

Español 3 - La Guía para la clase con Señora Gilbert-Newton

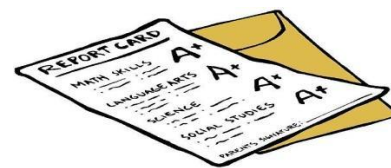
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Señora Gilbert-Newton

gilbert-newtonj@victorschools.org (When you email me please include your **class name** in the subject line)

924-3252 Ext 6316



Your Grading System

· Tests = 35%

Upon completion of 2 chapters of study, a unit test will be given. Each unit test may include a listening section, reading section, grammar section, a composition and a speaking task.

· Quizzes = 30%

Vocabulary, as well as grammar/verbs will be quizzed throughout each chapter/unit. These quizzes will always be announced. At the end of each marking period (10 weeks) the lowest quiz grade received will be dropped.

· Skills = 20%

- **Writing:** 1-2 compositions/short writing assignments, corresponding to the theme of each chapter, will be assigned. 10% points will be deducted, per day, from writing assignments not turned in on time.
- **Reading:** In order to help build this very important skill, students will be regularly assigned short passages with Spanish/English comprehension questions.
- **Listening / Speaking:** Daily listening and speaking activities will help to build fluency and understanding of the target language and will aid in preparation for the final exam in June.

Participation and Homework = 15%

- Participation Work habits, Participation, Preparation for Class, Assignment Completion, Behavior and Use of Target Language
- Homework will be assigned regularly and will either be checked or collected and graded.

Each quarter grade = 25%

Final exam (cumulative) = Stand Alone Grade

Notebooks:

Students are expected to keep a 2 inch three-ring binder, divided into 8 chapter sections. Students should have an additional section for final exam review materials.

If you are absent you are expected to:

- Email the teacher and request missed lessons and homework assignments.
- Check your email. I send out the agenda to absent students.
- Check Google classroom for homework assignments

If you miss a quiz or test, you must make-up this work in a timely fashion.

- You have 2 classes per day missed to make up work.
- Any missed assignments/quizzes/test, etc., that are not made up by the end of each 5 week period will receive a grade of zero

This is your responsibility!



Actively Study Spanish 20 minutes a day.

- Make flash cards, practice Spanish to English and English to Spanish.
- Copy the words 5 times each, English and Spanish,
- Come up with silly ways to remember the meanings of the words.
- Say the words out loud to yourself while you are studying.
- Have someone quiz you out loud.
- Make fan-folds.
- Stay organized, organize your notebook.
- Periodically review old vocabulary.
- Do all homework assignments and in-class assignments.
- Use online resources: conjuguemos.com and quizlet.com



Las Reglas de la Clase

Share ideas and questions in a respectful manner. This includes not interrupting or engaging in other conversations when another person is speaking

Prepared - This means you are in the classroom sitting down and ready to go when class begins. Bring all of your supplies with you. Take care of personal needs before class starts. Have a signed pass if you are coming late.

Attentive - Actively participate in classroom discussions.

Nice—Be an excellent role model for other students. Be respectful and considerate to other students and teacher. Avoid criticism that is not constructive. No "put downs" or "shooting down" another's ideas.

Integrity, - Be truthful, honest and trustworthy.

Scholar - Strive to use the target language as much as proficiency allows.

High effort - Have an outstanding work ethic. Use class time wisely. Be focused and on task. Complete all assignments on time.

- **No cell phone use unless approved by teacher.**
- **If what you are doing interferes with learning, hurts someone's heart or prevents you from being your best self. You shouldn't be doing it!**



Level 3 Spanish Curriculum

Unit Breakdown

Unidad 1 – Health & Welfare

Prueba 1: 1-40 (preterit and imperfect/body parts)

Prueba 2: 41-73 (double clausing)

Prueba 3: Interrupting Actions

Unidad 2 – Arts & Entertainment /Technology

Prueba 1: 1-51 (verbs)

Prueba 2: 52-81 (all preterite and double clausing)

Unidad 3 – Earning a Living/Personal Identification

Prueba 1: 1-51 (future)

Prueba 2: 52-97 (conditional)

Unidad 4 – Community/Neighborhood/Personal Environment

Prueba 1: 1-43 (direct object pronouns)

Prueba 2: 1-12, 44-76 (present perfect)

Unidad 5 – Meal Taking/Food/Drink

Prueba 1: 1-63 (direct and indirect object pronouns)

Prueba 2: 64-110 (formal commands)

Unidad 6 – Current Events/Ancient Civilizations

Prueba 1: 1-70

Prueba 2: Preterit/Imperfect & Hacer + que

Unidad 7 – Travel/Public & Private Services

Prueba 1: 1-67 (mixed tenses – present, preterit, imperfect)

Prueba 2: 68-102 (a personal)

Unidad 8 – Environment

Prueba – vocabulary (all)

Prueba – verb tenses

Participation Rubric

Learning is not a passive process, and your active in-class role is evaluated in your participation grade. Participation means being actively, cooperatively, and respectfully involved in the classroom session.

Expectations	cinco (5)	cuatro (4)	tres (3)	dos (2)	uno (1)
Work Habits	Outstanding work ethic. Uses class time well. Focused and on task.	Consistently good use of class time.	Satisfactory use of class time. Needs at least one prompt to stay on task.	Poor use of class time. Needs more than one prompt to stay focused and on task.	Often off task. Unsatisfactory use of class time. Not working to ability.
Participation	Always attentive and actively participating in classroom discussions.	Often attentive and actively participating in classroom discussions.	Somewhat attentive and active in participation. Participates when called on.	Seldom attentive. Sometimes unable or unwilling to participate, even when called on.	Inattentive. Not actively volunteering or contributing to the class. Unwilling to participate.
Preparation for class	Well prepared for class with required class materials. Materials are well organized . Ready to work well bell rings.	Usually prepared for class with required class materials. Materials are organized. Ready to work well bell rings.	Sometimes unprepared (And/Or) sometimes not ready to begin when the bell rings.	Frequently unprepared (And/Or) often not ready to begin when the bell rings.	Rarely prepared and has to ask to borrow materials. Rarely ready to begin when the bell rings.
Assignment completion	Completes all assignments on time.	Missing 1-2 assignments within this deadline period.	Missing 3 assignments within this deadline period.	Missing 4 assignments within this deadline period.	Missing 5 or more assignments within this deadline period.
Behavior	An excellent role model for other students. Respectful and considerate to other students and teacher.	Good behavior. Compliant with classroom rules.	Needs reminders about appropriate behavior.	Frequently needs to be reminded about appropriate behavior.	Has demonstrated disruptive behavior . Interfering with the work of others. Have proven to be a distraction.
Use of Target Language	Strives to use target language in the room as much as proficiency allows. Tries to apply new concepts while speaking	Frequent and good use of target language to respond to the teacher and classmates during structured activities.	Usually tries to use target language in class. Often relies on others to produce the language	Infrequent use of target language. Initiates most conversations, responses and requests in English.	Seldom makes any effort to use Spanish during class. Almost exclusively uses English when talking.

Spanish 3 Speaking Rubric

Dimension	The student: 4	3	2	1
Initiation	Eagerly initiates speech, utilizing appropriate attention-getting devices. Easily asks questions and speaks spontaneously.	Is willing to initiate speech, utilizing appropriate attention-getting devices. Asks questions and speaks evenly.	Sometimes initiates speech, using attention-getting devices. Sometimes asks questions and speaks hesitantly.	Is reluctant to initiate speech and struggles to ask questions. Speech is halting.
Response	Almost always responds appropriately to questions/comments.	Frequently responds appropriately to questions/comments.	Sometimes responds appropriately to questions/comments.	Rarely responds appropriately to questions/comments.
Conversational Strategies	Clarifies and continues conversation, using all or some of the following strategies: <ul style="list-style-type: none"> • circumlocution • survival strategies • intonation • self-correction • verbal cues • Speaks 5 times. 	Uses all or some strategies, but may need occasional prompting. Speaks 5 times.	Uses some strategies and needs frequent prompting to further the conversation. Speaks 4 times.	Uses few strategies. Relies heavily on conversation partner to sustain conversation. Rarely responds even with frequent prompting. Speaks 3 times.
Vocabulary	<ul style="list-style-type: none"> • Incorporates a variety of old and new vocabulary. • Uses idiomatic expressions appropriate to topic. • Speaks clearly and imitates accurate pronunciation. 	<ul style="list-style-type: none"> • Utilizes a variety of old and limited new vocabulary. • Attempts to use idiomatic expressions appropriate to topic. • Speaks clearly and attempts accurate pronunciation. 	<ul style="list-style-type: none"> • Relies on basic vocabulary. • Speech is comprehensible in spite of mispronunciation. 	<ul style="list-style-type: none"> • Uses limited vocabulary. • Mispronunciations impede comprehensibility.
Structure	Makes few errors in the following areas: <ul style="list-style-type: none"> • verbs in utterances when necessary with appropriate subject-verb agreement • noun and adjective agreement • correct word order and article adjectives <p>Errors do not hinder comprehensibility.</p>	Makes several errors in structure that do not affect overall comprehensibility.	Makes several errors that may interfere with comprehensibility.	Makes utterances that are so brief that there is little evidence of structure and comprehensibility is impeded.
Cultural Appropriateness	Almost always uses/interprets cultural manifestations when appropriate to the task (e.g., greeting leave taking, gestures, proximity, etc.)	Frequently uses/interprets cultural manifestations when appropriate to the task.	Sometimes uses/interprets cultural manifestations when appropriate to the task.	Rarely uses/interprets cultural manifestations when appropriate to the task.

