

Luisa Pérez-Sotelo • Eileen Hogan

The Essential
Spanish
PHRASE BOOK
for Teachers

Communicate With Your
Spanish-Speaking Students
and Their Families—Instantly!

 SCHOLASTIC

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Dedication

Luisa Pérez-Sotelo

To my dear husband and son, whose unconditional moral support helped me achieve this life dream.

Eileen Hogan

I wish to dedicate this work to my daughter, Maureen Dobyns, whose enthusiastic embrace of Spanish has inspired me to learn this helpful language late in my professional life. She has always patiently corrected my attempts at speaking Spanish and provided insight into the process of acquiring a second language. It is because of my personal struggle to learn another language and my observations in public schools that I empathize with the children who are trying to make sense of what is going on.

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Introduction

Raymundo was nervous and a bit scared. His parents had just brought him to a room in this new school with other kids his size. They all looked around and stared at him as he sat down where a lady pointed for him to go. None of them smiled at him. His mom told him that they would leave him there because he was now old enough to go school. His father told him to be good, listen, and learn everything. His little sister, Alicia, held Mami's hand as she looked back to wave good-bye.

Raymundo guessed that the lady who was talking to all the other kids in the room was the teacher. He felt his tummy get tight, and his eyes watered, just a little—he was a big boy now and *would not* cry! He knew that the teacher was speaking English, but it was SO FAST! He knew how to count and say the colors in English, but he didn't recognize any of the words she was saying. Then she came over to him, bent down, smiled a beautiful smile, and said, "Bienvenido, Raymundo. Soy tu maestra, Señora Bailey." Raymundo began to relax and gave a little smile back. Then Ms. Bailey motioned toward a girl and said, "Ella se llama María. Será tu compañera y te ayudará hoy." Maria smiled at him, patted his shoulder, and began to explain in Spanish what was happening next. Raymundo really smiled now, took a deep breath, and felt that he could get through this first day of kindergarten.

It was Carmen's first month in fifth grade. She came to this school last January and had been learning English along with everything else. She liked her teacher, who was patient and explained things pretty well. She had made some good friends in her class. Some of them talked to her in English, and some could speak Spanish. She thought she could speak English okay now, but when she had to write or explain something, it always sounded wrong or different to her ears. Some of the kids who weren't her friends would snicker at her attempts, so she usually didn't want to answer any of the teacher's questions out loud. Today she was feeling okay because she had on one of her new outfits. It was just like her friend's, so she knew she fit in. As the day wore on, she began to ache and feel pains down below her stomach. She put her head down on her desk . . . Then she realized—her period was starting AGAIN. She had had it only about four other times, and Mami said that she wouldn't know when it was going to happen for a while. OH MY GOSH! She wondered, What am I going to do . . . I am not prepared! The teacher came over and said very quietly, "Carmen, ¿estás bien? Parece que te sientes mal. ¿Estás con la regla?" Carmen whispered "Sí," knowing that no one around her could understand Spanish. She was so grateful to her teacher for noticing. She left to go to the nurse for supplies.

These two children represent thousands of others who face similar and even more confusing or private problems every day throughout the country. How wonderful it would be if each teacher could communicate with them briefly in their own language so that they could feel more at ease and welcome in the classroom as they try to learn English and everything else required in today's schools.

The goal of this bilingual (English/Spanish) guide for elementary school teachers (pre-K through 6) in the United States is to help improve communication between Hispanic students and their families, whose first language is Spanish, and school administrators, teachers, and staff.

In addition to grammar and typical language explanations in Spanish as a second-language text, this guide lets teachers quickly find the section that covers the situation at hand and have something helpful to say. The chapters are arranged in three sections: Inside the Classroom, Inside the School, and Inside Family Communication. Topics vary from the first day of school to calls to parents to the use of an interpreter in family conferences.

The chapters contain bilingual tables, useful idiomatic expressions, cognates (synonyms that are very similar in spelling and pronunciation in both languages), and vocabulary pertinent to diverse topics that often come up in classroom conversations. This short book consists of eight chapters following a thematic approach and covering typical situations and events in an elementary school day. In addition, in Chapter 8, there are explanations of how to respect the need for privacy and communicate concern to the preadolescent student who may be dealing with emotional and physical issues. Each chapter begins with a topic and a dialogue table followed by a list of useful expressions, structure, and grammatical explanations, including verb conjugations, vocabulary focusing on cognates, cultural presentations, and common structures. ¡Ojo! sections are also included for extra grammar clarification. Ojo literally means "eye", but it is also used to mean "Notice this." Teachers can make use of this while teaching so that the Spanish speakers know that they need to pay close attention to a particular point. For example: "¡Ojo! Here is the list for homework tonight." Each chapter contains a short explanation of Hispanic culture in general, as it relates to behavior in school. The appendix contains a cognate list.

This guide has been developed in response to teachers' urgent need to communicate with their newly arrived Spanish-speaking students. We use a communicative, inductive approach, where everyday language and diverse content and structures are introduced in meaningful contexts and situations. Different ways of communicating the same idea are presented in the chapters, and vocabulary is repeated in some of the tables, with the objective of helping you understand the language as we repeat common and useful words and expressions. Also, diverse tenses and grammar are included in the tables, but not in traditional textbook order since natural learning not occurs in that way (Lee & Van Patten, 2003) but as needed, during different types of real rather than forced conversations.

Spanish is a phonetic language; in other words, it is pronounced as it is written. Consequently, teachers will be able to pronounce new phrases correctly just by learning how to pronounce Spanish vowels, because Spanish words are phonetically regular. Unlike English, there are almost no alternative pronunciations in Spanish.

It is important to remember that there are, of course, several Spanish dialects, with different preferences in pronunciations and word choices. Dr. Luisa Pérez-Sotelo, who wrote all the Spanish in this book, was born in Perú and is a native Spanish speaker. However, she has been teaching Spanish as a second language here in the United States since 1989 using standard Spanish language textbooks. Therefore, she describes her dialect as a mix of Latin American and Spanish (Spain) influences. Those teachers who have students from the Dominican Republic, Puerto Rico, and Cuba will hear different pronunciations, words, and expressions. Also, people in Argentina and Paraguay use different stress rules for commands. Dr. Pérez-Sotelo has tried to use grammar and vocabulary accepted by the Real Academia de la Lengua Española and urges teachers to find the pertinent alternatives for their own students.

We hope that you will find this book easy to use and effective in helping you communicate with children like Raymundo and Carmen and with their parents. Our goal as educators is to help our students achieve their potential as competent people and active citizens, and we offer this book to help in that effort.

Inside Spanish Phonetics

According to John Dalbor (1997), “there is a close and consistent correspondence between the written symbols and the sounds they stand for in the Spanish spelling system” (p.2).

Spanish Vowels

There are five vowels in the Spanish language—*a*, *e*, *i*, *o*, *u*—and they are always pronounced in the same way. For example:

papá

Pepe

pipo

poco

puna

In other words, the *a* in *papá* is the same *a* as in all the words that contain an *a* and the same occurs with the other four vowels. That’s why Spanish is so easy to pronounce and is called a phonetic language. The vowels do not vary according to words or word environment as they do in English. For example, the letter *a* in the word *table* is pronounced in one way, while *a* in *dad* is pronounced in a totally different way.

Spanish Consonants and Digraphs That Differ From English

There are a few consonants in Spanish that differ from English. However, if the English native speaker mispronounces them, the Spanish native speaker still understands. For example, the letter *v* does not have the distinctive *v* sound as in English. Spanish speakers pronounce the written *v* like a *b*. There’s also a trilled *r* in Spanish that does not exist in English, like in the Spanish word *carro*. The *ñ* in Spanish is pronounced as an *n* followed by a *y*, as in the English *canyon*—*cañón* in Spanish. The double *ll* in Spanish is pronounced as a *y*. For instance, the word *llamo* is phonetically described as /yamo/ rather than /lamo/. Note: *rr* and *ll* as well as *ch* are not considered letters but digraphs. These digraphs have traditionally also been treated as letters of the alphabet. However, when used at the beginning of the sentence, capitalize only the first, so it’s *Chillón* not *CHillón*. If there is a Spanish alphabet chart in the room, *ch*, *rr*, and *ll* will be separate letters. Also, in Spanish there is no /z/ sound even though some words are written with *z*. In Latin America the *z* is pronounced as *s*. In contrast, the *z* in northern and central

Spain is pronounced like the *th* in the American English phrase *thank*. We consider these to be the main differences between Spanish and English consonants. You may find additional differences in a phonetics course.

What About Cognates?

Spanish cognates (words that have a common origin) are an integral part of developing a Spanish vocabulary. Many words in Spanish resemble words in English and provide a quick source of building a strong Spanish vocabulary. However, not all words that sound alike in Spanish and English have the same meaning. For more information on cognates, visit the Colorín Colorado Web site: www.colorincolorado.org/educators/background/cognates, and, for list of cognates, www.colorincolorado.org/pdfs/articles/cognates.pdf. Here are some examples of common English/Spanish cognates:

Nouns

| | |
|------------------|---------------------|
| babies | bebés |
| blouse | blusa |
| chocolate | chocolate |
| computers | computadoras |
| day | día |
| list | lista |
| music | música |
| pants | pantalones |
| plates | platos |
| sweater | suéter |

Verbs

| | |
|------------------|-------------------|
| adopt | adoptar |
| discuss | discutir |
| introduce | introducir |
| respond | responder |

Adjectives

| | |
|------------------|-------------------|
| flexible | flexible |
| important | importante |
| miniature | miniatura |
| terrible | terrible |

CHAPTER 1

SURVIVING THE FIRST DAY OF SCHOOL

(at the beginning of the school year or
whenever a student joins the class)

While this guide will help you with the immediate challenges of communicating with your Spanish-speaking students, we hope you'll take time to learn more about the process of second language acquisition in general. In the very helpful article "Extending English-Language Learners' Classroom Interactions Using the Response Protocol," by Kathleen and Eric Mohr (2007), the authors explain the cultural differences that many immigrant children bring to school in the United States in regard to answering and asking questions. Typically, schools outside of the United States give the teachers an elevated status that requires the students to listen rather than talk. In contrast, teachers in the U.S. ask many questions and expect the students to participate in discussion when appropriate. The Mohrs' article provides several recommended practices to improve all students' knowledge and advocates the use of what they call academic language in the classroom. We recommend that readers of this book refer to this article, as well as other articles and books on teaching English language learners.

A Note About Language and Culture **Pronouncing Your Students' Names**

Try very hard to pronounce the student's name correctly. It is so important for a new student to feel welcome. Spanish names are phonetically regular. Unlike English, there are no alternative pronunciations. It is considered impolite to "Americanize" a child's name. Avoid saying Mary for Maria or John for Juan, George for Jorge, Susan for Susana, Rose for Rosa, Michael for Miguel, and so on.

Respect for Teachers

As a sign of respect in Spain, Mexico, Ecuador, Perú, Colombia, Venezuela, and in most Latin American countries, students usually look down when a person in authority speaks to them. However, American teachers might misunderstand this as not paying attention or as showing disrespect. In Perú and Mexico for example, students hold teachers in high regard and think they should not speak up in class; therefore, they seldom ask questions or challenge the teacher. Also, in South America students typically stand when talking to the teacher, while American students do not.

