

# **LAS INTRODUCCIONES**

greetings / leave-takings / courtesy expressions

basic conversational questions / answers

Spanish alphabet / accent marks

numbers 0-199

expressing the date

singular subject pronouns



# Recursos en la red



I can use various online resources to support my learning.

Today we will work on devices to

- a) get (re)familiarized with *Introducciones* unit vocabulary,
- b) get (re) familiarized with current events/culture of Mexico, and
- b) get (re)familiarized with the resources on our 7<sup>th</sup> grade Canvas page.



To (re)acquaint yourself with Canvas **AND** begin our first unit, please complete the following activities. You will have some class time to work; anything you do not finish is homework for next class:

1. **Take notes** about greetings/leave-takings on p. 4 of your workbook.

You will need to:

- Navigate to our 7<sup>th</sup> grade Spanish Canvas **Home page**
- Click on **Class Resources**
- Click on **class notes** under **U1: Introducciones**
- Click on **Greetings & Goodbyes**
- Write an English definition for each Spanish term into your workbook

Please use Canvas  
to stay current if  
you ever miss class!

2. **Complete WB p. 5.** This is not on Canvas. It is a workbook page to help you practice writing/spelling the vocabulary on p. 4. (Normally this type of activity would be assigned as outside of class practice work.) Read instructions carefully, use your notes (from p.4) to help you spell accurately, and do not repeat terms. Check here when complete: \_\_\_\_\_.

3. **Read the two “Culture Notes”** found at the bottom of p.5. Then answer the questions below.



What is one way of greeting people in Spanish speaking culture that is **similar** to how most Americans greet one another?

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What is one way of greeting people in Spanish speaking culture that is **different** from how most Americans greet one another?

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#### 4. Learn about *el Día de Independencia* in Mexico.

Click on [Independence Day Power Point](#) in the Canvas Week 3 module to learn about this important piece of Mexican culture.

You can also watch the [Independence Day Video](#) in the Canvas module. *(If you do not have headphones, keep your volume low.)*



**When** is Mexican Independence Day?

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**Who** initiated (began) “*El Grito*”?

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List **3 details** about HOW Mexican Independence Day is celebrated in Mexico City.  
(What kinds of things happen, what do people typically do to celebrate?)

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# Saludos y Despedidas



I can use appropriate greetings, good-byes and courtesy expressions.

## Saludos=

|   |   |  |   |
|---|---|--|---|
| anytime   | Day break until or before lunch   | After lunch or 12:00pm until before dinner.  | After dinner until bedtime.   |
|  |  |  |  |
| <b>Hola.</b>  | <b>Buenos días.</b>   | <b>Buenas tardes.</b>  | <b>Buenas noches.</b>   |

## Cortesías=

Mucho gusto.

El gusto es mío.

\*Es un placer.

\*El placer es mío.

\*Encantado/a.

\*Igualmente.

## Despedidas=

|                    |   |
|--------------------|---|
| Adiós.             | General good-bye, most common farewell.                   |
| Nos vemos.         | Open-ended farewell, not sure when you'll see each other. |
| Hasta luego.       | Will see each other <b>later</b> the same day.            |
| Hasta mañana.      | Will see each other <b>tomorrow</b> .                     |
| *Hasta pronto.     | Will see each other <b>soon</b> .                         |
| *Hasta la próxima. | Will see each other "next time".                          |
| *Hasta la vista.   | Open-ended farewell, not sure when you'll see each other. |

## Introducciones=

\*Tenemos un(a) estudiante nuevo(a). →

\*Es mi amigo/a, \_\_\_\_\_ .→

# Práctica con Saludos y Despedidas



I can use appropriate greetings, good-byes and courtesy expressions.

