Using ser for location: Perú es en Sudamérica. Say está.
- Writing el capital for the capital city. Say la capital.
- Forgetting accents in country names: Peru, Panama. Write Perú, Panamá.

REFERENCE GUIDE

An eight-page, color-coded Spanish verbs and grammar guide for Spanish I: sounds and accents, nouns, articles and adjectives, pronouns, ser and estar, gustar, stem-

changing and irregular verbs, reflexive and object pronouns, the preterite, imperfect, future, conditional and perfect tenses, the subjunctive, commands, por and para, and a table of the most-used irregular verbs. Latin American Spanish, as the course teaches. The booklet prints on 11×17 paper and folds to letter size. Prints in color and reads clearly in black and white.

> **Make it a game · Capitales.** One player names a country; the first to give the capital and its region in a full sentence wins a point: La capital de Uruguay es Montevideo; está en Sudamérica. Reverse it: name a capital and give the country.

> **Scripture.** “But ye shall receive power, after that the Holy Ghost is come upon you: and ye shall be witnesses unto me both in Jerusalem, and in all Judæa, and in Samaria, and unto the uttermost part of the earth.” (Acts 1:8, KJV)
>
> The Reina-Valera ends the verse: en toda Judea, y Samaria, y hasta lo último de la tierra. Lo último means the farthest part.

UNIT 12 · EL MUNDO HISPANO · LESSON 12.2 OF 36 · 4 SESSIONS OF 40–50 MINUTES

12.2 Don Quijote: Cervantes and Comparisons

OBJECTIVES

- Tell the life of Miguel de Cervantes and the story of Don Quixote.
- Compare with más... que, menos... que, tan... como.
- Use the irregular comparatives mejor, peor, mayor, menor.
- Describe Doré's windmill engraving and read Proverbs 4:7.

> **Warm-up.** What is the most famous novel in your language? In Spanish there is no contest: Don Quixote, written four hundred years ago, is called the first modern novel and is the second most translated book in the world after the Bible. Today you meet its hero, who attacked windmills.

WATCH

Why should you read "Don Quixote"? - Ilan Stavans

TED-Ed ·

https://www.youtube.com/watch?v=dDUPu6tMWHY

> **WHEN TO WATCH**
> Session 1, after the story. Note three reasons the video gives for reading Don Quixote.

Note: An animated introduction to Don Quixote and why it is still read.

BACKUP VIDEO

A brief history of Spanish - Ilan Stavans

TED-Ed ·

https://www.youtube.com/watch?v=qAXh9DHOm48

Session 2 or 3: a short history of the Spanish language, from Latin to today, by the same narrator. A good review of the year.

KEY TERMS

la novela
Novel.

el caballero andante
Knight-errant: a wandering knight seeking adventure.

el molino de viento
Windmill.

el gigante
Giant.

la sabiduría
Wisdom.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

la novela
noh-BEH-lah
noun
novel

el caballero
kah-bah-YEH-roh
noun
knight; gentleman

el molino
moh-LEE-noh
noun
mill

el gigante
hee-GAHN-teh
noun
giant

más... que
MAHS keh
comparison
more... than

tan... como
TAHN KOH-moh
comparison
as... as

mejor
meh-HOHR
adjective
better

peor
peh-OHR
adjective
worse

la sabiduría
sah-bee-doo-REE-ah
noun
wisdom

el oro
OH-roh
noun
gold

CORE IDEAS

The story. Miguel de Cervantes Saavedra was born near Madrid in 1547. As a young soldier he fought at the great sea battle of Lepanto in 1571, where a Christian fleet stopped the Ottoman navy, and he was shot twice in the chest and lost the use of his left hand. Sailing home, he was captured by pirates and held as a slave in Algiers for five years, trying four times to escape, until Trinitarian friars paid his ransom. Poor and often in debt, he published the first part of Don Quixote in 1605, when he was fifty-seven. It tells of a country gentleman of La Mancha who reads so many books of knights that he decides to become one, and rides out on his thin horse Rocinante

with a simple farmer, Sancho Panza, as his squire. In the most famous scene, he sees thirty or forty windmills and takes them for giants. Sancho warns him, but he charges, and a sail catches his lance and throws horse and rider across the field. Cervantes died in 1616.