Welcome to Class

How to address one student:

| | |
|---|---|
| Good morning, I am -----, your teacher. | Buenos días, soy ----- tu maestro/maestra. |
| What is your name? | ¿Cómo te llamas? |
| I am from Kansas. Where are you from? | Soy de Kansas. ¿Y tú, de dónde eres? |
| I am from Monterey. | Soy de Monterey. |
| I am so happy that you will be in my class this year! | ¡Estoy feliz de tenerte en mi clase este año! |
| Come in, your seat is right here. | Ven, tu asiento está aquí. |
| This is _____. She/he will be your buddy to help you today. | Él/ella se llama _____ y será el/la compañero/compañera que te ayudará hoy. |

Language Structure: Verb Conjugations in the Present Tense

When a verb is used in a sentence, the verb ending has to agree with its subject.

Ser (to be) is used to express professions, time, personality traits, physical characteristics, origin, days of the week.

yo soy (I am)

tú eres (you are)

él/ella/usted/esto es (he/she/you/it is)

nosotros somos (we are)

vosotros sois (you are)

ellos/ellas/ustedes son (they/you are)

Important: In Spanish, you may omit the subject pronouns (*yo, tú, él, nosotros, etc.*) because the verb form tells which subject you are referring to. From now on, we will only present the verb form without its respective subject pronoun.

Estar (to be) is used to express location and emotions.

estoy

estás

está

estamos

estáis

están

Llamarse (to be called)

When a verb ends in *se*, it is called a reflexive verb and it needs to be conjugated with the reflexive pronouns *me, te, se, nos, os, se* with the verb form.

me llamo
te llamas
se llama

nos llamamos
os llamáis
se llaman



¡Ojo! When a verb ends in *se*, it is called a “reflexive verb,” and it is necessary to conjugate it with an attached reflexive pronoun; for instance, *ponme*, *ponte* in affirmative commands. The pronoun is placed before the verb in negative commands: *no te pongas*.

Other verbs that are used in this way are: *ducharse* (to shower), *cepillarse los dientes* (to brush one’s teeth), *peinarse* (to comb one’s hair), *vestirse* (to get dressed), *alistarse* (to get ready), *bañarse* (to bathe oneself), *mirarse* (to look at oneself), *herirse* (to hurt oneself), *caerse* (to fall), *dañarse* (to get damaged), *sentarse* (to sit down), *sentirse* (to feel), *levantarse* (to get up), *despertarse* (to wake up), etc.

Classroom Routines

How to address one student:

| | |
|---|--|
| Please speak louder and respond in class. | Habla más recio/fuerte y responde en clase, por favor. |
| It is time to stand in line with the other kids/boys/girls. | Es la hora de ponerse en fila con los otros niños/otras niñas. |
| It is time for lunch. | Es la hora del almuerzo. |
| This is where you will put your coat and backpack. | Aquí vas a poner tu chaqueta y tu mochila. |
| It is time to go to the bathroom. | Es la hora de ir al baño. |
| It is time for recess. | Es la hora del recreo. |

How to address more than one student (verb forms change):

| | |
|--|--|
| Please speak louder and respond in class. | Hablen más recio/fuerte y respondan en clase, por favor. |
| It is time to stand in line. | Es la hora de ponerse en fila. |
| This is where you will put your coats and backpacks. | Aquí van a poner sus chaquetas y sus mochilas. |
| It is time for lunch. | Es la hora de almorzar. |
| It is time to go to the bathroom. | Es la hora de ir al baño. |
| It is time for recess. | Es la hora de ir al recreo. |



¡Ojo! Regular verbs like *hablar* are conjugated with the following endings: **o, as, a, amos, áis, an** in the present tense.

Language Structure: Conjugation of Regular “Ar” Verbs in the Present Tense

| | |
|---------------|-------------------|
| hablar | (to speak) |
| hablo | hablamos |
| hablas | habláis |
| habla | hablan |

Ex: *Hablamos inglés y español aquí. We speak Spanish and English here.*

The following common *ar* verbs are conjugated in the same way as the verb *hablar* above.

| | |
|-------------------------------|---------------------------------|
| answer contestar | arrive llegar |
| buy comprar | carry llevar |
| clean limpiar | call llamar |
| converse conversar | color colorear |
| draw dibujar | delete borrar |
| evacuate evacuar | encourage animar |
| escalate escalar | explain explicar |
| fight pelear | fix arreglar |
| have dinner cenar | have breakfast desayunar |
| invite invitar | leave behind dejar |
| look at mirar | listen to escuchar |
| look for buscar | need necesitar |
| plan planear | practice practicar |
| prepare preparar | push empujar |
| rest descansar | return regresar |
| study estudiar | sing cantar |
| steal robar | swim nadar |
| take tomar | teach enseñar |
| throw away botar/tirar | travel viajar |
| visit visitar | walk caminar |
| wash lavar | wait esperar |
| wish desear | work trabajar |

Language Structure: How to Ask a Question in Spanish

To ask a question, place the verb in front of the subject. In the written form, the inverted question mark is in front of the sentence, as below.

Example:

¿Hablas español?

Do you speak Spanish?

¿Hablan español en tu casa?

Do all of you speak Spanish at home?

Negation in Spanish: to say a negative sentence, place the word “no” before the verb.

Example:

El/ella no contesta la pregunta.

He/She does not answer the question.

Pedro no llega tarde a clase.

Pedro does not arrive late to class.

To answer a question in the negative form, “no” is used twice in the negative response:

¿Llamas a tu hermano?

Do you call your brother?

No, no lo llamo.

No, I don't call him.

Teacher Note About Language and Culture: The Difference Between “Tú” and “Usted” (“You”)

Unlike English, there are two forms of *you* in Spanish, one is familiar or informal, and the other, *usted*, is formal. *Tú* is used to address students, friends, and family members. However, in some regions, children use *usted* to address their parents. *Usted* is also used to address an authority figure such as your doctor, your teacher, your dentist, the principal, and older people in general. When writing, *usted* has the contracted form *Ud.*

It is important to mention that these days people often use *tú* in place of *usted*, especially in some Hispanic regions, such as Perú, Chile, and Paraguay. Furthermore, *tú* is used with the second person singular of the verb form, while *usted* is used with the third person singular. The plural form of *tú* and *usted* is *ustedes*.

Example:

How to address a parent:

Usted **tiene** cuatro niños, no?

You have four children, right?

How to address a student:

Tú **tienes** dos hermanos, no?

You have two brothers, right?

How to address more than one person, formally or informally:

Ustedes trabajan en el centro

¿no? You guys work downtown, right?

Communicating With Parents

How to convey general instructions and questions to parents:

| | |
|--|--|
| This is the list of supplies that we will need for this class. | Esta es la lista de materiales que se necesitan en la clase. |
| You need to purchase them as soon as possible. | Deben comprarlos tan pronto como sea posible. |
| What do you call him/her at home? | ¿Cómo lo/la llaman en casa? |
| What should we call him/her here at school? | ¿Cómo lo/la debemos llamar aquí en la escuela? |
| Let me practice. (Repeat the name.) Is that close? Correct? | Permítanme practicar (pronunciar el nombre). ¿Está bien? |

Language Structure: Conjugation of Regular “Er” Verbs in the Present Tense

Comer (to eat)

| | |
|-------|---------|
| como | comemos |
| comes | coméis |
| come | comen |

In Spanish, verbs ending in “er” have the following endings when conjugated:

o, es, e, emos, éis, en.

The following verbs are conjugated in the same way:

| | |
|--|-------------------------------------|
| <i>believe</i> creer | <i>drink</i> beber |
| <i>learn</i> aprender | <i>read</i> leer |
| <i>respond</i> responder | <i>run</i> correr |
| <i>should/ought to/must</i> deber | <i>understand</i> comprender |

Verb + infinitive

An already conjugated verb is followed by the base form (infinitive) of the verb (without conjugation).

Debo llamar. I should call, **Deben comprar.** You/they should buy/.
¿Necesitas comer? Do you need to eat?

Language Structure: Conjugation of Regular “Ir” Verbs in the Present Tense

Vivir (to live)

vivo
vives
vive

vivimos
vivís
viven

Regular verbs ending in “ir” have the following endings:

o, es, e, imos, ís, en.

allow **permitir**
decide **decidir**
open **abrir**
share **compartir**

attend **asistir**
describe **describir**
receive **recibir**
write **escribir**

Expressions of Frequency in the Present Tense

every day **todos los días**
often **con frecuencia**
sometimes **a veces**

every other day **dejando un día es**
usually **generalmente**
seldom **rara vez**

Vocabulary

Numbers - Números

| | | |
|----------|----------------|-------------|
| 1 uno | un libro | (book) |
| 2 dos | dos cuadernos | (notebooks) |
| 3 tres | tres papeles | (papers) |
| 4 cuatro | cuatro colores | (colors) |
| 5 cinco | cinco niños | (boys) |
| 6 seis | seis mesas | (tables) |
| 7 siete | siete lápices | (pencils) |
| 8 ocho | ocho niñas | (girls) |
| 9 nueve | nueve sillas | (chairs) |
| 10 diez | diez mochilas | (backpacks) |
| 11 once | once paraguas | (umbrellas) |
| 12 doce | doce gatos | (cats) |
| 13 trece | trece bebés | (babies) |

| | | |
|---------------|----------------------------|-------------------|
| 14 catorce | catorce bebidas | (drinks) |
| 15 quince | quince platos | (plates) |
| 16 dieciséis | dieciséis vasos | (glasses/cups) |
| 17 diecisiete | diecisiete servilletas | (napkins) |
| 18 dieciocho | dieciocho chocolates | (chocolates) |
| 19 diecinueve | diecinueve dulces | (sweets) |
| 20 veinte | veinte bolsas de palomitas | (bags of popcorn) |

Colors - Colores

| | | | |
|--------|------------|---------------------------|---|
| red | rojo | I have a red blouse. | Tengo una blusa roja. |
| blue | azul | You have a blue jacket. | Tú tienes una chaqueta azul. |
| yellow | amarillo | She has a yellow ribbon. | Ella tiene una cinta amarilla. |
| green | verde | He has a green cap. | El tiene una gorra verde. |
| brown | marrón | We have brown shoes. | Nosotros tenemos zapatos marrones. |
| black | negro | They have black pants. | Ellos/ellas tienen pantalones negros. |
| white | blanco | I have white socks. | Tengo medias blancas. |
| pink | rosado | You have a pink skirt. | Usted tiene/tú tienes una falda rosada. |
| orange | anaranjado | He has an orange sweater. | El tiene un suéter anaranjado. |



¡Ojo! The color orange can also be translated as **naranja**. The color brown can also be translated as **café**.

Language Structure: Conjugation of the Irregular Verb “tener” in the Present Tense

Tener (*to have*)

tengo

tienes

tiene

tenemos

tenéis

tienen

The verbs *tener* and *venir* are very similar when conjugated. They both use a *g* in the first person singular and they change the stem *e* to *ie* in the second person singular and the third person singular and plural.