A zero can be given in any of the above dimensions when the student's performance falls below the criteria described for a score of "1".

Hablar de una foto - How to talk about a photo

In **Spanish 3** you are expected to produce **5 double clause sentences** when speaking about a photo. In general, this will be 2 describing the picture, 2 relating it to yourself, and 1 answering a question about the photo or responding to the prompt.

1. Describan la foto. ¡Expliquen con muchos detalles!

- *Describe what you see in the photo.*
- *Explain with many details!*
- *What do you see in the photo?*
- *Where is the photo taken?*
- *What is the relationship of the people in the photo?*
- *What is the emotional state of the people?*
- *"En la foto veo que hay..."*

2. ¿Qué está pasando en la foto? Usen verbos de acción de la unidad que estamos estudiando ahora.

- *What is happening in the photo?*
- *What is the message of the photo?*
- *Is there a problem?*
- *Use verbs from the unit we are studying now.*

3. ¿Cómo pueden relacionar la foto con Uds. mismos? ¿Hay semejanzas? ¿Diferencias?

- *How can you relate the photo to yourself?*
- *Are there similarities?*
- *Differences?*
- *What is the photo's effect on you?*
- *What is your point of view?*

Format for talking about a photo

1. En la foto **veo** que **hay** (people/ person)

En la foto veo que hay una mujer.

2. Él/ella/ellos/ellas **está(n)** (location)

Ella está en su casa.

3. Antes de estar a (location) él/ella/ellos/ellas **fue/fueron** OR (went) **estuvo/ estuvieron** (were located) a la/ al (2nd location) para (verb)

Antes de estar a su casa, ella fue al supermercado para comprar comida.

Antes de estar en su casa, ellos estuvieron en el parque para pasear.

4. Él/ella/ellos/ellas (conjugated verb - what are they doing) porque (reason why)

Ella lava las frutas porque quiere hacer una ensalada de fruta.

5. (No) **me gustaría** (verb) porque **creo** que (reason why)

Me gustaría hacer una ensalada porque me encantan la fruta y son buenas para la salud.

6. Spanish 3 ONLY: En el futuro yo (verb in future tense)

En el futuro comeré más ensaladas de frutas y verduras.

Expresiones para discutir la foto

En la foto veo que hay...	In the photo I see that there is
Porque -	because
Pero -	but
Y -	and
<u>Creo</u> que -	I believe that
<u>Pienso</u> que -	I think that
<u>Es</u> importante + inf. -	It is important that
<u>Es</u> necesario + inf. -	It is necessary that
Antes de + inf -	Before + inf.
Después de + inf-	After + inf.
<u>Hay</u> que + inf -	One must + inf.
<u>Tener</u> que + inf-	To have to + inf.
A mí <u>me parece</u> que-	It seems to me that
<u>Opino</u> que-	It is my opinion that
<u>Sé</u> que-	I know that
<u>Veo</u> que-	I see that
<u>Es</u> claro que -	It is clear that
<u>Siento</u> que (lo siento) -	I am sorry that
<u>Es</u> verdad que-	It is true that
<u>Es</u> obvio que	It is obvious that
<u>Es</u> cierto que-	It is true that
<u>Es</u> evidente que	It is evident that

Spanish 3 Speaking Check List (24points) Name_____

Verb tenses

☐ Present

☐ Past

☐ Future

Correctly Conjugated Verbs (10)

☐☐☐☐☐☐☐☐☐☐

Vocabulary from Spanish 3 (10)

☐☐☐☐☐☐☐☐☐☐

Understands question and responds appropriately

☐

TALK MOVES Español 2	Español 3	Español 4 & 5
<u>Contribute</u> Pienso que... I think Creo que... I believe Opino que ... I have the opinion that	<u>Contribute</u> Pienso que... I think Creo que... I believe Opino que ... I have the opinion that Sé que... I know that Veó que... I see that	<u>Contribute</u> Pienso que... Creo que... Opino que ... Sé que... Veó que Es claro que Es obvio que Es cierto que Es evidente que
<u>Agreement</u> Estoy de acuerdo con _____ (porque ...) I agree with _____ because	<u>Agreement</u> Estoy de acuerdo con _____ porque ... I agree with _____ because Pienso lo mismo I think the same	<u>Agreement</u> Estoy de acuerdo con _____ porque ... Pienso lo mismo. Comparto la misma opinión que... Tenemos el mismo punto de vista.
<u>Disagreement</u> No estoy de acuerdo con _____ (porque ...) I do not agree with _____ because	<u>Disagreement</u> No estoy de acuerdo con _____ porque... I do not agree with _____ because No pienso lo mismo I do not think the same	<u>Disagreement</u> No estoy de acuerdo con _____ porque... No pienso lo mismo Estás equivocado No comparto esa opinión No lo veo así
<u>Ask a question</u> ¿Y tú? ¿Qué piensas? And you? What do you think?	<u>Ask a question</u> ¿Y tú? ¿Qué piensas? And you? What do you think? ¿Y tú? ¿Qué crees? And you? What do you believe? ¿Y tú? ¿Qué opinas? And you? What is your opinion?	<u>Ask a question/ Clarify</u> ¿Y tú? ¿Qué piensas? ¿Y tú? ¿Qué crees? ¿Y tú? ¿Y tú qué opinas? Me pregunto quién... qué... dónde... cuándo... por qué... cómo ... cuánto... ¿Puedes explicar....?
<u>Add on</u> También ... Also	<u>Add on</u> También... Also Además ... Furthermore A mí me parece que. It seems to me	<u>Add on</u> También (also)... Además (furthermore)... A mí me parece (It seems to me)
<u>Summarize</u> En conclusión In conclusion	<u>Summarize</u> En conclusión in conclusion En suma In summary	<u>Summarize</u> En conclusión En suma Sobre todo (above all)
		<u>Challenge</u> Entiendo lo que dices pero yo opino que ... Entiendo los que dices pero a mí me parece que ... Sin embargo (however)

Spanish 3 Writing Rubric

Dimension	Performance Level			
	4	3	2	1
Purpose/Task	Accomplishes the task; includes many details that are clearly connected to the development of the task, but there may be minor irrelevancies.	Accomplishes the task; includes some details that are generally connected to the development of the task, but there may be some irrelevancies.	Accomplishes the task; includes few details some of which may be only loosely connected to the task. There are many irrelevancies.	Attempts to accomplish the task; makes some reference to it but provides few or no supporting details.
Organization The extent to which the response exhibits direction, shape, and coherence	Exhibits a logical and coherent sequence throughout; provides a clear sense of a beginning, middle, and end. Makes smooth transitions between ideas. (12 elements)	Exhibits a logical sequence; provides a beginning, middle, and end. (9-11)	Attempts to provide a logical sequence and/or the beginning or ending is abrupt or unclear (4-8)	Exhibits little order; provides a series of separate sentences and/or disconnected ideas. (1-3)
Vocabulary	Includes a wide variety of vocabulary that expands the topic, but there may be minor inaccuracies. (15+)	Includes a variety of vocabulary related to the topic. (11-14)	Includes basic vocabulary; some vocabulary may be inaccurate or unrelated to the topic. (6-10)	Includes limited vocabulary and/or most vocabulary is inaccurate or unrelated to the topic. (1-5)
Structure/Conventions <ul style="list-style-type: none"> Subject-verb agreement Tense Noun-adjective agreement Correct word order Spelling/diacritical marks 	Demonstrates a high degree of control of Checkpoint B structure/conventions: <ul style="list-style-type: none"> subject-verb agreement present, past, future ideas expressed as appropriate. noun-adjective agreement correct word order spelling/diacritical marks <p>Errors do not hinder overall comprehensibility of the passage.</p>	Demonstrates some control of Checkpoint B structure/ conventions: <ul style="list-style-type: none"> subject-verb agreement present, past, future ideas expressed as appropriate. noun-adjective agreement correct word order spelling/diacritical marks <p>Errors do not hinder overall comprehensibility of the passage.</p>	Demonstrates some control of Checkpoint B structure/ conventions. Errors do hinder overall comprehensibility and/or there are numerous Checkpoint A errors. OR Demonstrates a high degree of control, but uses only checkpoint A structure/ conventions.	Demonstrates little control of Checkpoint A or B structure/ conventions: <ul style="list-style-type: none"> subject-verb agreement present, past, future ideas expressed as appropriate. noun-adjective agreement correct word order spelling/diacritical marks <p>Errors impede overall comprehensibility of the passage.</p>
Word Count			Uses 100 or more comprehensible words in the target language that contribute to the development of the task.	Uses 50-99 or more comprehensible words in the target language that contribute to the development of the task.