How Spanish works: comparisons. More… than: **más + adjective + que**: **Sancho es más práctico que don Quijote.** Less… than: **menos… que**: **Rocinante es menos rápido que un caballo joven.** As… as: **tan… como**: **Sancho es tan leal como un hermano.** With nouns, as much/many as: **tanto/tanta/tantos/tantas… como**.

How Spanish works: irregular comparatives. bueno → mejor (better), **malo → peor** (worse), **viejo → mayor** (older, for people), **joven → menor** (younger). **La sabiduría es mejor que el oro. Mi hermano es mayor que yo.** The best is **el mejor**, the worst **el peor**: **Don Quijote es la mejor novela española.**

How Spanish works: reading Cervantes. The first line is the most famous in Spanish: **En un lugar de la Mancha, de cuyo nombre no quiero acordarme…** (In a village of La Mancha, whose name I do not care to remember…). With what you know you can read most of it: lugar (place), nombre (name), no quiero (I do not want). Cervantes wrote in the same Spanish as the first Reina-Valera Bibles, about thirty-five years after Casiodoro de Reina's 1569 translation.

PICTURE STUDY



Don Quixote and the Windmills, Gustave Doré, 1863 · Wood engraving (cut by Héliodore Pisan) · From an illustrated edition of Don Quixote, Paris

Image: Wikimedia Commons, public domain

The French artist Gustave Doré made about 370 illustrations for Don Quixote in 1863 after traveling through Spain. Here he shows the moment after Don Quixote charged the windmills he took for giants: the sail turned in the wind and hurled him and Rocinante into the air, while faithful Sancho Panza looks on.

Look closely

- Find Don Quixote and Rocinante. What has happened to them?
- Find Sancho Panza and his donkey. How does he feel?
- Count the windmills you can see.
- Compare Don Quixote and Sancho in Spanish: más alto, más gordo, más práctico…

Talk about it

1. Why did Don Quixote see giants where there were windmills?
2. What is the difference between knowledge from books and wisdom, according to Proverbs 4:7?

ACTIVITY

Los molinos

Read and retell the windmill adventure and compare the two heroes.

You will need

- Don Quixote, Part I, chapter 8 in English (optional)
- Your notebook

Steps

1. Read or listen to the windmill chapter in English.
2. Retell it in Spanish in eight preterite sentences.
3. Write eight comparisons between don Quijote and Sancho Panza: Don Quijote es más idealista que Sancho.
4. Copy the first line of Don Quixote and translate it.
5. Write five sentences comparing members of your family with mayor, menor, mejor, tan… como.

Tips

- Adjectives in comparisons still agree: Dulcinea es más bonita que…
- Use mayor and menor for ages of people.

Check your work

☐ I retold the story in the preterite.

☐ I made comparisons correctly.

SPANISH NOTEBOOK

1. Copy the comparison patterns with examples.
2. Copy the first line of Don Quixote.
3. Copy Proverbs 4:7 in Spanish and English.

> **From history.** Cervantes died on April 22, 1616, and was buried the next day, the same date usually given for Shakespeare's death (though England then used a different calendar, so they did not die on the same day). April 23 is now celebrated as World Book Day, and Spain's highest literary award is the Premio Cervantes.

WORKED EXAMPLES

Example 1. Say: Sancho is more practical than Don Quixote.

▼ **Show solution**

1. más + adjective + que.

Answer: Sancho es más práctico que don Quijote.

Example 2. Say: My sister is younger than I am.

▼ **Show solution**

1. younger (people) = menor.
2. than I = que yo.

Answer: Mi hermana es menor que yo.

Example 3. Say: Wisdom is better than gold.

▼ **Show solution**

1. bueno → mejor.

Answer: La sabiduría es mejor que el oro.

PRACTICE

1. Easy Who is Don Quixote's squire?

   ▼ **Show answer**

   Sancho Panza.