Venir (*to come*)

| | |
|--------|---------|
| vengo | venimos |
| vienes | veníis |
| viene | vienen |



¡Ojo! The *nosotros* and *vosotros* subject pronouns (first and second person plural do not change stems).

Language Structure: Conjugation of Irregular Verbs in the First Person Singular in the Present

| | | |
|---------------------------------------|--------------------------------|--|
| Hacer (<i>to do/to make</i>) | poner (<i>to put</i>) | salir (<i>to leave/to go out</i>) |
| hago hacemos | pongo ponemos | salgo salimos |
| haces hacéis | pones ponéis | sales salís |
| hace hacen | pone ponen | sale salen |

The verb “*ir*” is an irregular verb

| | |
|----------------------------|-------------------------------|
| Ir (<i>to go</i>) | |
| voy (I go) | vamos (we go) |
| vas (you go) | vais (you go, pl.) |
| Va (he/she/it goes) | van (they/you go, pl.) |

Future tense

This verb can also be used to form the future tense. The verb *ir* is used as an auxiliary verb and the main verb is used in the infinitive or base form.

| | |
|-----------------------------------|--|
| Voy a subir al autobús. | <i>I am going to get on the bus.</i> |
| Vas a escribir. | <i>You are going to write.</i> |
| Va a traer el libro. | <i>He/she is going to bring the book.</i> |
| Vamos a tajar los lápices. | <i>We’re going to sharpen pencils.</i> |
| Vais a ir al baño. | <i>You’re going to go to the restroom.</i> |
| Van a almorzar. | <i>They are going to have lunch.</i> |

Remember, the verb *ser* in the first person singular has this form: *soy*, similar to *voy*. These two verbs are similar only in the first person singular. The same happens with the verb *dar* = to give.

Dar (*to give*)

| | |
|-----|-------|
| doy | damos |
| das | dáis |
| da | dan |

Language Structure: Conjugation of Stem-changing Verbs

In these verbs, the main vowel stem changes in the following ways.

e-ie,

| | |
|---------------|------------|
| pensar | (to think) |
| pienso | pensamos |
| piensas | pensáis |
| piensa | piensan |

o-ue,

| | |
|-----------------|---------------|
| recordar | (to remember) |
| recuerdo | recordamos |
| recuerdas | recordáis |
| recuerda | recuerdan |

e-i

| | |
|--------------|----------------|
| pedir | (to order/ask) |
| pido | pedimos |
| pides | pedís |
| pide | piden |

e-ie verbs

| | |
|-----------------|------------|
| comenzar | begin |
| cerrar | close |
| perder | close |
| preferir | prefer |
| pensar | think |
| entender | understand |
| querer | want/love |

o-ue verbs

| | |
|------------------|------------|
| poder | be able |
| contar | count |
| encontrar | find |
| almorzar | have lunch |
| recordar | remember |
| dormir | sleep |

e-i verbs

| | |
|------------------|---------|
| pedir | ask for |
| seguir | follow |
| conseguir | get |
| repetir | repeat |
| decir | say |
| retornar | return |
| mostrar | show |



!Ojo! When the verb has two identical vowels, such as *preferir*, choose the second one for the stem change:

prefero, **preferes**, **preferire**, **preferien**.

With the verb *repetir*:

repito, **repites**, **repite**, **repiten**.

However, with *perder* or *querer*, use the first e for the stem change:

pierdo, **pierdes**, **pierde**, **pierden**
and **quiero**, **quieres**, **quiere**, **quieren**.

The stem change does not occur in the *nosotros* or *vosotros* form.

A Note About the Spanish Alphabet - El Alfabeto

A B (be) **C** (ce) Ch (che) **D** (de) **E** F (efe) G (ge) H (ache) **I** J (jota) K (ca) L (ele) LL (eye) M (eme)
N (ene) Ñ (eñe) **O** P (pe) Q (cu) R (ere) RR (erre) S (ese) T (te) **U** V (ve) W (doble ve) X (equis)
Y (i griega) Z (ceta).

PROVIDING BASIC CLASSROOM INSTRUCTIONS

You'll want to be especially kind and encouraging with your English-language learners; see Mohr & Mohr, 2007 for helpful suggestions.

Introducing Your Students to Classroom Life

Promoting Understanding and Encouraging Participation

| | |
|---|--|
| Help me understand what you mean. | Ayúdame a comprender lo que quieres decir. |
| Tell me again. | ¿Qué? |
| Tell me what you are thinking. | Dime lo que estás pensando. |
| Do you know any words in English to say that? | ¿Sabes cómo decirlo en inglés? |
| Do you think it is _____ or _____? | ¿Piensas que es _____ o _____? |
| Yes! That's it. Good thinking and good English! | ¡Sí, ¡eso es! Bien pensado y buen inglés! |
| I think you know something about this. | Creo que tú sabes algo acerca de esto. |
| I want to hear from you in this lesson. | Quiero escucharte en esta lección. |
| Get ready with a question or an answer. | Prepara una pregunta o una respuesta. |
| Good learners ask lots of questions. | Los estudiantes buenos hacen muchas preguntas. |
| Be thinking, because everyone will get to answer. | Ve pensando porque todos responderán. |

Beginning the Day

How to address more than one student:

Hang up your coats and sit down please.

Cuelguen sus abrigos y siéntense por favor.

Please pass out these papers.

Pasen estos papeles, por favor.

These are instructions for buying school supplies for class.

Estas son las instrucciones para comprar los materiales escolares.

Ms. Atkins, Ana doesn't have the paper.

Señorita Atkins, Ana no tiene el papel.

Okay, put the papers away and give them to your parents when you get home.

Bueno, guarden los papeles y se los entregan a sus padres cuando lleguen a casa.

Language Structure: Imperative Mood (Commands)

Formal imperative mood

To give formal commands, we use the subjunctive form of the verb by switching endings. We give formal commands to adults we hardly know or to older people.

Example:

When addressing only one person

hablar (*to speak*)

hable

comer (*eat*)

coma

escribir (*write*)

escriba

When addressing more than one

hablen

coman

escriban

Commands with irregular verb forms:

salir – **salga**

tener – **tenga**

decir – **diga**

ir – **vaya**

saber – **sepa**

venir – **venga**

ser – **sea**

hacer – **haga**

poner – **ponga**

An easy way to remember these forms is by remembering the present tense first person singular. And change the *o* to an *a*.

Example:

Present Indicative

tengo

Present Subjunctive

tenga

salgo
digo
pongo
vengo
hago

salga
diga
ponga
venga
haga

Saber, ser, and ir are unique.

Present Indicative

sé
soy
voy

Present Subjunctive

sepa
sea
vaya

Informal imperative mood

When we give informal commands we address only one person. We give informal commands to children, friends, or peers. We use the third person singular of the verb in the present indicative. For example:

Regular verbs:

| | | |
|---------------|--------------|-----------------|
| hablar | comer | escribir |
| habla | come | escribe |

Irregular verbs have special forms:

| | | | |
|--------------------|--------------------|--------------------|--------------------|
| salir – sal | tener – ten | decir – di | ir – ve |
| venir – ven | ser – sé | hacer – haz | poner – pon |

Negative form

For the negative form, the subjunctive mood is used (verb switching) for regular verbs:

| | | |
|---------------|--------------|-----------------|
| hablar | comer | escribir |
| no hables | no comas | no escribas |

It is necessary to remember the subjunctive forms for irregular verbs:

| | | | |
|------------------|------------------|-----------------|------------------|
| no salgas | no tengas | no digas | no vayas |
| no vengas | no seas o | no hagas | no pongas |

Routines Across the Day

The Read-Aloud

| | |
|--|--------------------------------------|
| Today, we are going to read the story of ____. | Hoy, vamos a leer el cuento de ____. |
| Sit here in a circle please. | Siéntense en círculo, por favor. |
| Listen well. | Escuchen bien. |

| | |
|--|---|
| Now, answer my questions. | Ahora, respondan a mis preguntas. |
| What happened next? | ¿Qué pasó después? |
| Who are the characters? | ¿Quiénes son los personajes? |
| Where are they living? | ¿Dónde viven ellos? |
| What happened in the end? | ¿Qué pasó al final? |
| Test-Taking | |
| We have a test today. | Tenemos un examen hoy. |
| Take out your pencils. | Saquen sus lápices. |
| Write your name on the paper. | Escriban su nombre en el papel. |
| Write the answers now. | Escriban las respuestas ahora. |
| When you are finished, raise your hand, but don't get up. | Cuando terminen, levanten la mano, pero no se levanten. |
| Ana and Carmen, come to the chalkboard. | Ana y Carmen, vengan a la pizarra. |
| Write the answers on the board. | Escriban las respuestas en la pizarra. |
| Recess | |
| Don't run. | No corras. |
| Don't push. | No empujes. |
| Don't throw dirt at your classmates. | No les tires tierra a tus compañeros. |
| Keep the ball inside the fence. (To clarify, Spanish translation means: Don't throw the ball outside of the fence.) | No tires la pelota fuera de la reja. |
| Line up when you hear the bell. | Ponte en fila cuando oigas la campana. |
| We will get a drink when we go inside. | Tomaremos una bebida adentro. |

Language Structure: Informal Affirmative and Negative Commands

Affirmative (indicative)

correr (to run)

dejar (to leave something, to allow)

empujar (to push)

tirar (to throw)

ponerse en fila (to get in line)

corre

deja

empuja

tira

ponte en fila

Negative (subjunctive)

no corras

no dejes

no empujes

no tires

no te pongas en fila

Reflexive Pronouns

me (me)

te (you)

se (you, he, she, it)

nos (us)

os (you)

se (they, you /pl./)

General Classroom Instructions

Classroom Courtesy

How to address one student:

Don't throw trash on the floor.

There is a trash can in the corner.

Don't yell, please.

Watch your language.

Be polite. Open the door for your classmate.

No botes papeles al suelo

Hay un basurero en el rincón.

No grites, por favor.

No se dicen malas palabras.

Sé cortés. Abre la puerta a tu compañera/compañero.

End of the School Day

How to address more than one student:

When we give a command to only one person, it is important to know the difference in structure between formal and informal commands; however, there is only one form when addressing more than one person.

Put on your jackets.

Line up and walk to the bus.

It's time to leave now; get your jackets and backpacks.

Pónganse las chaquetas.

Pónganse en fila y caminen hacia el autobús.

Es hora de salir. Cojan sus chaquetas y mochilas.

Classroom Vocabulary

You may hear different words depending on where your Spanish-speaking students are from; for example, the word *bus* has different translations in Spanish countries, according to the region. One word is *camión* in Mexico, *gua gua* in some Caribbean countries, *autobús* in Spain and in most Latin American countries, *bus* in Paraguay and Uruguay, and *ómnibus* in Ecuador and Perú.