A. It's your first day back at school. How will you ***greet*** your friends and teachers? Answer in Spanish.

1. José, anytime \_\_\_\_\_
2. María, at 10 a.m. \_\_\_\_\_
3. Ricardo, at 2 p.m. \_\_\_\_\_
4. La Señora Costa, at an evening orientation meeting \_\_\_\_\_

B. How would you say ***good-bye*** to friends in the following situations? Answer in Spanish.

5. You will see each other again ***soon***. \_\_\_\_\_
6. You will see each other at your ***next*** dance class. \_\_\_\_\_
7. You don't know for sure exactly when you will see them. \_\_\_\_\_
8. You're going to basketball practice together ***tonight***. \_\_\_\_\_

C. How would you ***respond*** to friends in the following situations? Answer in Spanish.

9. Es mi amigo Juan (*You are meeting for the first time*). \_\_\_\_\_
10. ¡Encantada! \_\_\_\_\_

## Culture Note

### Formal Greetings

In most business situations and greetings, you can generally plan on shaking hands, unless they are a long-time acquaintance or relative. In this case, follow the "Relatives and Friends" guideline.



## Culture Note

### Informal Greetings

In general, friends and relatives greet each other in Latin America (and Spain) with a kiss or a hug. You may be kissed twice--once on one cheek and once on the other cheek. Just so you know, before you get too excited about all the kissing, these hugs and kisses (***cheek to cheek***) are so commonplace in the Latin American (and Spanish) culture that they have no romantic meaning. On the other hand, when a male greets another male, it is customary for them just to give each other a hug.

# Los pronombres sujetos singulares



I can address people appropriately.

## Cultural

### Fact:

In Spanish speaking countries elders and people who are not known well are **ALWAYS** addressed with respect.

|                |  |
|----------------|--|
| yo             |  |
| tú             |  |
| usted<br>(Ud.) |  |
| él<br>ella     |  |



Remember that there are 2 singular forms of “you”.

| informal/familiar  | formal   |
|--|--|
| <ul style="list-style-type: none"> <li>• People you _____ well</li> <li>•</li> <li>•</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• People you _____ well</li> <li>•</li> <li>•</li> <li>•</li> </ul> |

## Formal vs. Informal ‘you’ (second person)

Write **tú** or **usted** to indicate how you would address each of these people if you were talking **TO** them.

- The president \_\_\_\_\_
- Your nephew \_\_\_\_\_
- Your Art teacher \_\_\_\_\_
- Your dad \_\_\_\_\_
- A friend’s mom \_\_\_\_\_
- Your neighbor Bob \_\_\_\_\_

## Relaying information / ‘gossiping’ (third person)

Now, write **él** or **ella** to indicate how you would refer to each of these people if you were talking **ABOUT** them.

- The president \_\_\_\_\_
- Your nephew \_\_\_\_\_
- Your Art teacher \_\_\_\_\_
- Your dad \_\_\_\_\_
- A friend’s mom \_\_\_\_\_
- Your neighbor Bob \_\_\_\_\_

## ¿Cómo te llamas?



I can ask and answer basic questions with accurate sentence structure.

|                                     |                              |
|-------------------------------------|------------------------------|
| ¿Cómo <b>te</b> llamas (tú)?        | Me llamo _____.              |
| ¿Cómo <b>se</b> llama usted?        |                              |
| *¿Cómo <b>se</b> llama ____ (él)?   | *Él <b>se</b> llama _____.   |
| *¿Cómo <b>se</b> llama ____ (ella)? | *Ella <b>se</b> llama _____. |

A. Fill in the missing words below to make well-structured mini-dialogs. Use the grid above to help you.

|   |                                   |
|---|-----------------------------------|
| 1. ¿Cómo _____ llamas (tú)?                                       | Me _____.                         |
| 2. ¿Cómo <b>te</b> _____?   | _____ <b>llamo</b> _____.         |
| 3. ¿Cómo <b>se</b> _____ usted?                                   | Me _____ Señor/Señorita _____.    |
| 4. ¿_____ <b>se llama tu mejor amigo/a?</b><br>(your best friend) | <b>Mi mejor amigo/a se</b> _____. |
| 5. ¿_____ _____ tu abuelo?<br>(your grandpa)                      | Mi abuelo _____.                  |