2. Easy What is the comparative of bueno?

   ▼ **Show answer**

   mejor.

3. Easy What is el molino de viento?

   ▼ **Show answer**

   the windmill.

4. Medium Translate: The book is as interesting as the film.

   ▼ **Show answer**

   El libro es tan interesante como la película.

5. Medium Translate: I have as many books as you.

   ▼ **Show answer**

   Tengo tantos libros como tú.

6. Medium Translate the first line: En un lugar de la Mancha, de cuyo nombre no quiero acordarme.

   ▼ **Show answer**

   In a village of La Mancha, whose name I do not care to remember.

7. Hard Give three events of Cervantes's life before he wrote Don Quixote.

   ▼ **Show answer**

   He fought at Lepanto (1571) and lost the use of his left hand; he was a captive in Algiers for five years; he was ransomed by Trinitarian friars.

8. Hard Proverbs 4:7 says wisdom is the principal thing. How is Don Quixote a warning about reading without wisdom?

   ▼ **Show answer**

   He read so many fantastic books without judgment that he lost touch with reality; knowledge needs wisdom to see things truly.

COMMON MISTAKES

- Saying más bueno for better. Say mejor.
- Using de instead of que: más alto de mi hermano. Say más alto que mi hermano.
- Using tan with nouns: tan libros como. Say tantos libros como.

Make it a game · ¿Quién es más...?. Name two people, animals or things (un elefante y un ratón; don Quijote y Sancho). Players race to make a correct comparison (El elefante es más grande que el ratón). Each correct new comparison earns a point; repeats do not count.

Scripture. "Wisdom is the principal thing; therefore get wisdom: and with all thy getting get understanding." (Proverbs 4:7, KJV)

In the Spanish Bible: Sabiduría ante todo: adquiere sabiduría: y ante toda tu posesión adquiere inteligencia. Ante todo means above all.

UNIT 12 · EL MUNDO HISPANO · LESSON 12.3 OF 36 · 4 SESSIONS OF 40–50 MINUTES

12.3 Todas las Lenguas: Review and Final Presentation

OBJECTIVES

- Review the year's grammar: present tense patterns, ser and estar, gustar, object pronouns, the preterite.
- Prepare and give a five-minute presentation in Spanish.
- Read a short story in Spanish and answer questions about it.
- Read Revelation 7:9 and reflect on why Christians learn languages.

Warm-up. Look back at Lesson 1.1. Then you could say hola and buenos días. Now you can describe your family, order a meal, tell what you did last summer and read verses in the Spanish Bible. Make a list of ten things you can do in Spanish now that you could not do in the fall.

WATCH

Spanish Lesson 12: Module 1–2 Review & A1 Foundation Check | Ser, Tener, Hay, Articles & Pronouns

Learn Spanish Through Stories · 9:54

https://www.youtube.com/watch?v=p1CpSLtuYec

> **WHEN TO WATCH**
> Session 1, as a review of the first half of the year. Pause and answer each question before the speaker does.

Note: A review of ser, tener, hay, articles and pronouns.

BACKUP VIDEO

Short Story in Spanish | HIstoria corta en español | Why Not Spanish?

Why Not Spanish? · 6:26

https://www.youtube.com/watch?v=C0rKKTQ3yiw

Session 2: a short story told in simple Spanish. Watch once without subtitles and write what you understood, then watch again.

KEY TERMS

el repaso
Review.

la presentación
Presentation.

las gentes y linajes
Nations and kindreds (Revelation 7:9).

el trono
Throne.

la lengua
Language; tongue.