Daily Action Words

| | | | |
|----------------------------|------------------|------------------------------|-----------------------------|
| to finish | terminar | Did you finish? | ¿Terminaste? |
| to sit | sentarse | Sit down. | Siéntate. |
| to get up | levantarse | Get up. | Levántate. |
| to bring | traer | Bring your paper. | Trae tu papel. |
| to draw | dibujar | Draw your family. | Dibuja a tu familia. |
| to think | pensar | Think carefully. | Piensa bien. |
| to be over | se acabó | The movie is over. | Se acabó la película. |
| to raise the hand. | levantar la mano | Raise your leg. | Levanta la pierna. |
| to write | escribir | Write on the board. | Escribe en la pizarra. |
| to work | trabajar | Work with your classmate. | Trabaja con tu compañero/a. |
| to have | tener | Do you have a tissue? | ¿Tienes papel? |
| to put/place | poner | Place your books there. | Pon los libros allí. |
| to hang up the coat/jacket | | colgar el abrigo/la chaqueta | |
| to put on the jacket | | ponerse la chaqueta | |
| to line up | | ponerse en fila | |
| to come to class | | venir a clase | |
| to get/to catch the bus | | coger el autobús | |
| to pass papers around | | pasar papeles | |
| to have instructions | | tener instrucciones | |
| to buy supplies | | comprar materiales | |

| | |
|----------------------------|--------------------|
| to have a piece of paper | tener papel |
| to put papers away | guardar papeles |
| to give/to turn in a test | entregar el examen |
| to arrive at home | llegar a casa |
| to walk outside | caminar afuera |
| to run fast | correr rápido |
| to throw trash | botar la basura |
| Classroom Materials | |
| paper | papel |
| pencil | lapiz |
| ten | bolígrafo |
| markers | plumones |
| colors | colores |
| book | libro |

Language Structure: Indefinite Articles

Use the indefinite article *un* in front of a singular indefinite noun and *unos* in front of plural indefinite nouns. *Una* and *unas* are used in front of singular and plural feminine nouns respectively.

un papel

unos papeles

una mesa

unas mesas

| | | | |
|-----------------|---------------|------------|--------------|
| Cognates | | | |
| Nouns | | | |
| bus | bus/autobús | poem | poema |
| circle | círculo | photos | fotos |
| diary | diario | story | historia |
| folder | carpeta | Verbs | |
| instructions | instrucciones | | |
| language | lenguaje | terminated | terminado/da |
| order | orden | pass out | pasar |
| permission | permiso | | |

Understanding Classroom Community

Social Challenges

| | |
|--|--|
| Here we are supportive of each other. | Aquí todos nos ayudamos. |
| We avoid insults, put-downs, and threats. | Evitamos insultos, fastidios y amenazas. |
| If you feel threatened or uneasy, let me know. | Si te sientes amenazado/a o incómodo/a, dímelo. |
| The younger children look up to you to set a good example. | Los niños de menor edad te miran con respeto y quieren seguir tu ejemplo. |
| You are ladies and gentlemen. Speak moderately and politely to each other. | Ustedes son damas y caballeros. Hablen con respeto y cortesía. |
| Always try to find something nice to say to each other. | Siempre traten de decirse algo agradable. |
| If someone insults/hurts you, let me know and I will deal with it privately. | Si alguien les insulta o hiere, díganmelo y lo trataré de resolver en privado. |
| We work in groups often in our classroom—the students will help you. | Con frecuencia trabajamos en grupos en la clase—los estudiantes te ayudarán. |
| I know you are working hard to understand. | Sé que estás haciendo un esfuerzo por comprender. |
| Be patient, I know you can do it! | Ten paciencia. ¡Sé que puedes hacerlo! |
| Can you write it down in Spanish or English? | ¿Puedes escribirlo en español o en inglés? |
| I will figure it out. | Ya me dará cuenta. |

Peer Pressure

| | |
|---|--|
| Do you feel sad/upset/embarrassed? | ¿Te sientes triste/fastidiado/a, avergonzado/a |
| How do you feel? | ¿Cómo te sientes? |
| Do you have friends in this class? | ¿Tienes amigos/amigas en esta clase? |
| Who do you hang out with during recess? | ¿Con quién te juntas durante el recreo? |

Health and Neatness

| | |
|--|--|
| Did you eat all your lunch? | ¿Te comes todo tu almuerzo? |
| Is there something you don't like to eat? | ¿Hay algo que no te gusta comer? |
| Students need to come to class very clean and wear appropriate clothing. | Los estudiantes deben venir a clase muy limpios y deben usar ropa apropiada. |

Cultural Interests

| | |
|---|--|
| It is interesting to listen or read about other cultures. | Es interesante escuchar o leer acerca de otras culturas. |
| Can you tell me something interesting about your culture? | ¿Puedes decirme algo interesante acerca de tu cultura? |

Sports

| | |
|---|---|
| Get involved in sports to feel better about your mind and body. | Participa en deportes para sentirte mejor mental y físicamente. |
| What is your favorite sport? | ¿Cuál es tu deporte favorito? |
| Who is your favorite team/player? | ¿Cuál es tu equipo/jugador favorito? |

Independence

Don't do anything that you will regret later on.

No hagas nada de lo que te puedas arrepentir después.

Behave like a young adult.

Compórtate como un joven adulto.

Many things are not allowed in school. That includes weapon such as knives, box knives, guns, toy guns, fireworks, matches, lighters, and other substances such as tobacco and drugs of any kind.

Hay muchas cosas que no se permiten en la escuela. Eso incluye armas: cuchillos, cuchillas, pistolas, pistolas de juguete, fuegos artificiales, fósforos, encendedores y otras sustancias como tabaco y drogas de todo tipo.

FINE-TUNING CLASSROOM MANAGEMENT

Instructions and Praise

How to address one student:

| | |
|---|---|
| Remember to do all the parts. | Acuérdate de hacerlo todo. |
| Hey, great job! | ¡Muy bien hecho! |
| I like that you are cooperating. | Me gusta que cooperes. |
| Remember to do your best. | Recuerda de hacerlo lo mejor que puedas. |
| Talk to your partners about it. Very good! | Conversa con tus compañeros/ compañeras acerca de esto. ¡Muy bien! |

Language Structure: Verb Conjugation

Gustar (to please) is used in the third person with an indirect object pronoun to mean “to like”

Me gusta

Te gusta

Le gusta

Me gustan

Te gustan

Le gustan

Nos gusta

Os gusta el chocolate (singular)

Les gusta

Nos gustan

Os gustan los chocolates (plural)

Les gustan

Example:

Me gusta la carne.

I like beef.

No me gusta el cerdo.

I don't like pork.

Me gustan las verduras también.

I like vegetables too.

No me gustan los restaurantes de comida rápida.

I don't like fast food restaurants.

This group of verbs behaves like the verb *gustar*:

| | |
|-------------------|----------------------------------|
| enojar | <i>to annoy</i> |
| interesar | <i>to be interested</i> |
| molestar | <i>to bother</i> |
| fascinar | <i>to fascinate</i> |
| encantar | <i>to love /doing/ something</i> |
| sorprender | <i>to get surprised</i> |
| importar | <i>to mind</i> |

It is necessary to use the appropriate indirect object pronoun in front of these verbs, and observe that they are conjugated in a very particular way.

Indirect Object Pronouns

| | |
|------------------|----------------|
| me (me) | nos (us) |
| te (you) | os (you) |
| le (him/her/you) | les (them/you) |

Work Habits

Working Independently

How to address informal commands to one student:

| | |
|---|---|
| Do this by yourself. | Hazlo tú solo/sola. |
| Raise your hand if you have a question. | Levanta la mano si tienes una pregunta. |
| Do you need help? | ¿Necesitas ayuda? |
| Work carefully. | Trabaja con cuidado. |
| I knew you could do it! | ¡Sabía que lo lograrías! |
| Good job! | ¡Qué bien! |
| When you finish, read a book and wait for the others. | Cuando termines, lee un libro y espera a los demás. |

Questions and Directions

How to address one student:

| | |
|-----------------------------|--------------------------|
| Do you have your homework? | ¿Tienes tu tarea? |
| Put your books/things away. | Guarda tus libros/cosas. |
| Show me your note. | Enséñame tu nota. |

Discipline Challenges

How to address one student:

| | |
|----------------------------------|----------------------------------|
| Be quiet. | Silencio. |
| Do you understand the rules? | ¿Comprendes las reglas? |
| Watch me. | Mírame. |
| Repeat what I say. | Repíte. |
| Don't do that. | No lo hagas. |
| Don't talk. | No hables. |
| Lower your voice. | Baja la voz. |
| Sit down. | Siéntate. |
| Wait your turn. | Espera tu turno. |
| Don't touch that. | No lo toques. |
| Pick it up. | Recógelo. |
| Where are you going? | ¿Adónde vas? |
| Come stand beside me | Ven y párate junto a mi. |
| Whose fault is it? | ¿De quién es la culpa? |
| Is your mother at home? | ¿Está tu mamá en casa? |
| I am going to call your parents. | Voy a llamar a tus padres. |
| I will send a note home. | Voy a mandar una nota a tu casa. |

How to address more than one student:

| | |
|------------------------------|-------------------------|
| Be quiet. | Silencio. |
| Do you understand the rules? | ¿Comprenden las reglas? |
| Watch me. | Mírenme. |
| Repeat what I say. | Repítan. |
| Don't do that. | No lo hagan. |
| Don't talk. | No hablen. |
| Lower your voice. | Bajen la voz. |
| Sit down. | Siéntense. |
| Wait your turn. | Esperen su turno. |

| | |
|----------------------------------|------------------------------------|
| Don't touch that. | No lo toquen. |
| Pick it up. | Recójanlo. |
| Where are you going? | ¿Adónde van? |
| Come stand beside me. | Vengan y párense junto a mí. |
| Whose fault is it? | ¿De quién es la culpa? |
| Is your mother at home? | ¿Están sus mamás en casa? |
| I am going to call your parents. | Voy a llamar a sus padres. |
| I will send a note home. | Voy a mandar una nota a sus casas. |

Monitoring the Hall

How to address more than one student:

| | |
|---------------------------------|---|
| Who is the line leader? | ¿Quién es el líder/la líder? |
| Walk in line. | Caminen en fila. |
| Hands to yourself. | Sin tocar a nadie. |
| No running in the hall. | No corran en el pasillo. |
| Stop at the corner/stairs/door. | Paren en la esquina/en las escaleras, en la puerta. |
| Wait for them to catch up. | Esperen a los demás. |
| You have to go to the end. | Tienen que ir a la cola. |

Language Structure: Tener que=to have to (showing obligation)

Tengo que hacer mi tarea.

Tienes que ir a la cola.

Tiene que cortarse las uñas.

Tenemos que subir al ascensor.

Tienen que bañarse todos los días.

I have to do my homework.

You have to go to the end.

She/He has to cut her/his nails.

We have to go on the elevator.

They have to bathe every day.



¡Ojo!

Tener que + infinitive

Tengo que ahorrar = *I have to save*

The same structure is used in English.