Writing Information

The following information will help you **write letters** in this class.

For a letter you should include a **date line, origin, greeting and closing**.

- A. The **date line** would simply be the date in Spanish.
- *El 19 de enero de 2005*
 - *El 10 de septiembre de 2012*
- B. The **origin** is the location from which you are writing.
- *San José, Costa Rica*
 - *Bogotá, Colombia*
 - *Victor, Nueva York*
- C. **Greetings:** In **Friendly letter**, the equivalent of "dear" is *querido* or *querida*, depending on the gender of the person. The plural form can also be used. In Spanish, it is more common to follow the greeting with a colon rather than the comma usually used in English.
- *Querido Roberto:* (Dear Roberto)
 - *Querida Ana:* (Dear Ana)
 - *Queridos Juan y Lisa:* (Dear John and Lisa)

But *querido* is too casual for **formal letter**, especially where you aren't a friend of the recipient. Use *estimado* instead. The word literally means "esteemed," but it is understood the same way as "dear" would be in English:

- *Estimado Sr. Rodríguez:* (Dear Mr. Rodriguez)
- *Estimada Sra. Cruz:* (Dear Mrs./Ms. Cruz)
- *Estimada Srta. González:* (Dear Miss Gonzalez)

- D. **Introducción:** Your introduction should tell why you are writing.
- Escribo esta **carta** porque quiero hablar sobre... (I am writing this **letter** because I want to talk about...)
 - Estoy escribiendo esta carta para hablar de (I am writing this letter to talk about..)
 - Estoy escribiendo este **artículo** para hablar de (I am writing this **article** to talk about...)
- E. **Salutations (closings):** Although the following closings for personal letters may sound overly affectionate to English speakers, they are quite **commonly used**:
- *Un abrazo* (a hug) (friendly)
 - *Con cariño* (friendly)

In **business correspondence**,

- *sinceramente* (Sincerely) (formal)

Other Useful Letter Writing Vocabulary

- *Por favor. Escribame* (Please write back to me.)
- *Te/le agradezco la ayuda.* (I appreciate the help. I appreciate the help)(use "le" when talking to Usted)

Transition words

These transition words will help your writing to be **logical** and have a **coherent sequence** and make **smooth transitions** between ideas. You should have at least 5 transition words in each composition. There should be a clear sense of a **beginning, middle and end**.

For Beginning

- Primero - first
- Para comenzar - to begin
- Para empezar - to begin
- Al principio - at first
- Al comienzo - at the start
- Ante todo - First of all

For The Middle

- A causa de - because of
- Anoche - last night
- Antes - before
- Aunque - even though
- Ayer - yesterday
- Después - after
- El año próximo - next year
- Entonces - then
- La semana próxima - next week
- Luego - later
- Mañana - tomorrow

- Mientras tanto - meanwhile
- Pero - but
- Por lo tanto therefore
- Por eso - for that reason, because of that
- Pues - then, well, therefore
- Segundo - second
- Sin embargo - nevertheless
- Sino - but (rather)
- También - also

For The End

- Al fin - at the end
- Al final - In the end
- En conclusión - In conclusion
- En resumen - in summary
- En suma - in summary
- Finalmente - finally
- Por fin - finally
- Para terminar
- Por último
- Sobre todo - above all

La fecha

(date – ejemplo: el nueve de septiembre)

Origen -(origin – This is where you are writing from. If the directions say you are writing from Costa Rica, your origin must be Costa Rica.

Ejemplo: Victor, Nueva York)

Título (Title: *If you are writing an article, your title goes here)*

Escrito por Juan Gómez

(Byline: if you are writing an article, written by your name)

Saludo (*If you are writing a letter, your greeting goes here. Ejemplos: Querido/a (friendly) Estimado/a (formal)*)

Introducción (Your introduction should tell why you are writing. Use at least 2 sentences

Ejemplo: Escribo para hablar de mi escuela. Mi escuela está en Victor y es muy grande.

El cuerpo

In the body of your letter, you should include many details that are clearly connected to the task.

Make smooth transitions between ideas. (Use transition words)

Include a wide variety of new vocabulary specific to the topic. (You should have at least 15 new vocabulary words that you have learned this year)

Conclusión (Your conclusion should summarize what you wrote. Use at least 2 sentences

Ejemplo: En mi escuela hay muchas materias para estudiar. Me gusta la escuela y mi horario pero tengo que estudiar mucho.

Saludo y firma (If you are writing a letter, this is where you say goodbye and sign your name.

Ejemplos:

un abrazo grande, Juan Gómez (friendly)

Sinceramente, Juan Gómez (formal)

Número de palabras

Count your words and place the total here and circle it.

Composiciones...

The following information will help you while writing compositions in this class. Under each type of writing are the details that you should include in each composition

Informal (familiar) letter (tú)

Informal Greeting (Querido)	Date line
Introduction	Origin
Body	
Conclusion	
	Informal Closing, Signature

Formal Letter (Ud., Uds.)

Formal Greeting (Estimado)	Date line
Introduction	Origin
Body	
Conclusion	
	Formal Closing, Signature

Article

	Date line
	Origin
	<u>Title</u>
	By-line (escrito por + name)
Introduction	
Body	
Conclusion	
	Signature

Personal Diary

Querido diario,	Date line
Introduction	
Body	
Conclusion	
	Adiós (hasta pronto),

Check list for composition

Date _____

Origin _____

Opening /Title _____

Introduction (2 sentences) _____

5 Connecting Words _____

(Circled in _____

Composition) _____

15 Vocabulary _____

(Underlined in Composition) _____

Must be from current unit! _____

Conclusion (2 sentences) _____

Closing _____

Verb tenses (3) _____

Word Count _____

Grammar _____

This is your chance to **SHOW-OFF**

Use the grammar points learned in the current unit in you composition!

You are graded on:

P – Purpose Ideas are clearly developed with many details that are directly related to the topic.

O – Organization There is a logical and coherent sequence. There is a clear sense of beginning, middle and end. Smooth transitions are made between ideas with the use of at least 5 transition words. Date, origin, greeting/ title, closing/ byline, introduction, body and conclusion are all included. The correct format is used for the type of writing you are producing.

V – Vocabulary You should include a wide variety of vocabulary from the current unit of study.

At least **15!**

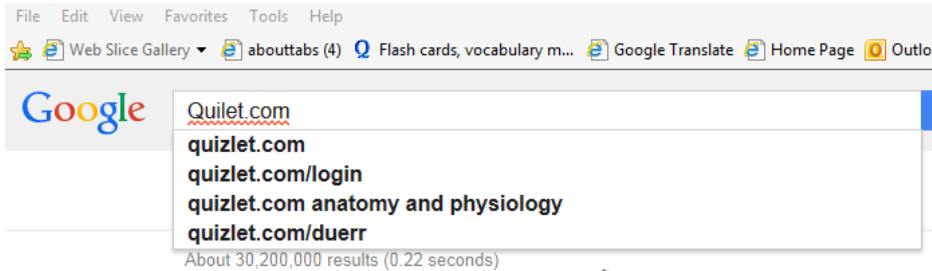
S – Structure You should demonstrate a high degree of control with subject-verb agreement, present, past and future ideas, noun-adjective agreement, correct word order, Spelling and diacritical marks. Errors should not hinder overall comprehensibility of the passage.

How to study Spanish on-line!

Quizlet links will be posted on your google classroom under classwork.

This is another way to access quizlet practices:

1. Google Quizlet.com

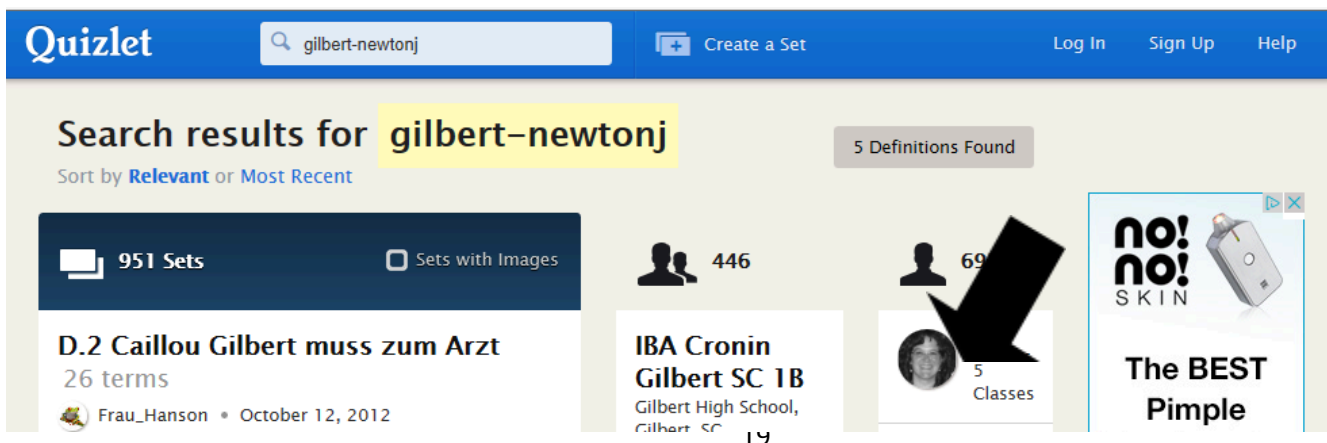


2. Quizlet Home page: Find search engine



3. Type: **gilbert-newtonj**

4. Click on the icon with Señora Gilbert-Newton's face



5. Click on Classes

6. Click on your Spanish level

gilbert-newtonj **TEACHER**

Created Studied Folders **Classes**

gilbert-newtonj is in 5 classes

- Spanish 3**
34 sets, 1 member
- Spanish 2**
57 sets, 29 members
- Spanish 4**
3 sets, 1 member
- 7th grade Spanish**
2 sets, 1 member
- 6th grade Spanish**
13 sets, 1 member