VOCABULARY FOR THE WEEK

Latin American sounds: h is silent, ñ says ny, ll says y, j says a breathy h, and z and soft c say s, not the th of Spain. Capitals show the stress.

el repaso
rreh-PAH-soh
noun
review

la presentación
preh-sehn-tah-SYOHN
noun
presentation

la lengua
LEHN-gwah
noun
language; tongue

el pueblo
PWEH-bloh
noun
people; town

el trono
TROH-noh
noun
throne

la salvación
sahl-bah-SYOHN
noun
salvation

alabar
ah-lah-BAHR
verb, -ar
to praise

juntos
HOON-tohs
adjective · juntas
together

la nación
nah-SYOHN
noun · las naciones
nation

el Cordero
kohr-DEH-roh
noun
the Lamb

CORE IDEAS

The story. At the end of the Bible, John is given a vision of heaven. After the sealing of the tribes of Israel, he looks again: After this I beheld, and, lo, a great multitude, which no man could number, of all nations, and kindreds, and people, and tongues, stood before the throne, and before the Lamb, clothed with white robes, and palms in their hands; and cried with a loud voice, saying, Salvation to our God which sitteth upon the throne, and unto the Lamb. Babel scattered the languages; Pentecost carried the gospel into them; and in the end every language will be heard praising God. Spanish will be there, and so will every tongue in this course.

Review: the present tense. Regular: -ar (hablo, hablas, habla, hablamos, hablan), -er (como), -ir (vivo). Stem-changers: quiero, puedo, pido. Yo-go: hago, pongo, salgo, traigo, digo, vengo, tengo. Irregular: soy, estoy, voy, doy, sé, conozco. Reflexive: me levanto. Gustar-type: me gusta, me duele.

Review: ser and estar, objects. Ser: identity, origin, description, time, events. Estar: location, condition, progressive. Direct objects: me, te, lo, la, nos, los, las. Indirect: me, te, le, nos, les. Both go before a conjugated verb or attach to an infinitive.

Review: the past. Preterite -ar: -é, -aste, -ó, -amos, -aron. -er/-ir: -í, -iste, -ió, -imos, -ieron. Spelling: busqué, llegué, empecé; leyó, creyó. Irregular: fui (ir/ser), hice, hizo. In Spanish II you will add the imperfect (era, iba, hablaba) and the other irregular preterites (tuve, estuve, pude, dije, vine).

ACTIVITY

Presentación final

Prepare the final presentation described in the unit portfolio.

You will need

- A map and pictures
- Note cards

Steps

1. Choose a Spanish-speaking country and research it in English and, where you can, in simple Spanish.
2. Write a one-page script covering geography, culture, food, history (preterite) and the church.
3. Reduce the script to note cards with key words only.
4. Practice aloud three times, timing yourself to five minutes.
5. Present to your family and answer their questions in Spanish.

Tips

- Use comparisons: México es más grande que Guatemala.
- Speak slowly and keep your vowels pure.

Check your work

☐ My presentation lasted about five minutes and was mostly from notes.

☐ I used present and preterite verbs correctly.

SPANISH NOTEBOOK

1. Write a one-page summary of the year's grammar in your own words.
2. List twenty words you are proudest of learning.
3. Copy Revelation 7:9 in Spanish and English.

> **From history.** The Reina-Valera Bible you have read all year began with Casiodoro de Reina, a former monk of Seville who fled the Inquisition and published the complete Bible in Spanish at Basel in 1569, called the Biblia del Oso for the bear on its title page. Cipriano de Valera revised it in 1602. The 1909 revision used in this course is one of many since, and the family of Reina-Valera Bibles is still the most widely read Spanish Bible in the world.

WORKED EXAMPLES

Example 1. Correct the error: Yo soy en casa.

▼ **Show solution**

1. Location uses estar.

Answer: Yo estoy en casa.

Example 2. Correct the error: Me gusto los tacos.

▼ **Show solution**

1. Gustar agrees with the thing liked (plural).

Answer: Me gustan los tacos.

Example 3. Correct the error: Ayer yo hablo con mi abuela.

▼ **Show solution**

1. Ayer → preterite.

Answer: Ayer hablé con mi abuela.

PRACTICE

1. Easy Yo form of tener?

   ▼ **Show answer**

   tengo.

2. Easy Preterite yo form of ir?

   ▼ **Show answer**

   fui.

3. Easy Pronoun for la casa as a direct object?

   ▼ **Show answer**

   la.