Directions Throughout the Day

How to address one student:

| | |
|--------------------------|------------------------------|
| Have you finished? | ¿Has terminado? |
| Do you know the answer? | ¿Sabes la respuesta? |
| Pay attention. | Presta atención. |
| Don't touch it. | No lo toques. |
| Pick it up. | Recógelo. |
| Where are you going? | ¿Adónde vas? |
| Watch me. | Mírame. |
| Be quiet. | Silencio. |
| Whose? | ¿De quién? |
| Calm down. | Cálmate. |
| Send _____ home. | Manda a _____ a casa. |
| Don't touch the screen. | No toques la pantalla. |
| Watch your teacher. | Mira a tu maestra. |
| Pick up the paper. | Recoge el papel. |
| Stand up straight. | Párate derecho/derecha. |
| Repeat, please. | Repite, por favor. |
| I don't understand. | No comprendo. |
| Show me your work. | Enséñame tu trabajo. |
| Go home now. | Ve a casa ahora. |
| There is a mistake here. | Hay una falla/un error aquí. |
| This is your turn. | Te toca a ti. |
| Help me. | Ayúdame. |
| Don't speak so loud. | No hables tan fuerte. |

Cognates

Nouns

| | | | | | |
|----------|-----------|--------|-------|--------|-------|
| activity | actividad | leader | líder | others | otros |
| colors | colores | line | línea | turn | turno |
| problem | problema | note | nota | voice | voz |

UNDERSTANDING THE SCHOOL AND SCHEDULES

Language Around the Clock

Morning Routine

How to address more than one student:

| | |
|--|--|
| Put your things away. | Guarden sus cosas. |
| Find your journal. | Saquen sus diarios. |
| Let's do the lunch count. | Contemos el número de almuerzos. |
| Put your folders in the basket. | Pongan sus carpetas en la canasta. |
| Good morning. | Buenos días. |
| It's time for the morning song. | Es hora de cantar. |
| Did you bring your picture order? | ¿Trajeron su orden de fotos? |
| Do you have your permission slip? | ¿Tienen la hojita de permiso? |
| Where are your coats? | ¿Dónde están sus abrigos? |
| Do you want chocolate milk or plain? | ¿Quieren leche con chocolate o blanca? |
| Before lunch we must go to the bathroom. | Antes de almuerzo debemos ir al baño. |
| Recess is before math. | El recreo es antes de matemáticas. |
| Recess is after lunch. | El recreo es después del almuerzo. |
| We go to computers at 2:00. | Vamos al centro de computadoras a las dos. |
| Music is on Tuesdays. | Música es los martes. |
| PE is on Wednesday and Fridays. | Educación física es los miércoles y viernes. |
| Our schedule today is different. | Nuestro horario de hoy es diferente. |
| We have these changes. | Hay estos cambios. |

Questions and Answers

How to question and address one student:

| | |
|---|--|
| Did you do your homework last night? | ¿Hiciste tu tarea anoche? |
| It is not in my folder. | No está in mi carpeta |
| Be sure to look for it and bring it tomorrow. | Asegúrate de buscarla y de traerla mañana. |
| Can I sharpen my pencil? | ¿Puedo sacarle punta a mi lápiz? |
| Yes, you can. It is the time to do that now. | Sí, puedes. Este es el momento de hacerlo. |

Language Structure: Preterite Past Tense

Regular verbs are conjugated like this in the past tense:

Hablar

hablé
hablaste
habló
hablamos
hablasteis
hablaron

Comer

comí
comiste
comió
comimos
comisteis
comieron

Escribir

escribí
escribiste
escribió
escribimos
escribisteis
escribieron

Other regular verbs ending in *ar*: *trabajar, estudiar, cantar, contestar, preguntar*, etc. Check the verb list on page 12 in Chapter 1.

- The preterite endings of regular *er* and *ir* verbs are identical.
- The *nosotros* form of the preterite is identical to the *nosotros* form of the present indicative in regular *ar* and *ir* verbs. The meaning is usually clarified through context.

Examples:

Nosotros **conversamos** todos los días. *We talk every day.* Present

Nosotros **conversamos** ayer. *We talked yesterday.* Past

Spelling Changes

- Verbs ending in *car, gar, guar*, and *zar* have a spelling change in the first person singular:

| | | |
|----------------|--------------|--------------------|
| c-qu practicar | yo practiqué | <i>I practiced</i> |
| g-gu pagar | yo pagué | <i>I paid</i> |
| z-c empezar | yo empecé | <i>I started</i> |
| u-ü averiguar | yo averigüé | <i>I found out</i> |

Other verbs that follow these rules:

almorzar **almorcé** *I had lunch* **entregar** **entregué** *I turned in*
sacar **saqué** *I took out* **Tocar** **toqué** *I touched/played*

- Three other verbs: *creer*, *leer*, and *oir*, change the **i** to **y** in the third person singular and plural.

| | | |
|--------------------------------|------------------------------------|-------------------------------|
| Leer (<i>to read</i>) | Creer (<i>to believe</i>) | Oir (<i>to hear</i>) |
| leí | creí | oí |
| leíste | creíste | oíste |
| leyó | creyó | oyó |
| leímos | creímos | oímos |
| leísteis | creísteis | oísteis |
| leyeron | creyeron | oyeron |

- Other verbs in this category: *huir* (to flee), *influir* (to influence), *construir* (to build)



¡Ojo! There are no stem changes for *ar* and *er* verbs in the preterite. Only *ir* verbs change the stem, but not in the same way they do in the present tense. Observe that the stem change is only in the third person singular and plural in the preterite, and the **ue** changes to **u**.

| Present ue | Past u |
|----------------------------|---------------|
| Dormir (<i>to sleep</i>) | |
| duermo | dormí |
| duermes | dormiste |
| duerme | durmíó |
| dormimos | dormimos |
| dormís | dormisteis |
| duermen | durmieron |

Ir verbs that change from *e* to *i* in the present keep the same change in the preterite, but only in the third person singular and plural.

| | | | |
|----------------------------------|-----------|------------------------------------|---------------|
| Pedir (<i>to order</i>) | | Conseguir (<i>to get</i>) | |
| pido | pedí | consigo | conseguí |
| pides | pediste | consigues | conseguiste |
| pide | pidió | consigue | conseguió |
| pedimos | pedimos | conseguimos | conseguimos |
| pedís | pedisteis | conseguís | conseguisteis |
| piden | pidieron | consiguen | conseguieron |

Expressions used in the past tense:

| | | | |
|-------------------|-------------------------|-----------------------------|----------------------|
| <i>Last night</i> | anoche | <i>last year</i> | el año pasado |
| <i>Last week</i> | la semana pasada | <i>yesterday</i> | ayer |
| <i>Last month</i> | el mes pasado | <i>day before yesterday</i> | antes de ayer |

Parts of the School

| | |
|--------------------|--|
| principal's office | la oficina del director/de la directora |
| nurse's office | la enfermería |
| cafeteria | la cafetería |
| hallway | el pasillo |
| bathroom | el baño |
| gymnasium | el gimnasio |
| playground | el patio |
| parking lot | el parqueo |
| counselor's office | la oficina del consejero/de la consejera |
| library | la biblioteca |
| classroom | la clase |
| computer lab | el centro de computadoras |
| music room | la sala de música |
| art room | la sala de arte |
| science laboratory | el laboratorio de ciencias |
| front door | la puerta principal |
| playground door | la puerta del patio |

Safety Drills

U.S. schools and communities generally have safety drills and an organized system in place to prepare for and respond to emergencies. America also has more and better resources than many Spanish-speaking countries, where emergency situations may tend to provoke more fear.

| | |
|--|---|
| Tornado drill—this is practice. | Adiestramiento para tornado—esto es una práctica. |
| Walk quietly to the hall and sit down. | Caminen al pasillo en silencio y siéntense. |
| Head down in your lap. | Pongan la cabeza en sus piernas. |
| Be quiet; we will be fine. | Silencio, todo va a salir bien. |
| Fire drill | Adiestramiento para incendio. |
| Walk quietly out of the building. | Salgan del edificio sin hacer ruido. |

| | |
|---|---|
| Stop at the fence. | Párense/Deténganse en la reja. |
| The firemen are watching. | Los bomberos están mirando. |
| Be quiet. | En silencio. |
| Go quietly back to our classroom. | Regresen a la clase en silencio. |
| Code blue/red (intruder) | Código azul/rojo (intruso) |
| I have to lock the door to keep us safe. | Tengo que cerrar la puerta con llave para estar seguros. |
| I will close the blinds. | Cerraré las persianas. |
| I will turn off the lights. | Voy a apagar las luces. |
| We have to go over there and sit on the floor. | Tenemos que ir allí y sentarnos en el suelo. |
| When we hear the all clear, return to your seats. | Cuando escuchemos que ya todo pasó, pueden regresar a sus asientos. |
| This is practice. | Esta es una práctica. |

Cognates

Nouns

| | |
|--------------|------------------------|
| code | código |
| cafeteria | cafetería |
| computer lab | centro de computadoras |
| gymnasium | gimnasio |
| intruder | intruso |
| laboratory | laboratorio |
| office | oficina |
| parking lot | parqueo |
| science | ciencias |
| silence | silencio |

Verbs

| | |
|--------|----------|
| count | contar |
| return | retornar |

GETTING ACADEMIC: READING, WRITING, MATH, SOCIAL STUDIES, AND SCIENCE

Reading

| | |
|--|---|
| Okay, it's time for reading groups. | Bueno, es la hora de los grupos de lectura. |
| What group am I in? | ¿En qué grupo estoy? |
| Maria, you are in the group with Juan and Ana. | María, tú estás en el grupo de Juan y Ana. |
| Your group table is in the front of the room. | La mesa de tu grupo está al frente de la clase. |

Math

| | |
|--|--|
| Get out your math book and a piece of paper. | Saca tu libro de matemáticas y un papel. |
| What does my math book look like? | ¿Cómo es mi libro de matemáticas? |
| Ask your buddy Sam. He will show you. | Pregúntale a tu compañero Sam. El te va a enseñar. |
| Remember that we added the milk cartons yesterday? | ¿Recuerdas que sumamos los cartones de leche ayer? |
| How many did you have? | ¿Cuántos tenías? |
| Your group had the most. | Tu grupo tenía más. |
| Your group had the least. | Tu grupo tenía menos. |
| Right! Now we are going to make a graph with that information. | ¡Correcto! Ahora vamos a hacer un gráfico con esa información. |

Science

Each group has a set of pictures of flowers.

Cada grupo tiene un juego de fotos de flores.

We are going to practice our observation steps and skills.

Vamos a seguir los pasos y a practicar nuestras destrezas.

Here are magnifying glasses for each of you.

Aquí están las lupas para cada uno de ustedes.

Okay, use the lenses to examine the flowers.

Muy bien, usen los lentes para examinar las flores.

What do you see?

¿Qué ven?

Write what you see in the place on the worksheet.

Escriban lo que ven en el lugar correcto en la hoja de ejercicios.

Writing

We had macaroni and cheese.

Comimos macarrones con queso.

That's great! But let's talk about words that can describe food.

¡Qué bien! Pero hablemos de las palabras que pueden describir la comida.

Words that describe something are called adjectives.

Las palabras que describen algo se llaman adjetivos.

Here are some good ones.

Aquí hay algunas buenas.

Delicious, crunchy, sweet, hot, spicy, cold, yummy, yucky.

Delicioso, crujiente, dulce, caliente, picante, frío, rico, feo.

I will write them on the overhead.

Los voy a escribir en el proyector.