7. And choose a set to work on.

Unidad 1 La educacion, #1-40 41 terms	by gilbert-newtonj
Unidad 1, la educacion, vocabulario #41-67 30 terms	by gilbert-newtonj
Unidad 2 vocabulario #1-26 & 87-94 35 terms	by gilbert-newtonj
Unidad 1 Yo-go verbs 28 terms	by gilbert-newtonj
Unidad 1 - Stem changers 54 terms	by gilbert-newtonj
Unidad 1 - Key verbs to know 49 terms	by gilbert-newtonj

Grammar Guide

Present Tense Verbs

Subject Pronouns

Singular

yo (I)

tú (you fam.)

él (he)

ella (she)

Ud. (you formal)

Plural

nosotros, -as (we)

vosotros, -as (you all fam.)

ellos (they)

ellas (they)

Uds. (you all)

Present tense Regular verbs

Nadar (to swim)

nado

nadas

nada

Comer (to eat)

como

comes

come

Vivir (to live)

vivo

vives

vive

nadamos

nadáis

nadan

comemos

coméis

comen

vivimos

vivís

viven

Present tense Irregular Verbs

Ir (to go)

voy vamos

vas vais

va van

Ser (to be)

soy somos

eres sois

es son

Ver (to see)

veo vemos

ves veis

ve ven

Conocer (to know)

conozco conocemos

conoces conocéis

conoce conocen

Yo-Go verbs

salir (leave) - salgo

decir (say/tell)- digo

poner (put/place) - pongo

venir (come) - vengo

traer (bring) - traigo

Estar (to be location/feel)

estoy estamos

estás estáis

está están

Dar (to give)

doy damos

das dais

da dan

Saber (to know)

sé sabemos

sabes sabéis

sabe sabe

Haber (to be)

hay = there is/there are

Present Tense Stem-Changing Verbs

e>ie

preferir

pensar

querer

empezar

perder

cerrar

tener(go)

venir(go)

despertar

encender

divertir

o>ue

dormir

morir

jugar (u)

acostar

colgar

encontrar

mostrar

revolver

soler

e>i

pedir

servir

decir (go)

despedir

vestir

Comparisons and Superlatives

Unequal más/menos + adj + que

Más grande que- *bigger than*

Menos limpio que - *less clean than*

Equal tan + adj + como

Tan interesante como - *as interesting as*

Superlatives

definite article + noun+ más/menos+ adj + de

El equipo más famoso de – *the most famous team in/of*

Las películas menos populares de – *the least popular movies in/of*

Irregulars

mayor – *older*

mejor – *better*

menor – *younger*

peor - *worse*

Antes de, Después de

Antes de + infinitive = Before _____ing

Después de + infinitive = After _____ing

Present Progressive

-ar-

estoy nadando

estamos nadando

-er-

estás comiendo

estáis comiendo

-ir-

está viviendo

están viviendo

Irregular participles

venir – viniendo

poder – pudiendo

leer – leyendo

traer – trayendo

pedir – pidiendo

servir – sirviendo

dormir – durmiendo

decir – diciendo

ir – yendo

creer – creyendo

divertir – divirtiéndose

preferir – prefiriendo

morir – muriendo

Reflexive Verbs – CHOP, SWAP, DROP

Lavarse (to wash oneself)

me lavo	nos lavamos
te lavas	os laváis
se lava	se lavan

Caerse (to fall)

me caigo	nos caemos
te caes	os caéis
se cae	se caen

Vestirse (to dress oneself)

me visto	nos vestimos
te vistes	os vestís
se viste	se visten

When two verbs go walking, the first one does the talking.

- If two verbs follow closely together in a sentence, the first verb is conjugated and the second is left in the infinitive form.

Voy a comer – I am going to eat.

Ir + a + infinitive (going to)

Tener + que + infinitive (have to)

Poder + infinitive (able to)

Soler + infinitive (usually)

- When you use a **reflexive verb** with these expressions, leave the second verb in the infinitive form and **swap** the reflexive pronoun to match the subject.

Tú tienes que afeitarte.

- You can use **impersonal expressions** with infinitives to state an opinion.

Hay que cepillarse los dientes.

Es necesario

Es importante

Demonstrative Adjectives

Singular	Plural
este, esta <i>this</i>	estos, estas <i>these</i>
ese, esa <i>that</i>	esos, esas <i>those</i>
aquel, aquella	aquellos, aquellas
that(at a distance)	those (at a distance)

Possessive Adjectives

Singular	Plural
mi(s) -my	nuestro(s) -our
	nuestra(s) - our
tu(s) - your	vuestro(s) -your
	vuestra(s) -your
su(s) -his, her, your (formal)	su(s) -their, your

Another way to show possession (NO 'S)

Definite Article + noun+ de + owner

La linterna de Carlos

El microondas de mi esposa

Ser and Estar

"For how you feel and where you are, always use the verb **estar**." (temporary)

Estar estoy, estás, está, estamos, están
 estuve, estuviste, estuvo, estuvimos, estuvieron
 estaba, estabas, estaba, estábamos, estaban

"For who you are and where you are from, then use **ser**, the other one."

(permanent or semi-permanent)

SER soy, eres, es, somos, son
 fui, fuiste, fue, fuimos, fueron
 era, eras, era, éramos, eran

Physical

Personality

Possession

Profession

Nationality

Time

Positive and Negative Words.

Alguien <i>someone</i>	Nadie <i>no one</i>
Algo <i>something</i>	Nada <i>nothing</i>
Algún,-o, -a <i>some</i>	Ningún,-o, a <i>none</i>
Algunos, -as	Ningunos, -as
Siempre <i>always</i>	Nunca <i>never</i>
También <i>also</i>	Tampoco <i>neither</i>
O..o <i>either...or</i>	Ni..ni <i>neither...nor</i>

Impersonal "Se"

Singular

Se compra pan.

Se necesita dinero.

Translates as impersonal: one, they, people, you

Plural

Se compran frutas.

Se necesitan bomberos.

Reciprocal Reflexive

Express an action that is done to or with one another.

Antonio y yo nos besamos – Antonio and I kiss each other

Antonio y María se besan – Antonio and María kiss each other.

- There are two parts to the reciprocal structure: the "se" or "nos" and a conjugated verb in the 1st person plural or third person plural.
- casarse con, abrazarse, despedirse, besarse, decirse "¡Hola!", escribirse, hablarse, verse, pelearse, encontrarse, ayudarse, mirarse

Future Tense – what **will** happen

All verbs have the same endings in the future tense!

Add these endings to the **infinitive**:

-é -emos

-ás -éis

-á -án

nadaré, nadarás, nadará, nadaremos, nadaréis, nadarán

comeré, comerás, comerá, comeremos, comeréis, comerán

Conditional Tense - what **would** happen

All verbs have the same endings in the conditional tense!

Add these endings to the **infinitive**:

-ía -íamos

-ías -íais

-ía -ían

nadaría, nadarías, nadaría, nadaríamos, nadaríais, nadarían

Personal "A"

- **The direct object** is the noun or pronoun that receives the action of the verb.
- If the direct object is a **person or domesticated animal** it must be preceded by a personal "A"

Yo veo a la profesora.

El hombre habla al gato.

- The personal "A" is **not used** after the verb tener or hay

Tengo dos hermanos.

Hay ocho chicas en la clase.

- The word **nadie** represents a person
- No conozco a nadie.*

Saber versus Conocer

Saber – to know information, facts or how to do something

sé, sabes, sabe, sabemos, saben

In the preterite saber means to find out.

supe, supiste, supo, supimos, supieron

Conocer – to know or be familiar with a person, place or thing

conozco, conoces, conoce, conocemos, conocen

In the preterite it means to have met

conocí, conociste, conocí, conocimos, conocieron

Irregular Future and Conditional Stems

All verbs have the same endings in the future and conditional tenses!