4. Medium Translate: I like to read, but my brother prefers to play.

   ▼ **Show answer**

   Me gusta leer, pero mi hermano prefiere jugar.

5. Medium Translate: Where are you going tomorrow? (tú)

   ▼ **Show answer**

   ¿Adónde vas mañana?

6. Medium Translate: Last year we lived in Ohio.

   ▼ **Show answer**

   El año pasado vivimos en Ohio.

7. Hard Correct three errors: Mis padres es de México y estan muy simpático.

   ▼ **Show answer**

   Mis padres son de México y son muy simpáticos (simpático is a characteristic: ser; plural agreement).

8. Hard What does Revelation 7:9 show about languages, and how does it connect Babel and Pentecost?

   ▼ **Show answer**

   A great multitude of every nation and tongue worships before the throne; Babel divided languages, Pentecost carried the gospel into them, and in the end all tongues praise God together.

COMMON MISTAKES

- Mixing present and preterite in a story about yesterday. Keep the past in the preterite.
- Using ser for conditions: Soy cansado. Say Estoy cansado.

- Forgetting agreement in long sentences. Check every adjective.

> **Make it a game · El gran repaso.** Make a Jeopardy-style board with five categories (Verbos, Ser y estar, Pronombres, El pasado, Cultura y Biblia) and five questions each, worth 100 to 500 points, written in Spanish. Play as a family; the winner chooses the next family meal, ordered in Spanish.

> **Scripture.** "After this I beheld, and, lo, a great multitude, which no man could number, of all nations, and kindreds, and people, and tongues, stood before the throne, and before the Lamb, clothed with white robes, and palms in their hands;" (Revelation 7:9, KJV)
>
> In the Spanish Bible: he aquí una gran compañía, la cual ninguno podía contar, de todas gentes y linajes y pueblos y lenguas, que estaban delante del trono y en la presencia del Cordero. Lenguas: languages, every one of them.

COURSE EXAM

Midterm Exam

Covers Units 1–6. Time: 60–75 minutes.

Questions 1–3 are oral: the parent asks and marks. The rest are written, without notes. 100 points. Grade with the separate answer key; give partial credit for answers that are understandable with small spelling slips.

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1. **5 pts** **Lesson 1.1**
   Oral: Greet the parent formally for the afternoon, introduce yourself (name, age, where you are from), and take leave.

2. **5 pts** **Lesson 3.1**
   Oral: Describe your family in four sentences (how many, names, ages, what they are like).

3. 5 pts **Lesson 1.2**

   Oral: Read aloud: Yo me alegré con los que me decían: A la casa de Jehová iremos.

4. 5 pts **Lesson 1.1**

   Tú or usted? (a) your cousin, (b) a police officer, (c) your dog, (d) your best friend's grandmother, (e) a new classmate your age.

5. 5 pts **Lesson 3.3**

   Write in words: 14, 27, 56, 81, 100.

6. 5 pts **Lesson 2.1**

   Conjugate ser, estar, tener and ir for yo.

7. 5 pts **Lesson 5.1**

   Conjugate in the present for nosotros: hablar, comer, vivir, querer, poder.

8. 5 pts **Lesson 5.3**

   Conjugate in the present for ellos: estudiar, leer, escribir, pedir, almorzar.

9. 5 pts **Lesson 2.3**

   Make the adjective agree: las niñas (alto); el padre (trabajador); los libros (interesante); la casa (blanco); mis hermanas (simpático).

10. 5 pts **Lesson 3.2**

    Write the possessive: (my) ___ abuelos; (our) ___ casa; (your, tú) ___ libro; (their) ___ coche; (our) ___ primos.

11. 5 pts **Lesson 4.2**

    Write the time: 1:30, 4:15, 8:45 (with menos), 12:00 noon, 10:05.

12. 5 pts **Lesson 4.3**

    Write the date in Spanish: Sunday, March 1; Friday, December 25.

13. 5 pts **Lesson 5.2**

    Gusta or gustan: Me ___ las fresas. ¿Te ___ cocinar? A mi padre le ___ el café. Nos ___ los tacos. A ellas les ___ la música.