Now as a class, let's write a sentence about dinner using one or two of those words.

Ahora entre todos, vamos a escribir una oración acerca de la comida usando una o dos de estas palabras.

Okay, now everyone write your own descriptive sentences.

Bueno, ahora cada uno escribe sus propias oraciones descriptivas.

Write four sentences using at least two adjectives in each sentence.

Escriban cuatro oraciones usando por lo menos dos adjetivos en cada oración.

Remember to use your best penmanship and punctuation.

Recuerden usar buena letra y la puntuación correcta.

We are going to write about what we had last night for dinner.

Vamos a escribir acerca de lo que comimos anoche.

Language Structure: Past Tense With Irregular Verbs

Saber (to know)

supe
supiste
supo
supimos
supisteis
supieron

Hacer (to do)

hice
hiciste
hizo
hicimos
hicisteis
hicieron

Dar (to give)

di
diste
dio
dimos
disteis
dieron

Poder (to be able to)

pude
pudiste
pudo
pudimos
pudisteis
pudieron

Poner (to put)

pose
pusiste
puso
pusimos
pusisteis
pusieron

Ir (to go)

fui
fuiste
fue
fuimos
fuisteis
fueron

Ser (to be)

fui
fuiste
fue
fuimos
fuisteis
fueron

Estar (to be)

estuve
estuviste
estuvo
estuvimos
estuvisteis
estuvieron

Tener (to have)

tuve
tuviste
tuvo
tuvimos
tuvisteis
tuvieron

Conducir (to drive)

conduje
condujiste
condujo
condujimos
condujisteis
condujeron

Venir (to come)

vine
viniste
vino
vinimos
vinisteis
vinieron

Decir (to say/tell)

dije
dijiste
dijo
dijimos
dijisteis
dijeron

Traducir (to translate)

traduje
tradujiste
tradujo
tradujimos
tradujisteis
tradujeron

Traer (to bring)

traje
trajiste
trajo
trajimos
trajisteis
trajeron

Querer (to love/want)

quise
quisiste
quiso
quisimos
quisisteis
quisieron

Schedule and Subjects

How to question and address more than one student:

| | |
|--------------------------------|---|
| It's time for ____ | Es la hora de ____ |
| math | matemáticas |
| reading/writing | lectura/escritura |
| science | ciencias |
| social studies | ciencias sociales |
| Get our your science book. | Saquen sus libros de ciencias. |
| What ways can you describe it? | ¿Cómo lo pueden describir? |
| How can we add those up? | ¿Cómo podemos sumar? |
| Let's count together. | Vamos a contar. |
| Let's count by 2's, 5's, 10's. | Contemos de dos en dos, de cinco en cinco, de diez en diez. |

Content Area Vocabulary

Math

Reading to one student:

| | | | |
|-------------|-------------|---------------------|------------------------|
| addition | suma | Follow along. | Sigue. |
| subtraction | resta | What is the sound? | ¿Cuál es el sonido? |
| factors | factores | This word is ____ | Esta palabra es ____ |
| reduce | reducir | This letter is ____ | Esta letra es ____ |
| left over | residuo | Find the beginning. | Encuentra el comienzo. |
| multiply | multiplicar | Stretch the sounds. | Alarga los sonidos. |
| How many? | ¿cuántos? | | |
| percent | por ciento | | |
| equal | igual | | |
| pattern | patrón | | |

Language Arts

| | |
|-----------------------------|------------------------------------|
| Who was the main character? | ¿Quién era el personaje principal? |
| What was the setting? | ¿Cuál fue el escenario? |

| | |
|--------------------------------------|----------------------------------|
| How do you know? | ¿Cómo lo sabes? |
| Think of words that are interesting. | Piensa en palabras interesantes. |
| Describe your ideas. | Describe tus ideas. |
| These are descriptive words. | Estas son palabras descriptivas. |
| Use your best penmanship. | Usa buena letra. |
| Remember punctuation. | Recuerda la puntuación. |
| Use the word wall. | Usa la lista de palabras. |
| Use correct spelling. | Usa ortografía correcta. |
| Science | |
| Observe/Look at | Observa/Mira |
| What is the same? | ¿Cuál es igual? |
| Find a pattern | Encuentra un patrón. |
| Weigh the ____ | Pesa el/la ____ |
| Add one drop. | Añade una gota. |
| Identify the material. | Identifica el material. |
| Use your senses. | Usa tus sentidos. |
| Record your data. | Anota los datos. |
| Share the materials. | Comparte los materiales. |
| Discuss the results. | Discute los resultados. |
| What is your hypothesis? | ¿Cuál es tu hipótesis? |
| What is your conclusion? | ¿Cuál es tu conclusión? |

| Cognates | | | |
|----------------|----------------|--------------|-------------|
| Nouns | | Verbs | |
| adjectives | adjetivos | add | añade |
| cartons | cartones | describe | describe |
| conclusion | conclusión | discuss | discute |
| figures | figuras | examine | examina |
| flowers | flores | count | cuenta |
| graph | gráfico | observe | observa |
| hypothesis | hipótesis | Adjectives | |
| ideas | ideas | | |
| information | información | descriptive | descriptivo |
| letter | letra | crunchy | crujiente |
| materials | materiales | delicious | delicioso |
| mathematics | matemáticas | interesting | interesante |
| multiplication | multiplicación | magnificent | magnífico |
| percent | porciento | Adverbs | |
| projector | proyector | | |
| punctuation | puntuación | at the front | al frente |
| sound | sonido | | |
| subtraction | sustracción | | |

HANDLING ILLNESSES AND FIRST AID

In the Nurse's Office

Student Has a Sore Tooth

| | |
|--|---|
| What's wrong, sweetie? | ¿Qué te pasa hijito/hijita? |
| This tooth hurts a lot. | Me duele esta muela mucho. |
| How much does it hurt? Does it hurt a lot or a little? | ¿Cuánto te duele? ¿Te duele mucho o poco? |
| A lot/a little | Mucho/poco |
| We are going to call your parents. | Vamos a llamar a tus padres. |
| Are you going to call my mom or my dad's job? | ¿Va a llamar al trabajo de mi mamá o al de mi papá? |

Student Has a Stomachache

| | |
|------------------------------------|----------------------|
| Do you want to go to the bathroom? | ¿Quieres ir al baño? |
| No, thank you. | No, gracias. |

Student Has an Unidentified Problem

| | |
|----------------------------|----------------------------|
| What's wrong? | ¿Qué te pasa? |
| It hurts here. | Me duele aquí. |
| Come, lie down on the bed. | Ven, acuéstate en la cama. |

Student Fell On the Playground

| | |
|---|---|
| Miss Atkins, Roberto fell and he is bleeding. | Señorita Atkins, Roberto se hacaído y le está saliendo sangre. |
| Oh, no! Where is he? | ¡Ay no! ¿Dónde está? |
| Outside on the playground | Afuera en el patio |
| Roberto, what happened to you? | Roberto, hijito, ¿qué te pasó? |
| I can't move my foot. | No puedo mover el pie. |
| Laura, run to the office and tell the principal to call an ambulance. | Laura, corre a la oficina y dile a la directora que llame una ambulancia. |

Student Facing General Health and Safety Challenges

| | |
|---------------------------|--------------------------|
| What's wrong? | ¿Qué te pasa? |
| What happened to you? | ¿Qué te pasó? |
| My child | Hijito/hijita |
| Do you want ___? | ¿Quieres ___? |
| Go to the bathroom. | Ve al baño. |
| Go to the nurse's office. | Anda a la enfermería |
| We're going to call ___ | Vamos a llamar ___ |
| It hurts. | Me duele. |
| I am going to take you. | Te voy a llevar. |
| fell | Se cayó. |
| has fallen | Se ha caído. |
| lie down | Acuéstate. |
| is vomiting | Está vomitando. |
| is bleeding | Le está saliendo sangre. |
| You don't feel well? | ¿No te sientes bien? |
| You can go. | Puedes ir. |
| You cannot go. | No puedes ir. |
| Are you dizzy? | ¿Estás mareado/a? |

| | |
|-------------------------|-----------------------|
| Can you walk? | ¿Puedes caminar? |
| Can you move your foot? | ¿Puedes mover el pie? |
| Have some water. | Toma un poco de agua. |



¡Ojo! Commands *ve* and *anda* are interchangeable. Both mean “go”.

Preadolescents and Other Health Issues

How to address one student:

| | |
|--------------------------------|---|
| Are you OK? | ¿Estás bien? |
| You seem uncomfortable /ill. | Parece que estás incómoda/ incómodo/mal. |
| Do you have cramps? | ¿Te duele el estómago? |
| Do you need to see the nurse? | ¿Necesitas ver a la enfermera? |
| Do you need a sanitary napkin? | ¿Necesitas una toalla higiénica? |
| Are you having your period? | ¿Estás con la regla? |

Health-Related Words Vocabulary

| | |
|--------------------|------------------|
| the tooth | la muela |
| the nurse's office | la enfermería |
| job | el trabajo |
| tummy | la barriga |
| doctor | el doctor |
| medical insurance | el seguro médico |
| the foot | el pie |
| bed | la cama |
| honey/endearment | mi amor |
| today | hoy |
| up | arriba |
| here | aquí |
| why? | ¿por qué? |

Courtesy Instructions

| | |
|---|--|
| Let me feel your forehead. | Déjame tocarte la frente. |
| Remember to use a Kleenex to blow your nose | Acuérdate de usar un pañuelo de papel para limpiarte la nariz. |
| Wash your hands after you use the bathroom. | Lávate las manos después de usar el baño. |
| You can put your head down on the desk. | Puedes poner la cabeza en el escritorio. |

Question Words

| | |
|-----------|-----------|
| Where? | ¿Dónde? |
| How much? | ¿Cuánto? |
| What? | ¿Qué? |
| Why? | ¿Por qué? |
| Who? | ¿Quién? |
| Which? | ¿Cuál? |

Cognates

Nouns

Verbs

| | | | |
|-----------|------------|-----------------------------|-------------|
| ambulance | ambulancia | to move | mover |
| director | director | to preoccupied/ to worry | preocuparse |
| doctor | doctor | to serve | servir |
| exam | examen | to use | usar |
| infirmary | enfermería | to vomit | vomitir |
| office | oficina | Adjectives | |
| papa | papá | much | mucho |
| patio | patio | | |
| scale | escala | | |
| student | estudiante | | |

Parent Calls From Home

Student Has an Upset Stomach

Parent: Hello, this is Juana Nuñez speaking, _____ Nuñez's mother.

Buenos Días, le habla Juana Nuñez, la mamá de _____ Nuñez.

Teacher: Yes, how can I help you?

Sí, ¿en qué puedo servirle?

Parent: My son/daughter is vomiting and can't attend school today.

Mi hijo/hija está vomitando y no puede asistir a la escuela hoy.

Teacher: Oh, I am sorry. Are you taking him/her to the doctor?

¡Ay que pena! ¿Lo/la va a llevar al doctor?

Parent: No, because we don't have either money or medical insurance.

No, porque no tenemos ni dinero ni seguro médico.

Student Is Absent

Parent: May I speak to Mr. Martin, please?