Ducks	decir	dir
Have	hacer	har
Ponds	poner	pondr
And		
Produce	poder	podr
Quacks	querer	querr
So	saber	sabr
Silly	salir	saldr
That	tener	tendr
Vultures	venir	vendr
Visit	valer	valdr

DOP's Direct Object Pronouns

- Take the place of the Direct Object
Who or what receives the action of the verb?
- It is placed **before** the conjugated verb.
- In a statement that contains 2 verbs – the first is conjugated and the 2nd is in the infinitive: You can place the pronoun **before the conjugated verb OR attached to the infinitive.**

me – me	nos - us
te – you	os - you
lo – it, him, you	los – them, you
la – it, her, you	las – them you

IDOP's Indirect Object Pronouns

- Take the place of the indirect Object:
To whom or for whom is the the being done?
- It is placed **before** the conjugated verb.
- In a statement that contains 2 verbs – the first is conjugated and the 2nd is in the infinitive: You can place the pronoun **before the conjugated verb OR attached to the infinitive.**

me – to me, for me	nos – to us, for us
te – to you, for you	os – to you, for you
le – to him, her, you	les – to them, you
For him, her, you	for them, you

DOP and an IDOP in the same sentence

- RID** order Reflexive Pronouns, IDOP then DOP
Te la serví. I served it to you
- Whenever both pronouns begin with the letter "L" change the first pronoun to "se"
Se lo debo preparar. I should prepare it for him.
- Because the pronoun "se" can have so many meanings, it is often helpful to clarify it by using a prepositional phrase.
Se lo debo preparar para él.
- In sentences with 2 verbs, there are 2 options regarding the placement of the pronouns. Place them immediately before the conjugated verb or attach them directly to the infinitive.
Se lo debo preparar para él.
Debo preparárselo
- Note that when attaching the pronouns to the infinitive, a **written accent** is also added to the final syllable of the infinitive. This preserves the sound of the infinitive.

Present Perfect – a past action that *has occurred*.

- Is made up of two parts:
- The helper verb **haber** and the **past participle**

Haber

He	hemos
Has	habéis
Ha	han

Past Participle

Ar verbs	-ar	+ado
Er/ir verbs	-er/ir	+ido
He hablado	– I have spoken	
Has comido	– you have eaten	
Ha vivido	– He has lived	

Past participles for

–er and –ir verbs in which a vowel immediately precedes the infinitive ending. These verbs form their past participles regularly, but you must add an accent mark over the *i* in the –ido ending.

Caer	caído	fallen
Creer	creído	believed
Leer	leído	read
Oír	oído	heard
Reír	reído	laughed
Traer	traído	brought

- Verbs that end in –uir are **not** included. No accent mark is necessary with a verb such as **construir**. (construido)

Irregular Past Participles

Abrir	abierto	opened
Cubrir	cubierto	covered
Decir	dicho	said
Descubrir	descubierto	discovered
Devolver	devuelto	returned
Volver	vuelto	returned
Revolver	revuelto	returned
Escribir	escrito	written
Hacer	hecho	made
Morir	muerto	died
Poner	puesto	put/set
Componer	compuesto	composed
Resolver	resuelto	resolved
Romper	roto	broken
Ver	visto	seen
Imprimir	impreso	printed
Freír	frito	fried
Satisfacer	satisfecho	satisfied

Preterite –Tense Regular verbs

Nadar (swam)

nadé	nadamos
nadaste	nadasteis
nadó	nadaron

Comer (ate)

comí	comimos
comiste	comisteis
comió	comieron

Vivir (lived)

viví	vivimos
viviste	vivisteis
vivió	vivieron

Preterite

S- Successive actions

L -Limited Time

A -Action Completed

P –Preterite

B –Beginning

E –End

N- Noncontinuous

Used for MAIN ACTIONS

Key Words

Luego

después

entonces

Al final

en seguida

de repente

fue cuando

El ____ pasado(a)

Ayer

anoche

Preterite tense with spelling changes–car verbs change to **qué** in the yo form

- buscar, clasificar, tocar, practicar, sacar

–gar verbs change to **gué** in the yo form

- colgar, jugar, fregar, apagar, pagar, llegar

–zar verbs change to **cé** in the yo form

- empezar, comenzar, almorzar, cruzar, organizar

CCLOP

C – creer

C – caer(se)

L – leer

O – oír

P - poseer

These verbs have a **vowel** immediately preceding the infinitive ending. There are 2 rules you need to remember:

1. All forms, except the 3rd person plural, take an **accent**.
2. In the 3rd person singular and Plural, the “i” changes to “y”

creí, creíste, creyó, creímos, creísteis, creyeron

Preterite-Tense Irregular Verbs**Ser/ Ir** – fui, fuiste, fue, fuimos, fueron**Dar** – di, diste, dio, dimos, dieron**Ver** – vi, viste, vio, vimos, vieron**Decir** – dije, dijiste, dijo, dijimos, dijeron**Producir** – produjo, produjiste, produjo, produjimos, produjeron**Traducir** – traduje, tradujiste, tradujo, tradujimos, tradujeron**Traer** – traje, trajiste, trajo, trajimos, trajeron**Andar** – anduve, anduviste, anduvo, anduvimos, anduvieron**Estar** – estuve, estuviste, estuvo, estuvimos, estuvieron**Tener** – tuve, tuviste, tuvo, tuvimos, tuvieron**Caber** – cupe, cupiste, cupo, cupimos, cupieron**Haber** – hubo**Poder** – pude, pudiste, pudo, pudimos, pudieron**Poner** – puse, pusiste, puso, pusimos, pusieron**Saber** – supe, supiste, supo, supimos, supieron**Hacer** – hice, hiciste, hizo, hicimos, hicieron**Querer** – quise, quisiste, quiso, quisimos, quisieron**Venir** – vine, viniste, vino, vinimos, vinieron**Preterite-tense Slipper Verbs**

- Only **-IR** verbs stem-change in the preterite tense.
- There are only 2 types of stem changers in the preterite:

e > i

pedir

repetir

servir

divertirse

reírse

vestirse

freír

preferir

seguir

mentir

o > u

dormir

morir

- These stem changes occur **only in the 3rd person singular and plural**.

Pedir

pedí

pediste

pidió

pedimos

pedisteis

pidieron

Dormir

dormí

dormiste

durmió

dormimos

dormisteis

durmieron

Verbs ending in - UIR

Verbs ending in UIR are very similar to CCLOP verbs. One difference: Written accents only fall on the 1st and 3rd person singular forms.

destruí, destruiste destruyó, destruimos, destruisteis, destruyeron

destruir

construir

contribuir

incluir

influir

Verbs ending in –UCIR

These verbs conjugate like the “J” verbs in the Verbos Locos group. They **DO NOT have accents**.

producir

conducir

reducir

traducir

introducir

Imperfect-tense

Nadar (was swimming, used to swim)

nadaba nadábamos

nadabas nadabais

nadaba nadaban

Comer (was eating, used to eat)

comía comíamos

comías comíais

comía comían

Vivir (was living, used to live)

vivía vivíamos

vivías vivíais

vivía vivían

Imperfect-tense Irregular Verbs

Ser – era, eras, era, éramos, erais, eran

Dar – daba, dabas, daba, dábamos, dabais, daban

Ir – iba, ibas, iba, íbamos, ibais, iban

Interrupted actions

In cases when you have an ongoing action that is interrupted by another action, use **the imperfect** to describe the action that was in progress and the **preterite** to describe the action that interrupted it.

Imperfect

Imperfect

Time

Weather

Age

Simultaneous

Action

Background Information

Used to

Mental

Physical description

Key words

de pequeño

de niño

cuando era niño(a)

frecuentemente

los viernes (día)

todo el tiempo

por mucho tiempo

a menudo

muchas veces

mientras

todos los días

siempre

nunca

Used for :

Describing a scene

Actions that were in

progress

Formal Commands

- "Yo" drop the "-o" or "-oy"

Como > com

- Add opposite vowel ending

AR -e, -en

ER/IR -a, -an

hablar > habl > hable, hablen

comer > com > coma, coman

escribir > escrib > escriba, escriban

- To tell someone **NOT** to do something, place a "no" in front of the command
- Spelling changes (**CAR, GAR, ZAR**)

No accents!

Irregular Formal commands -

D - dar dé den

I - ir vaya vayan

S - saber sepa sepan

H - haber haya hayan

E - estar esté estén

S - ser sea sean

Formal commands with pronouns

- With a **positive** commands pronouns are **attached**. (**RID** order)
¡Cocínelo! - Cook it!
- With a **negative** command pronouns are placed after the "no" and **before** the command.
¡No lo cocine! - Don't cook it!
- Once you have **attached a pronoun**, you will need to **add an accent** to your command
 - Cover up your pronouns and count back 2 syllables. The accent always falls on a vowel.

¡Cocínese! - Cook it for him!