14. **5 pts** **Lesson 6.2**

Ser or estar: Mi madre ___ de Ohio. La biblioteca ___ cerca de la iglesia. Nosotros ___ estudiantes. ¿Dónde ___ tú? Madrid ___ en España.

15. **5 pts** **Lesson 6.1**

Complete with a, al or a la and the right form of ir: Yo ___ ___ parque. Nosotros ___ ___ iglesia. Ellos ___ ___ México.

16. **5 pts** **Lesson 6.3**

Translate: Tomorrow we are going to visit my grandparents.

17. **5 pts** **Lesson 5.3**

Translate: I want to order the chicken and a glass of water, please.

18. **5 pts** **Lesson 3.1**

Translate: My little sister is hungry and she is afraid of the dog.

19. **5 pts** **Lesson 4.1**

Write a paragraph of five Spanish sentences about your school day, using at least three different verbs and one time.

20. **5 pts** **Lesson 3.2**

Scripture: Give the meaning of YO SOY (Exodus 3:14) and of yo y mi casa serviremos á Jehová (Joshua 24:15).

ANSWER KEY

1. Buenas tardes, señor/señora. Me llamo ___. Tengo ___ años. Soy de ___. Adiós / Hasta luego.
2. Tengo ___ hermanos. Mi padre se llama ___; tiene ___ años; es ___.
3. Graded on pure vowels, silent h, correct stress (a-le-GRÉ, de-CÍ-an, Je-ho-VÁ, i-RE-mos).
4. (a) tú, (b) usted, (c) tú, (d) usted, (e) tú.
5. catorce, veintisiete, cincuenta y seis, ochenta y uno, cien.
6. soy, estoy, tengo, voy.
7. hablamos, comemos, vivimos, queremos, podemos.
8. estudian, leen, escriben, piden, almuerzan.
9. altas; trabajador; interesantes; blanca; simpáticas.
10. mis; nuestra; tu; su; nuestros.
11. Es la una y media. Son las cuatro y cuarto. Son las nueve menos cuarto. Es mediodía. Son las diez y cinco.
12. domingo, el primero (uno) de marzo; viernes, el veinticinco de diciembre.
13. gustan; gusta; gusta; gustan; gusta.
14. es; está; somos; estás; está.
15. voy al; vamos a la; van a.
16. Mañana vamos a visitar a mis abuelos.
17. Quiero (Quisiera) pedir el pollo y un vaso de agua, por favor.
18. Mi hermana menor tiene hambre y tiene miedo del perro.
19. Graded on correct present-tense verbs, a time expression, and agreement. Sample: Me levanto a las siete. Estudio matemáticas a las ocho…
20. I AM, God's name: He is the eternal, self-existent God. As for me and my house, we will serve the LORD.

Printable answer key (PDF, for the parent)

COURSE EXAM

Final Exam

Covers Cumulative, with emphasis on Units 7–12. Time: 75–90 minutes.

Questions 1–3 are oral: the parent asks and marks. The rest are written, without notes. 100 points. Grade with the separate answer key; give partial credit for answers that are understandable with small spelling slips.

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1. **5 pts** **Lesson 11.3**
   Oral: ¿Qué hiciste el fin de semana pasado? Answer in four sentences.

2. **5 pts** **Lesson 9.1**
   Oral: Describe your daily routine from waking to bedtime in five sentences with times.

3. **5 pts** **Lesson 8.1**
   Oral: ¿Qué tiempo hace hoy? ¿Qué llevas? ¿Qué estás haciendo ahora mismo?

4. **5 pts** **Lesson 7.1**
   Complete with duele or duelen, and gusta or gustan: Me ___ los pies. A ella le ___ la cabeza. Nos ___ la nieve. ¿Te ___ estos zapatos?

5. **5 pts** **Lesson 3.3**
   Write in words: 200, 550, 1.000, 1492, 2026.

6. **5 pts** **Lesson 8.3**
   Conjugate in the present for yo: hacer, poner, salir, decir, conocer.