¿Puedo hablar con el señor Martin, por favor?

Teacher: Speaking.

El habla.

Parent: Good morning, Mr. Martin. This is Jose Durango speaking.

Señor Martin, buenos días. Le habla José Durango.

Teacher: Good morning, Mr. Durango. How may help you?

Buenos días, Sr. Durango. ¿En qué le puedo servir?

Parent: My son/daughter can't make it to school today and he/she has a test today, right?

Mi hijo/hija no puede ir a la escuela y hoy tiene un examen, ¿no?

Teacher: Why can't he come?

¿Por qué no puede venir?

Parent: Because he/she fell yesterday and he/she can't walk.

Porque se cayó anoche y no puede caminar.

Teacher: Don't worry, I can give him/her the test when he/she comes back.

No se preocupe, le puedo tomar el examen cuando vuelva.

Parent: Thanks a lot, sir.

Muchísimas gracias, señor.

Language Structure: Imperfect Mood (Past)

In Spanish, there are two kinds of simple past tenses: preterite and imperfect. We introduced the preterite in the previous lesson. We will introduce the imperfect here. Endings for regular *ar* verbs are: *aba, abas, aba, ábamos, ábais, aban*. Endings for *er* and *ir* verbs are identical: *ía, ías, ía, íamos, ían*. The difference between the preterite and imperfect is that the preterite expresses a completed action, while the imperfect was an ongoing and habitual action in the past. The imperfect is equivalent to *I used to* in English, and it can also be equivalent to the past progressive *I was doing* my homework.

Frequent expressions with the imperfect mood:

todos los sábados *every Saturday*

con frecuencia *frequently*

habitualmente *habitually*

a veces *sometimes*

siempre *always*

a menudo *often*

generalmente *usually*

casi todos los domingos *almost every Sunday*

Preterite Imperfect

I **played** volleyball yesterday.

Jugué *vóleibol* ayer.

They **ate** chicken yesterday.

Comieron *pollo* ayer.

I **used to play** volleyball when I lived there.

Jugaba *vóleibol* cuando vivía allí.

They **were eating** chicken when I arrived.

Comían *pollo* cuando llegué.

Regular verbs

“Ar” endings:

Cantar (*to sing*)

cantaba cantábamos

cantabas cantábais

cantaba cantaban

“Er” endings:

Aprender (*to learn*)

aprendía aprendíamos

aprendías aprendíais

aprendía aprendían

“Ir” endings:

Permitir (*to allow*)

permitía permitíamos

permitías permitíais

permitía permitían



¡Ojo! Almost all verbs are regular in the imperfect. There are only three irregular verbs:

Ir (*to go*)

iba íbamos

ibas ibais

iba iban

Ver (*to see*)

veía veíamos

veías veíais

veía veían

Ser (*to be*)

era éramos

eras érais

era eran

Examples:

Mis padres **iban** a la iglesia todos los domingos cuando yo era niña.

My parents went to church every Sunday when I was a girl.

CHAPTER 7

TALKING WITH FAMILIES

In the Spanish-speaking world, people always address adults with a title, such as *Señor*, *Señorita*, or *Señora*, rather than using a first name, while American people simply use the first name in most situations. Therefore, it is very unusual for Spanish speakers to hear themselves addressed by their first name in place of a title. Accordingly, instead of addressing a parent by his/her name, he/she should be addressed as *Señor/Señora*. A single woman is addressed as *Señorita*.

Additionally, in the Spanish-speaking world people say “hello” and “good-bye” with one or two kisses—with one kiss in most Latin American countries and with two kisses in Spain and Paraguay. Girls kiss other girls or boys as a friendship sign rather than a romantic relationship. Americans tend to keep more distance than Hispanics.

Parents Call In About Their Student

Student Was Unable to Complete Homework

Mom: Good morning, Miss.
My son/daughter couldn't do homework last night because he/she had an upset stomach.

Mamá: Buenos Días, Señorita.
Mi hijo/hija no pudo hacer la tarea anoche porque estuvo con dolor de estómago.

Teacher: It's all right, Madame.
Don't worry.
I hope your son/daughter gets better soon so that he/she can come back to school.

Está bien, señora, no se preocupe.
Espero que su hijo/hija se mejore pronto para que vuelva a la escuela.

A Student Feels Ill and Needs to Go Home

| | |
|--|--|
| Teacher: May I speak with Mrs. Meléndez, please? | ¿Puedo hablar con la señora Meléndez? |
| Parent: Yes, Mrs. Parker, this is she speaking. | Si, señora Parker, con ella habla. |
| Teacher: I'm calling from Perkins School. Your son doesn't feel well. His ear hurts. And he is crying Can you come and pick him up? | Le hablo de la escuela Perkins. Su hijo Carlos no se siente bien. Le duele mucho el oído y está llorando. ¿Puede venir a recogerlo? |
| Parent: Yes, I'll be there in 30 minutes. | Si, señorita. Estaré allí en treinta minutos. |

Student Misbehaved

| | |
|---|---|
| Teacher: Ms. Sánchez, this is Ms Coates speaking. Miguel misbehaved today. He has been sent to the principal's office Can you meet with me to talk about it? | Señora Sánchez, habla la señora Coates. Miguel no se portó bien hoy. Está castigado en la dirección. ¿Puede venir para hablar conmigo? |
| Parent: Oh, Ms. Coates, I am sorry. I am working and I can't leave until 3 in the afternoon. | ¡Ay señorita Coates, que pena! Estoy trabajando y no puedo salir hasta las tres de la tarde. |
| Teacher: That is okay. When can you be here? | Está bien, señora. ¿A qué hora puede venir? |

Student Left Jacket at School

| | |
|--|--|
| Parent: Miss, my son left his jacket here yesterday. He says he left it in the classroom. | Señorita, mi hijo dejó su chaqueta aquí ayer. Dice que la dejó en su clase. |
| Teacher: Let me ask the janitors. Hold on, please. | Voy a preguntarle al personal de limpieza. Un momento, por favor. |
| Parent: Thank you very much, Miss. | Muchas gracias, señorita. |

Student Did Not Return Report Card to School

| | |
|--|--|
| Teacher: Hello, Mrs. Martinez, please. | Aló/Bueno, ¿Con la señor Martinez, por favor? |
| Parent: Speaking. | Ella habla. |
| Teacher: Madame, this is Nancy's teacher speaking. | Señora, le habla la maestra de Nancy. |
| Parent: Good morning, Ms. Johnson. | Buenos días, señorita Johnson. |
| Teacher: How are you? I am calling because Nancy didn't bring back her report card signed. | Cómo está usted? La llamo porque Nancy no ha traído su libreta de notas firmada. |

Language Structure: Present Perfect Tense

In English, the present perfect tense is used to express an indefinite past action or an action that started in the past and it is still relevant in the present.

For example:

I have studied Spanish for two years

Have you had breakfast yet?

He estudiado español por dos años

¿Has desayunado ya?

Charlar (to chat)

Comprender (to learn)

Vivir (to live)

he charlado

he comprendido

he vivido

has charlado

has comprendido

has vivido

ha charlado

ha comprendido

ha vivido

hemos charlado

hemos comprendido

hemos vivido

habéis charlado

habéis comprendido

habéis vivido

han charlado

han comprendido

han vivido

How to form the present perfect tense

The verb *haber* works as an auxiliary verb and needs to be conjugated: *he, has, ha, hemos, habéis, han*. It works with the past participle form of the main verb. The verb *haber* is used in place of "have" in English.

With regular verbs ending in **ar**:

conversar convers + **ado**

Verbs ending in **er** or **ir**:

perder perd + **ido**

compartir compart + **ido**

There are some irregular past participles:

abrir **Abierto** (*opened*)

cubrir **cubierto** (*covered*)

decir **dicho** (*said*)

escribir **escrito** (*written*)

hacer **hecho** (*done*)

morir **muerto** (*died*)

poner **puesto** (*put*)

resolver **resuelto** (*resolved*)

romper **roto** (*broken*)

ver **visto** (*seen*)

volver **vuelto** (*come back*)



¡Ojo! Past participles can work as adjectives in the sentence when used with the verb *estar*. In this case the subject agrees in gender and number with the past participle or adjective.

For example:

La **puerta** **está** **abierta**.

La **ventana** **está** **rota**.

The door is open.

The window is broken.

Politeness

There are three ways to say "I am sorry." *Disculpa* means: "It is my fault/pardon."

¡Qué pena! can also be used to apologize. *Lo siento* and *¡que pena!* convey sympathy or empathy about what has happened or what was said.

Please

Thank you very much

I am sorry.

Could you?

I am sorry.

Por favor

Muchas gracias

Disculpa

¿Podrías?

¡Qué pena!/Lo siento.

When a Student is in Trouble

| | | | |
|-------------------------|----------------------|---------------------------|------------------------------------|
| to behave/ misbehave | portarse bien/mal | Your child is in trouble. | Su hijo/hija se portó mal. |
| punished | castigado | _____ is punished | _____ está castigado/castigada. |
| leave | dejar | Leave your jacket. | Deja tu chaqueta. |
| speak | hablar | Speak slowly. | Habla despacio. |
| wait | esperar | Wait for me. | Espérame. |
| call | llamar | Call your mom. | Llama a tu mamá. |
| work | trabajar | Where does he work? | ¿Dónde trabaja? |
| ask | preguntar | Ask your parents. | Pregúntales a tus padres. |
| to be | estar | Where's your dad? | ¿Dónde está tu papá? |

| | | | |
|----------------------|-------------------|---------------------------------|--------------------------------|
| be able to | poder | Were you able to understand? | ¿Pudiste comprender? |
| pick up | recoger | Pick up the candy wrapping. | Recoge la envoltura del dulce. |
| come | venir | Is your mom coming? | ¿Viene tu mamá? |
| to feel good/bad | sentirse bien/mal | Do you feel bad? | ¿Te sientes mal? |
| today | hoy | Did you do your homework today? | ¿Hiciste tu tarea hoy? |
| yesterday | ayer | Were you absent yesterday? | ¿Faltaste ayer? |
| Cognates | | | |
| Nouns | | Content words | |
| class | la clase | mom/mother | mamá/madre |
| hello | hola | dad/father | papá/padre |
| hello (on the phone) | aló/bueno | teacher | maestro/a |
| | | the homework | la tarea |
| hour | hora | the report card | la libreta de notas |
| immediate | inmediato | cleaning staff | personal de limpieza |
| minute | minuto | someone's address | la dirección de alguien |
| personnel | personal | | |
| recess | recreo | | |
| stomach | estómago | | |
| school | escuela | | |

SUPPORTING FAMILY CONFERENCES

Hispanic families value education for their children but see it as the job of the teachers, who are trained and educated. Accordingly, it is important to help them understand that in the United States both parents and teachers work together on their students' education.

All families may need reminders of the time for their conference. Below is a form in English and repeated in Spanish that could be used to communicate with the families so that attendance is encouraged.

Student's Name _____

The date and time of your conference at school is _____

Parent, teacher conferences are very important for your child's success in school.

Please arrive at least 10 minutes early so that we can stay on schedule. Come to the classroom and wait in the hall.