Spanish 3 Verbs

discretion is recommended - se recomienda discreción (U2)

it is about - se trata de (U2)

there is room - hay espacio (U4)

to accept - aceptar (U6)

to accomplish - realizar (U3)

to act - actuar (U2)

to add - añadir (U5)

to admire - admirar (U3)

to analyze - analizar (U2)

to ask for, to request - pedir (e-i) (U5)

to assist - atender (U3)

to bake - hornear (U5)

to bargain - regatear (U7)

to be a failure - ser un fracaso (U2)

to be allergic - ser alérgico(a) (U1)

to be at hand - estar al alcance de la mano (U4)

to be based on - estar basado en (U2)

to be bored - aburrir (U2)

to be broken - estar roto (U1)

to be careful - tener cuidado (U7)

to be cloudy - estar nublado (U8)

to be delayed - estar retrasado (U7)

to be dizzy - estar mareado(a) (U1)

to be in charge of - encargarse de (U3)

to be on vacation - estar de vacaciones (U7)

to be prohibited for - (ser) prohibida para (U2)

to be successful - tener éxito (U2)

to be suitable for the whole family - (ser) apta para toda la familia (U2)

to be understood - entenderse (U3)

to become angry - enojarse (U3)

to become extinct - extinguirse (U8)

to behave well / poorly - llevarse bien/mal (U3)

to boil - hervir (e-ie) (U5)

to break oneself - romperse (U1)

to buckle - abrocharse (U7)

to burn oneself - quemarse (U1)

to call - llamar (U7)

to cause - causar (U8)

to change the channel - cambiar el canal (U2)

to check in - facturar (U7)

to chop - picar (U5)

to come - venir (U4)

to complain about - quejarse de (U3)

to comply with - cumplir con (U3)

to conserve - conservar (U8)

to construct - construir (i-y) (U6)

to contaminate - contaminar (U8)

to contribute - contribuir (U4)

to cook - cocinar (U5)

to cough - toser (U1)

to cut - cortar (U5)

to decide - decidir (U4)

to deserve - merecer (U3)

to develop - desarrollar (U6)

to devote oneself to - dedicarse a (U3)

to direct - dirigir (g-j) (U2)

to discover - descubrir (U6)

to discuss - discutir (U3)

to distribute - distribuir (U3)

to earn a living - ganarse la vida (U3)

to eat dinner - cenar (U5)

to eat breakfast - desayunar (U5)

to eat lunch - almorzar (o-ue) (U5)

to eat well - alimentarse bien/mal (U1)	to lodge - alojarse (U7)
to enjoy - disfrutar de (U2)	to maintain - mantener (U3)
to enjoy - disfrutar de (U7)	to manage - administrar (U3)
to enjoy - gozar de (U7)	to mix - mezclar (U5)
to entertain oneself - entretenerse (ie)(U2)	to mountain climb - escalar montañas (U7)
to escape from - escaparse (U4)	to move - mudarse (U3)
to establish - establecer (U4)	To occur - ocurrir (U2)
to excavate - excavar (U6)	to offer - ofrecer (U4)
to exchange - cambiar (U7)	to oneself - cortarse (U1)
to exist - existir(U6)	to pack suitcases - hacer la maleta (U7)
to fall - caerse (U1)	to pass though - pasar por (U7)
to feel - sentirse (U1)	to pay - pagar (U5)
to flower - florecer (U8)	to plan - planear (U7)
to fly - volar (U7)	to play the role of - hacer el papel de (U2)
to fry - fritar/freír (U5)	to prescribe - recetar (U1)
to gather - recoger (U8)	to protect oneself - protegerse (U1)
to get dark - anochecer (U8)	to put in danger - poner en peligro (U8)
to get excited - emocionarse (U2)	to rain - llover (o-ue) (U8)
to give advice - dar consejos (U3)	to reach, to achieve - alcanzar (U3)
to give an injection - poner una inyección (U1)	to record - grabar (U2)
to grow - crecer (U8)	to recycle - reciclar (U8)
to harm - hacer daño (U4)	to register - registrar (U7)
to have a lot in common - tener (mucho) en común (U3)	to relate to - relacionarse con (U3)
to have a sense of humor - (tener) un sentido de humor (U3)	to relax - relajarse (U4)
to hear - oír (U4)	to rent – alquilar (U2)
to heed, obey - hacer caso a (U3)	to resolve - resolver (U3)
to hurt - doler (U1)	to respect - respetar (U3)
to inherit - heredar (U6)	to reuse - reusar (U8)
to injure oneself - lastimarse (U1)	to rob - robar (U7)
to interest - interesar (U2)	to save - salvar (U8)
to itch - picar (U1)	to serve - servir (e-i) (U5)
to land - aterrizar (U7)	to share - compartir (U3)
to last - durar (U2)	to shine - brillar (U8)
to laugh - reír(se) (U1& 2)	to sneeze - estornudar (U1)
to live - vivir (U4)	to snow - nevar (e-ie) (U8)
	to stay healthy - mantenerse (e-ie) sano (U5)

to stir - revolver (o-ue) (U5)

to stitch - hacer puntadas (U1)

to suggest - sugerir (e-ie) (U5)

to support oneself - apoyarse (U3)

to surf - hacer surf (U7)

to take - tomar (U5)

to take a daytrip - hacer una excursión (U7)

to take an x-ray - sacar una radiografía (U1)

to take off - despegar (U7)

to travel - viajar (U7)

to treat well/ poorly - tratar bien/mal (U3)

to try - probar (o-ue) (U5)

to unbuckle - desabrocharse (U7)

to unpack suitcases - deshacer la maleta (U7)

to visit - visitar (U4)

to vomit - vomitar (U1)

to water ski - hacer esquí acuático (U7)

1. **Ser:** to be (permanent)
2. **estar:** to be (feelings, location)
3. **tener:** to have
4. **hacer:** to do, to make
5. **poder:** to be able to
6. **decir:** to say, to tell
7. **ir:** to go
8. **ver:** to see
9. **dar:** to give
10. **saber:** to know (information, facts, how to do something)
11. **querer:** to want
12. **llegar:** to arrive
13. **pasar:** to pass, spend (time)
14. **deber:** should, ought to
15. **poner:** to put, to place
16. **parecer:** to seem
17. **quedar:** to be located
18. **creer:** to believe
19. **hablar:** to talk
20. **llevar:** to carry
21. **dejar:** to leave (something)
22. **seguir:** to follow
23. **encontrar:** to find
24. **llamar:** to call
25. **venir:** to come
26. **pensar:** to think
27. **salir:** to leave
28. **volver:** to return somewhere
29. **tomar:** to take/drink
30. **conocer:** to know a person, place or thing
31. **vivir:** to live
32. **sentir:** to feel
33. **tratar:** to try
34. **mirar:** to look
35. **contar:** to count
36. **empezar:** to begin
37. **esperar:** to wait
38. **buscar:** to look for
39. **existir:** to exist
40. **entrar:** to enter
41. **trabajar:** to work
42. **escribir:** to write
43. **perder:** to lose
44. **producir:** to produce
45. **ocurrir:** to occur
46. **entender:** to understand
47. **pedir:** to ask for/to request/ to order
48. **recibir:** to receive
49. **recordar:** to remember
50. **terminar:** to finish
51. **permitir:** to permit
52. **aparecer:** to appear
53. **conseguir:** to get/to obtain
54. **comenzar:** to begin
55. **servir:** to serve
56. **sacar:** to take (out)
57. **necesitar:** to need
58. **mandar:** to command
59. **resultar:** to result
60. **leer:** to read
61. **caer:** to fall
62. **cambiar:** to change
63. **presentar:** to present
64. **crear:** to create
65. **abrir:** to open
66. **considerar:** to consider
67. **oír:** to hear
68. **acabar:** to have just
69. **convertir:** to convert
70. **ganar:** to win/to earn
71. **formar:** to form
72. **traer:** to bring
73. **partir:** to split up/to start out
74. **morir:** to die
75. **aceptar:** to accept
76. **realizar:** to realize
77. **suponer:** to suppose
78. **comprender:** to understand
79. **lograr:** to achieve
80. **explicar:** to explain
81. **preguntar:** to ask (a question)
82. **tocar:** to play (instrument)
83. **reconocer:** to recognize
84. **estudiar:** to study
85. **alcanzar:** to reach/to achieve
86. **nacer:** to be born
87. **dirigir:** to direct
88. **correr:** to run

89. **utilizar:** to use
90. **pagar:** to pay
91. **ayudar:** to help
92. **gustar:** to be pleasing
93. **jugar:** to play (game/sport)
94. **escuchar:** to listen
95. **cumplir:** to complete/to carry out
96. **ofrecer:** to offer
97. **descubrir:** to discover
98. **levantar:** to get up/lift
99. **intentar:** to intend
100. **usar:** to use