7. **5 pts** **Lesson 7.3**
   Conjugate vestirse in the present (yo, tú, él, nosotros, ellos).

8. **5 pts** **Lesson 8.2**
   Write the present progressive: yo (leer); nosotros (comer); ella (dormir); tú (escribir); ellos (pedir).

9. **5 pts** **Lesson 8.2**

   Ser or estar: Mi hermano ___ cansado. Mi hermano ___ alto. La sopa ___ fría. La fiesta ___ en mi casa. Yo ___ contento hoy.

10. **5 pts** **Lesson 9.3**

    Saber or conocer (present): Yo ___ a tu madre. ¿___ tú nadar? Nosotros ___ Lima. Ella ___ la respuesta. ¿___ ustedes a mi pastor?

11. **5 pts** **Lesson 9.2**

    Translate: I have to wash the dishes, and one must take out the trash on Tuesdays.

12. **5 pts** **Lesson 10.2**

    Replace the object with a pronoun: Leo la Biblia. Veo a mis abuelos. Voy a comprar el pan (two ways). Escribo las cartas.

13. **5 pts** **Lesson 10.3**

    Translate: I give my mother a gift. They tell us the truth.

14. **5 pts** **Lesson 11.1**

    Preterite, yo form: hablar, buscar, llegar, empezar, comer.

15. **5 pts** **Lesson 11.2**

    Preterite, él form: vivir, leer, creer, ir, hacer.

16. **5 pts** **Lesson 11.3**

    Preterite, ellos form: estudiar, escribir, ser, hacer, ver.

17. **5 pts** **Lesson 11.3**

    Translate: Last year we went to Mexico; it was a wonderful trip.

18. **5 pts** **Lesson 12.2**

    Comparisons: Translate: Wisdom is better than gold. My brother is older than I am. Chile is as beautiful as Peru.

19. **5 pts** **Lesson 10.1**

    Culture: Name three feasts of the Christian year in Spanish and one Spanish-speaking custom for one of them; name the capitals of Colombia and Argentina.

20. **5 pts** **Lesson 12.3**

Scripture: Translate and explain one: (a) Yo soy el pan de vida (John 6:35); (b) de tal manera amó Dios al mundo (John 3:16); (c) Y vió, y creyó (John 20:8).

ANSWER KEY

1. Preterite sentences such as: Fui a la iglesia. Comí con mi familia. Leí un libro. Jugué al fútbol.
2. Me despierto a las... Me levanto. Me visto. Desayuno... Me acuesto a las...
3. Hace... Llevo... Estoy hablando/estudiando...
4. duelen; duele; gusta; gustan.
5. doscientos, quinientos cincuenta, mil, mil cuatrocientos noventa y dos, dos mil veintiséis.
6. hago, pongo, salgo, digo, conozco.
7. me visto, te vistes, se viste, nos vestimos, se visten.
8. estoy leyendo; estamos comiendo; está durmiendo; estás escribiendo; están pidiendo.
9. está; es; está; es; estoy.
10. conozco; Sabes; conocemos; sabe; Conocen.
11. Tengo que lavar los platos, y hay que sacar la basura los martes.
12. La leo. Los veo. Lo voy a comprar / Voy a comprarlo. Las escribo.
13. Le doy un regalo a mi madre. Nos dicen la verdad.
14. hablé, busqué, llegué, empecé, comí.
15. vivió, leyó, creyó, fue, hizo.
16. estudiaron, escribieron, fueron, hicieron, vieron.
17. El año pasado fuimos a México; fue un viaje maravilloso.
18. La sabiduría es mejor que el oro. Mi hermano es mayor que yo. Chile es tan bonito como Perú.
19. For example: la Navidad (las posadas), el Día de Reyes (gifts on January 6), la Semana Santa (processions); Bogotá, Buenos Aires.
20. (a) I am the bread of life: Jesus satisfies the soul. (b) God so loved the world: He gave His Son. (c) He saw and believed: John believed in the resurrection at the empty tomb.

> Printable answer key (PDF, for the parent)