If you need an interpreter, please call the school 2 days before the conference. The telephone number is _____. I am looking forward to seeing you and discussing your child's interests and progress.

Here is the same form in Spanish.

Nombre del niño o niña _____

La fecha y hora de la reunión en la escuela es _____

Las reuniones de maestros con los padres de familia son muy importantes para el éxito de su niño/niña en la escuela.

Favor de llegar por lo menos 10 minutos antes para poder mantener nuestro horario. Venga a la clase y espere en el pasillo.

Si necesita un intérprete, por favor llame a la escuela dos días antes de la reunión. El número de teléfono es _____. Espero verlos para poder hablar sobre los intereses y el progreso de su niño/niña.

Some schools send report cards home with the students or mail them before the conference. Others hand them out during the conference. Whatever the practice, it is important to let the parents know what the reports mean. Or ask them to bring the report to the conference so they can ask questions about it. Some districts are now focusing on building relationships with families at the conference rather than focusing on grades. In that case, some of the phrases in the first chapters of this book can be used to get to know one another.

Phrases to Use During the Conference

| | |
|--|---|
| Hello Mr. and Mrs. _____. You are _____ parents? | Hola señor y señora _____. ¿Ustedes son los padres de _____? |
| Please sit down here. | Por favor siéntense aquí. |
| How are both of you? Okay? | ¿Cómo están ustedes? ¿Bien? |
| I am so glad that you could come for the conference. It is very important for your child's progress. | Estoy muy contento/a de que pudieron venir. Es muy importante para el progreso de su niño/niña. |
| I enjoy having _____ in class. | Disfruto de tener a _____ en la clase. |
| What does he/she say about school? | ¿Qué dice él/ella de la escuela? |
| Positive Remarks | Notas Positivas |
| He/She is eager to learn. | El/Ella tiene ansias de aprender. |
| He/She has tried very hard to learn. | El/Ella ha hecho un gran esfuerzo por aprender. |
| This is the progress report for ____ | Estas son las notas de ____ |
| This is a portfolio of his/her papers. | Este es el portafolio de sus trabajos. |
| His/Her best subject is math, writing, reading, English. | Su mejor asignatura es matemáticas, escritura, lectura, inglés. |
| What does he/she like the best? | ¿Qué le gusta más a él/ella? |
| He/She always pays attention. | El/Ella siempre presta atención. |

| | |
|---|---|
| He/She is always polite and helpful. | El/Ella siempre es muy cortés y le gusta ayudar. |
| He/She has done well up to now in math, but I think the next unit might be a challenge. | El/Ella está bien en matemáticas hasta ahora, pero pienso que la próxima unidad podría ser un desafío. |
| At the beginning of the year, his/her writing was like this....Now we see many improvements. | Al comienzo del año, su escritura era así. Ahora vemos que es mucho mejor. |
| He/She is now able to answer my questions in English. | El/Ella puede responder a mis preguntas en inglés ahora. |
| He/She will be able to speak English fluently very soon. | El/Ella podrá hablar inglés con fluidez muy pronto. |
| Do all of you speak some English at home? | ¿Ustedes hablan un poco de inglés en casa? |
| Not So Positive Remarks | Notas No Tan Positivas |
| He/She struggles with math, reading, spelling. | Él/Ella lucha con las matemáticas, lectura y ortografía. |
| He/She does not speak loudly enough in class, so it is difficult for me to know if he/she is correct. | El/Ella no habla lo suficientemente recio/fuerte en clase, entonces es difícil saber si ha contestado bien. |
| He/She does not ask questions always, so I don't know what he/she doesn't understand. | El/Ella no hace preguntas, así que no siempre sé lo que no comprende. |
| If I ask him to repeat something, he/she thinks he is wrong and won't try again. | Si le hago repetir algo, piensa que está equivocado/equivocada, y no repite de nuevo. |
| Please tell him/her that it is important to speak more loudly in school so that he/she can be heard by the teacher. | Por favor, dígame que es importante hablar más alto en la escuela para poder ser escuchado/escuchada por el maestro/la maestra. |
| His/her spelling grade is low. Does he/she study at home? | Su nota de ortografía es baja. ¿Estudia en la casa? |

| Study Habits at Home | Hábitos de Estudio en Casa |
|---|---|
| Does he/she have a place to do homework? | ¿Tiene un lugar donde hacer su tarea? |
| Does he/she have older siblings who can help with homework? | ¿Tiene hermanos mayores que pueden ayudar con la tarea? |
| Is there a set time each day to do homework? | ¿Hay una hora fija cada día para hacer la tarea? |
| What time does he/she go to bed? | ¿A qué hora se acuesta? |
| Is there enough time to do the work at home? | ¿Hay suficiente tiempo para hacer el trabajo en casa? |

A Note About Language and Culture: Using an Interpreter

This can take many forms in a school setting. Sometimes, a family will bring a friend or older sibling to interpret for them. Sometimes schools are able to provide interpreters. If so, it is important to think about how to change your communication style and pace in order for everyone to understand what is being said. There are several sites on the Internet that provide hints about using interpreters, but some basics are below.

One useful site is from the University of South Carolina Center for Child and Family Services; the address is: www.sc.edu/ccfs/education/NewHABLA/InterpreterTips.htm.

Just because someone can speak two languages does not mean that he or she is capable of interpreting. This is especially true of those brought in by the family. Interpreting requires the ability to listen carefully to two people, as well as proficiency in two languages. Before you start, introduce everyone to each other. If the interpreter is provided by the district, he or she may be familiar with the typical topics covered in a conference. However, if you can provide in advance a list of topics, or jargon that you will be using, it will help the interpreter prepare.

If it is possible, position the interpreter beside the parents. If you are using an interpreter from the district, it is important to say that all the information will be kept confidential.

Look at the parents when you speak, not the interpreter. Ask the interpreter to use first person for translation so that it will be a more direct communication. For example, instead of saying, "Tell her that I enjoy having Alicia in class," say, "I enjoy having Alicia in class," as you are looking at the parents. That way, the interpreter can fade into the background and serve as a conduit for information. This might change if the interpreter is a family member.

Before you begin, discuss with the interpreter whether the interpretation will be consecutive or simultaneous. Regardless, be sure to speak slowly and distinctly. If the translation is consecutive, you should pause after every sentence or complete thought so that the interpreter can proceed. Remember that the translation of what you said may take longer in Spanish. Likewise, any questions the parents have might sound longer than what the interpreter says to you. English is a somewhat direct language and sometimes it takes fewer words to get the point across.

Try to avoid using highly technical language or educational jargon. It may not translate correctly or the interpreter may not know the terms. Avoid puns and jokes for the same reason. It is polite to pause frequently to ask the parents if they have any questions. However, some families feel that out of respect, they should not question the teacher. Try to impress on them that you welcome questions and want to meet the needs of their child. It is also polite to ask the interpreter if he or she needs a break or to let you know if you should slow down or speed up.

If appropriate, make use of diagrams or lists. If you have given the parents some suggestions for improving homework or other written or verbal information, ask them to repeat the instructions back to you so that you can clear up any misunderstanding immediately.

It is important to make adjustments in your schedule to accommodate the longer time required for a bilingual conference. Remember that few other cultures focus on being “on time” the way mainstream USA does. If you do run out of time, apologize and reschedule for another time to continue your discussion.

Cognates

Nouns

Adjectives

| | | | |
|---------------------|------------|-----------|---------|
| habits | hábitos | difficult | difícil |
| interests | intereses | fixed | fijo |
| interpreter | intérprete | | |
| portfolio | portafolio | | |
| positive | positivo | | |
| progress | progreso | | |
| report | reporte | | |
| reunion/ meeting | reunión | | |
| study | estudio | | |

Appendix

The phrases used in this book are not in any particular tense or order, but they are arranged by topics, and reflect typical speech patterns of most teachers in the United States. We recommend formal study of Spanish so that you may gain full understanding of the language and its cultural aspects.

Recommendations: How to Learn Spanish

Spanish textbooks

Tapes/CDs

Music

DVD movies

Spanish Internet pages

Spanish radio stations

Spanish channels: Univision, Telemundo, Telesur, etc.

Visits with native Spanish speakers

Prolonged visits to Spanish-speaking countries and participation in Spanish language institutes

Cognates List

Nouns

| | | | |
|------------|------------|--------------|-------------------|
| accident | accidente | colors | colores |
| activity | actividad | computer lab | centro de cómputo |
| adjectives | adjetivos | computers | computadoras |
| ambulance | ambulancia | conclusion | conclusion |
| babies | bebés | counselor | consejero |
| blouse | blusa | day | día |
| bus | autobus | diary | diario |
| cafeteria | cafeteria | director | director |
| carton | carton | doctor | doctor |
| chocolate | chocolate | exam | examen |
| circle | círculo | fault | falta |
| class | clase | figures | figures |
| code | código | flowers | flores |

| | | | |
|-----------------|----------------|-------------|-------------|
| graph | gráfico | parents | padres |
| gymnasium | gimnasio | parking lot | parqueo |
| hello | hola/aló | percent | porciento |
| home | hogar | permission | permiso |
| hypothesis | hipótesis | personnel | personal |
| ideas | ideas | photo | foto |
| infirmary | enfermería | plate | plato |
| information | información | poem | poema |
| immediate | inmediato | possible | posible |
| instructions | instrucciones | practice | práctica |
| intruder | intruso | projector | proyector |
| is | es | punctuation | puntuación |
| laboratory | laboratorio | recess | recreo |
| language | lenguaje | rules | reglas |
| leader | líder | scale | escala |
| letter/alphabet | letra | school | escuela |
| line | línea | science | ciencias |
| list | lista | silence | silencio |
| materials | materiales | sir | señor |
| mathematics | matemáticas | sound | sonido |
| minute | minuto | stomach | estómago |
| mom | mamá | story | historia |
| multiplication | multiplicación | student | estudiante |
| music | música | subtraction | sustracción |
| note | nota | sweater | suéter |
| office | oficina | time | tiempo |
| order | orden | turn | turno |
| others | otros | voice | voz |
| pants | pantalones | | |
| papa | papá | | |

| Verbs | | | |
|-----------------|-------------------|-----------|---------|
| calm down | cálmate | Adjective | |
| cooperate | coopera | | |
| count | cuenta | much | mucho |
| describe | describe | Adverbs | |
| examine | examina | | |
| let's count | contemos | no | no |
| move | mueve | Oh no! | ¡Ay no! |
| observe | observa | Pronouns | |
| needs | necesita | | |
| pass out | pasen | me | mí |
| [pay] attention | [presta] atención | | |
| preoccupy | preocupa | | |
| respond | responde | | |
| return | retorna | | |
| serve | sirve | | |
| touch | toca | | |
| use | usa | | |
| vomit | vomita | | |

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Mohr, K. A. J. & Mohr, E. S. (2007). Extending english-language learners' classroom interactions using the Response Protocol. *The Reading Teacher*, 60(5), 440-450.

Internet Resources

www.colorincolorado.org/educators/background/cognates

www.colorincolorado.org/pdfs/articles/cognates.pdf

www.sc.edu/ccfs/education/NewHABLA/InterpreterTips.htm