Top 100 Must Know Regents Words

1. **¿cómo?:** *how?*
2. **¿cuál?:** *which?/what?*
3. **¿cuándo?:** *when?*
4. **¿cuánto?:** *how much/many?*
5. **¿De qué se trata?:** *What is it about?*
6. **¿dónde?:** *where?*
7. **¿por qué?:** *why?*
8. **¿qué?:** *what?*
9. **¿quién?:** *who?*
10. **antes:** *before*
11. **con:** *with*
12. **cumplir:** *to complete*
13. **debo:** *I should*
14. **desarrollar:** *to develop*
15. **descansar:** *to rest*
16. **despacio:** *slow*
17. **después:** *after*
18. **destruir:** *to destroy*
19. **durante:** *during*
20. **el abogado:** *the lawyer*
21. **el apodo:** *nickname*
22. **el cantante:** *the singer*
23. **el éxito:** *success*
24. **el gobierno:** *the government*
25. **el guía:** *the guide*
26. **el hecho:** *the fact*
27. **el idioma:** *the language*
28. **el lugar:** *the place*
29. **el nacimiento:** *the birth*
30. **el papel:** *the paper*
31. **el payaso:** *the clown*
32. **el personaje:** *the persona*
33. **el premio:** *the prize*
34. **el sabor:** *the flavor*
35. **el siglo:** *the century*
36. **el sitio:** *the site*
37. **emocionante:** *emotional*
38. **encontrar:** *to find*
39. **entender:** *to understand*
40. **escuchar:** *to listen*
41. **finalmente:** *finally*
42. **ganar:** *to earn, to win*
43. **hay:** *there is, there are*
44. **hogar:** *home*
45. **joven:** *young*
46. **la alegría:** *joy*
47. **la canción:** *the song*
48. **la carrera:** *the career*
49. **la entrevista:** *the interview*
50. **la época:** *time period*
51. **la estrella:** *the star*
52. **la fama:** *fame*
53. **la lagrima:** *the tear*
54. **la muerte:** *the death*
55. **la red mundial:** *the internet*
56. **la revista:** *magazine*
57. **la risa:** *laughter*
58. **la salud:** *the health*
59. **la sonrisa:** *the smile*
60. **la sorpresa:** *the surprise*
61. **la tristeza:** *sadness*
62. **llorar:** *to cry*
63. **los muebles:** *the furniture*
64. **los sueños:** *the dreams*
65. **mantener:** *to maintain*
66. **más tarde:** *later*
67. **mayor:** *greater, older*
68. **me llamo:** *I call myself*
69. **mejor:** *better*
70. **menor:** *lesser, younger*
71. **mi nombre es:** *my name is*
72. **morir:** *to die*
73. **nacer:** *to be born*
74. **oír:** *to hear*
75. **peor:** *worse*
76. **perder:** *to lose*
77. **porque:** *because*
78. **preocuparse:** *to worry*
79. **prevenir:** *to prevent*
80. **primero:** *first*
81. **próximo:** *next*
82. **quedarse:** *to stay*
83. **quejarse:** *to complain*
84. **reír:** *to laugh*
85. **saludable:** *healthy*
86. **se llama:** *he/she calls his/herself*
87. **según:** *according to*
88. **sin:** *without*

- 89. **soñar con:** *to dream about (something)*
- 90. **sonreír:** *to smile*
- 91. **su nombre es:** *his/her name is*
- 92. **también:** *also*
- 93. **tampoco:** *neither*
- 94. **tarde:** *late/afternoon*
- 95. **te doy las gracias:** *I thank you*
- 96. **temprano:** *early*
- 97. **todavía:** *still*
- 98. **ultimo:** *last*
- 99. **viejo:** *old*
- 100. **volver:** *to return*

Vocabulario Suplementario para Regents

actual - current
ambiente - environment, surroundings
calificaciones - qualifications
diario - daily
disponible - available
el acontecimiento - event occasion
el almacén - department store
el billete - ticket
el boleto - ticket
el cuerpo - body
el desarrollo - development
el diario / el periódico - newspaper
el dueño - owner
el hogar - home
el mensaje - message
el mundo - the world
el país - the country
el propósito - purpose
el sorteo - raffle, draw
el tamaño - size
el tema - theme
gratis - free
la beca - scholarship
la boda - wedding
la ecología - ecology
la edad - age
la encuesta - poll
la entrevista - interview
la falta de - the lack of
la gira - the tour

la gripe - the flu
la huelga - strike
la lengua - language, tongue
la mayoría - the majority
la naturaleza - nature
la obra - the work, artwork, play
la oferta - offer
la prensa - press
la receta - recipe, prescription
la solicitud - application
la sugerencia - suggestion
la talla - size
la tarifa - fare, fee
la tarjeta - card
la venta - sale
las ventajas - advantages
los consejos - advice
los derechos - rights
los descuentos - discounts
los gastos - expenses
los impuestos - taxes
los logros - achievements
mundial - world (adjective)
real - royal, real
rebajas - discounts
sencillo - easy
siguiente(s) - following, next
una cita - an appointment, a date
una consulta - a consultation-

Verbos Suplementario para Regents

acabar de - to finish (to have just)
aprobar - to approve
aumentar - to increase
calificarse - to qualify oneself
casarse - to get married
demostrar - to demonstrate
discutir - to discuss
disfrutar - to enjoy
inaugurar - to inaugurate, to open
mudarse - to move
murió - s/he, you died
nacer - to be born
nació - s/he, you was born
se sorprendió - s/he, you were surprised
tener éxito - to be successful
trasladar- to move, to transfer

Classroom Jobs

1. Archivador experto (Filing expert)	Filing expert files graded work into students' folders in the class crate.
2. Especialista en la asistencia (Attendance specialist)	Attendance specialist will use class seating chart, posted on back board, to check for attendance and inform the teacher, the executive manager and secretary who is absent.
3. Maestro de los palos (Stick Master)	Stick Master will take classroom craft sticks. During the class Stick Master will use sticks to call on students in an even and fair way so that all students (including the stick master) are participating. Stick master is in charge of informing the teacher if any sticks are missing.
4. Distribuidor de papel (Paper distributor)	Paper distributor is in charge of passing out papers during class. Paper distributor will also make sure students are picking up any copies from class trays in back.
5. Ayudante de asientos (Seating accommodator)	Seating accommodator is in charge of making seating changes based on need . Example: someone is on crutches - seating accommodator makes sure that injured student has a convenient seat close to the door.
6. Secretario/a (Secretary) <ul style="list-style-type: none"> Maintain absent student file 	Student will find out from attendance specialist who is absent. Then student will retrieve a pink "Te extrañamos" form from the class crate and fill it out for the absent student. Student will also take any hand outs and place them in the folder. Secretary may enlist the help of a fellow classmate if multiple people are missing.
7. Comisionado de Saneamiento (Sanitation Commissioner) <ul style="list-style-type: none"> Trash 	Sanitation Commissioner will inspect room for trash items on counters and desks. The Sanitation Commissioner may instruct any student to help with disposing of trash. Inspection will take place in the last 5 minutes of class.
8. Gerente de medio ambiente (Environmental Manager #1) <ul style="list-style-type: none"> Doors Lights 	Environmental Manager #1 will be in charge of opening and closing the door and turning the lights on and off as needed.
9. Gerente de medio ambiente (Environmental Manager #2) <ul style="list-style-type: none"> Shades Windows 	Environmental Manager #2 will be in charge of opening and closing the windows and raising and lowering the shades as needed.
10. Controlador de Suelo (Floor controller)	Floor controller will inspect the floors for trash or any other items. The Floor controller may instruct any student to help with disposing of trash. Inspection will take place in the last 5 minutes of class.
11. Director de los pupitres (Desk director)	The desk director is in charge of making sure the desks are in straight and orderly lines with the chairs pushed in. The desk director may instruct any student to help, specifically the person who was sitting at the desk.

12. Distribuidor de Materiales #1 (Materials distributor/ collector #1)	Materials distributors/ collectors will distribute and collect materials as needed. They will perform this in a calm and orderly manner. Materials may include highlighters, white boards, erasers, scissors, markers, glue, etc...
13. Distribuidor de Materiales #2 (Materials distributor / collector #2)	
14. La autoridad del teléfono (Phone authority)	Phone authority may answer the phone if it rings. Student should state "Hello this is Mrs. Gilbert-Newton's Spanish class. How may I help you?"
15. Seguridad (Security)	Student will make sure the door is closed and stand in front of it at the end of class. When the bell rings, security opens the door. Security makes sure no one leaves prior to the bell ringing.
16. Coleccionista de papel (Paper collection leader)	Paper collection leader will be in charge of collecting papers during class. The Paper collection leader may determine the way in which to do this. Example: "Everyone pass your papers to the front of the row." When the papers are collected they should be in a neat and tidy pile.
17. Pregonero #1 (Town Crier #1) <ul style="list-style-type: none"> • begins the Class • shares agenda 	Town Crier #1 begins the Class by reading the agenda aloud "Bienvenidos y feliz lunes..."
18. Pregonero (Town Crier #2) <ul style="list-style-type: none"> • homework assignment • verbally summarizes the key points of the class period 	Town Crier #2 verbally summarizes the key points of the class period OR asks other students to summarize the key points of the class. Town Crier #2 announces the homework and upcoming quizzes, test or projects and reminds students to write this information in their agenda. This will take place during the last 5 minutes of class.
19. Gerente de los teléfonos (Phone manager)	Phone manager reminds students to put their phones in the phone "hotel", counts the phones in the hotel and make sure it matches the number of students in the class.
20. Persona que borra (Board Eraser)	The Board Eraser will erase the white boards as needed.
21. La persona que da la bienvenida (Classroom greeter)	The classroom welcomer comes to class first and is responsible for greeting all students by name. They are also in charge of welcoming and helping new students.
22. Gerente ejecutivo (Executive Manager)	The Executive Manager is in charge of monitoring all jobs, reminding students what their responsibilities are, and reassigning jobs to substitute workers if someone is absent.
23. Trabajador Substituto (Substitute worker)	The substitute worker takes on the job of any person who is absent. The substitute worker is also an assistant to a substitute teacher should there be one.
24. Trabajador Substituto #2	
25. Verificador de tareas (homework checker)	Homework checker will check on all students to see if they have completed the homework in the packet. They will receive the classroom folder and document ONLY if student has NOT completed

	the assignment. They will give a score between 0 and 10 based on the percentage completed. They should write an A if the student is absent.
26. Gerente de cumpleaños (Birthday manager)	The birthday manager will write birthdays for the month on the back board. They will pay attention the birthdays in the class and announce them to the class. They will remind the person to get their birthday gift (3 candies).
27. Consejero de tecnología	This student is a tech advisor to everyone in the classroom.
28. Assistant teacher	Answer questions if teacher is busy with other students. Be in charge if the teacher is on the phone or has to step out of classroom briefly.
29. Botanist	Refill water bottles in the bathroom. Water plants on Fridays. Remove dead leaves. Wipe away spilled dirt or sand.
30. Calendar Helper	Change the month and days on the calendar in back when we change months. Watch out! The Spanish calendar starts with Monday (lunes)

Verb Tenses for Spanish 3

	Present	Present Progressive	Preterite	Imperfect	Future	Conditional	Formal Command
	<i>I speak I am speaking I do speak</i>	<i>I am speaking <u>right now!</u></i>	<i>I spoke</i>	<i>I was speaking I used to speak</i>	<i>I will speak</i>	<i>I would speak</i>	<i>Speak!</i>
HABLAR (to speak) -AR	hablo hablas habla hablamos habláis hablan	estoy hablando estás hablando está hablando estamos hablando estáis hablando están hablando	hablé hablaste habló hablamos hablasteis hablaron	hablaba hablabas hablaba hablábamos hablabais hablaban	hablaré hablarás hablará hablaremos hablaréis hablarán	hablaría hablarías hablaría hablaríamos hablaríais hablarían	¡hable! ¡no hable! ¡hablen! ¡No hablen!
	<i>We sell We are selling We do sell</i>	<i>We are selling <u>right now!</u></i>	<i>We sold</i>	<i>We were selling We used to sell</i>	<i>We will sell</i>	<i>We would sell</i>	<i>Sell!</i>
VENDER (to sell) -ER	vendo vendes vende vendemos vendéis venden	estoy vendiendo estás vendiendo está vendiendo estamos vendiendo estáis vendiendo están vendiendo	vendí vendiste vendió vendimos vendisteis vendieron	vendía vendías vendía vendíamos vendíais vendían	venderé venderás venderá venderemos venderéis venderán	vendería venderías vendería venderíamos venderíais venderían	¡venda! ¡no venda! ¡vendan! ¡no vendan! ¡vendan! ¡no vendan!
	<i>He lives He is living He does live</i>	<i>He is living <u>right now!</u></i>	<i>He lived</i>	<i>He was living He used to live</i>	<i>He will live</i>	<i>He would live</i>	<i>Live!</i>
VIVIR (to live) -IR	vivo vives vive vivimos vivís viven	estoy viviendo estás viviendo está viviendo estamos viviendo estáis viviendo están viviendo	viví viviste vivió vivimos vivisteis vivieron	vivía vivías vivía vivíamos vivíais vivían	viviré vivirás vivirá viviremos viviréis vivirán	viviría vivirías viviría viviríamos viviríais vivirían	¡viva! ¡no viva! ¡vivan! ¡no vivan!
			SLAP BEN	IT WAS A BUMP	Start with entire infinitive	Start with entire infinitive	Yo drop the –o Add the opposite ending

Irregular Verbs Present Tense	Irregular Present Progressive (present participle)	Irregular Preterite	Irregular Imperfect	Irregular Future (Irregular stems)	Irregular Conditional (Irregular stems)	Irregular Formal Commands
<p>conocer <u>ir</u> dar haber estar saber ver</p> <p>Yo-gos caer decir hacer oír</p> <p>poner salir tener traer venir</p> <p>Stem changers acordar <u>mantener</u>(se) acostarse <u>mostrar</u> almorzar <u>nevar</u> cerrar <u>pedir</u> colgar <u>pensar</u> comenzar <u>perder</u> contar <u>poder</u> costar <u>preferir</u> decir <u>probar</u>(se) despedirse <u>querer</u> despertarse <u>recordar</u> devolver <u>repetir</u> divertirse <u>resolver</u> doler <u>revolver</u> dormir <u>sentar</u>(se) empezar <u>sentir</u>(se) encender <u>servir</u> encontrar <u>sol</u>er entender(se) <u>soñar</u> entretener(se) <u>sugerir</u> hervir <u>tener</u> jugar <u>venir</u> llover <u>vestirse</u> volar</p>	<p>creer (creyendo) decir (diciendo) divertir(se) (divirtiéndose) dormir (durmiendo) ir (yendo) leer (leyendo) morir (muriendo)</p> <p>pedir (pidiendo)</p> <p>poder (pudiendo)</p> <p>preferir (prefiriendo) servir (sirviendo) traer (trayendo) venir (viniendo)</p>	<p>Verbos Locos dar ver ir ser decir traducir producir traer andar tener estar poder caber poner haber saber hacer venir</p> <p>querer CAR >qué (yo form) atacar practicar buscar sacar tocar clasificar</p> <p>GAR >gué (yo form) apagar negar jugar pagar llegar colgar fregar encargar(se) de despegar</p> <p>ZAR >cé (yo form) almorzar empezar comenzar gozar cruzar lanzar organizer realizar analizar gozar de</p> <p>Slipper verbs Despedirse sentirse divertirse preferir dormir reírse freír repetir mentir seguir morir servir pedir vestirse sugerir</p> <p>CCLOPS, UIR, UCIR creer caerse leer oír poseer introducir destruir construir contribuir incluir influir huir producir conducir reducir traducir</p>	<p>Ir iba ibas lba íbamos ibais iban</p> <p>Ser era eras era éramos erais eran</p> <p>Ver veía veías veía veíamos veían</p>	<p>decir (dir) hacer (har) poner (pondr) poder (podr) querer (querr) saber (sabr) salir (saldr) tener (tendr) venir (vendr) valer (valdr)</p> <p>caber (cabr) haber – (habr)</p> <p>“Ducks have ponds <i>and</i> produce quacks so silly that vultures visit (caber, haber)”</p>	<p>decir (dir) hacer (har) poner (pondr) poder (podr) querer (querr) saber (sabr) salir (saldr) tener (tendr) venir (vendr) valer (valdr)</p> <p>caber (cabr) haber – (habr)</p> <p>“Ducks have ponds <i>and</i> produce quacks so silly that vultures visit (caber, haber)”</p>	<p>dar dé den</p> <p>ir vaya vayan</p> <p>saber sepa sepan</p> <p>haber haya hayan</p> <p>estar esté estén</p> <p>ser Sea Sean</p> <p>DISHES</p> <p>CAR Tocar Toque</p> <p>GAR Apagar apague</p> <p>ZAR Cruzar cruce</p> <p>GER Proteger proteja</p>

	Present Perfect	Present Perfect Irregular
	<i>I have spoken</i>	abrir (abierto) cubrir (cubierto) decir (dicho) descubrir satisfacer (satisfecho)
HABLAR (to speak) -AR	he hablado has hablado ha hablado hemos hablado habéis hablado han hablado	(descubierto) devolver (devuelto) volver (vuelto)
	<i>We have sold</i>	revolver (revuelto) escribir (escrito) hacer (hecho) morir (muerto)
VENDER (to sell) -ER	he vendido has vendido ha vendido hemos vendido habéis vendido han vendido	poner (puesto) componer (compuesto) resolver (resuelto)
	<i>He has lived</i>	romper (roto) ver (visto) imprimir (impreso) freír (frito)
VIVIR (to live) -IR	he vivido has vivido ha vivido hemos vivido habéis vivido han vivido	Carry an accent over the "r" in ido caer (caído) creer (creído) leer (leído) oír (oído) reír (reído) traer (traído)

Bingo de calcomonías

Ways to receive stickers:

- Super participation (90% or higher on participation rubric)
- All homework completed during a 5 week period
- A 90% or higher on a quiz or exam

Five in a row earns:

- A free homework pass (miss one with no penalty) *
- *Does not apply to compositions, projects, midterm or final review
- OR a candy prize

Fill board earn 5 points on quiz or test **AND** 12 free homework passes **OR** candy prizes