B. Now choose TWO people from the list below and write complete sentences stating their names.

**Modelo:** *mi sobrino (my nephew)*

*Mi sobrino se llama Luis.*

**mi maestro/a de arte** (my Art teacher)

**mi maestro/a de español** (my Spanish teacher)

**mi hermano** (my brother)

**la estudiante nueva** (the new student)

**mi abuela** (my grandma)

1. \_\_\_\_\_


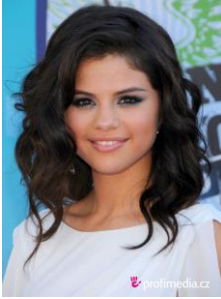
2. \_\_\_\_\_

## Práctica con Saludos, Despedidas y Cortesías



I can ask and answer basic questions with accurate sentence structure.

You are on vacation and you happen to run into George Lopez. Later in the day you see Selena Gomez! Complete the following dialogues logically, based on the time. Use a variety of greetings, good-byes, and courtesy expressions in your conversations. **Do not repeat expressions already given.**

|  |   |
|--|---|
|  <p style="text-align: center;">11: 00 AM</p> |  <p style="text-align: center;">3:00 PM</p> |
| <p><b>Tú:</b></p>  | <p><b>Selena:</b> ¡Hola!</p>  |
| <p><b>George:</b> Hola. ¿Cómo te llamas?</p>   | <p><b>Tú:</b></p>   |
| <p><b>Tú:</b></p>  | <p><b>Selena:</b> ¿Cómo te llamas?</p>  |
| <p><b>George:</b></p>  | <p><b>Tú:</b></p>   |
| <p><b>Tú:</b> El placer es mío. Adiós.</p>   | <p><b>Selena:</b></p>   |
| <p><b>George:</b></p>  | <p><b>Tú:</b> Igualmente. Nos vemos.</p>  |
|  | <p><b>Selena:</b></p>   |



## Más práctica con Saludos, Despedidas y Cortesías



I can ask and answer basic questions with accurate sentence structure.

María is having a conversation with some students on the first day of school. Complete the statements logically with words from the word bank.

|           |       |       |        |     |       |        |        |
|-----------|-------|-------|--------|-----|-------|--------|--------|
| te        | adiós | hasta | llamo  | se  | llama | mañana | tardes |
| encantada | vemos | hola  | llamas | mío | mucho | me     | días   |

María: ¡\_\_\_\_\_! Me llamo María. ¿Cómo te \_\_\_\_\_?

Adriana: \_\_\_\_\_ llamo Adriana. \_\_\_\_\_.

María: Igualmente. Oye, ¿sabes cómo se \_\_\_\_\_ el estudiante nuevo?

Adriana: \_\_\_\_\_ llama Jorge.

María: Gracias, Adriana. Nos \_\_\_\_\_.

Adriana: \_\_\_\_\_, María. \_\_\_\_\_ luego.

María: Buenas \_\_\_\_\_, Jorge. Me \_\_\_\_\_ María.

Jorge: \_\_\_\_\_ gusto, María.

María: El gusto es \_\_\_\_\_. Hasta \_\_\_\_\_.



## Nuestro sitio de web



I can access various resources on our class website.

To practice with Canvas resources AND continue learning in our first unit, please complete the following activities. You will have some class time to work; anything you do not finish is homework for next class:

1. Take notes about the Spanish alphabet on p. \_\_\_\_ of your workbook.

You will need to:

- Navigate to our 7<sup>th</sup> grade Spanish Canvas **Home page**
- Click on **Class Resources**
- Click on **class notes** under **U1: Introducciones**
- Click on **Spanish Alphabet**
- Copy the red/blue notes into your workbook

**\*\*\* Please use Canvas to stay current any time you miss class!**

2. Listen to/practice **the alphabet song** (army song).  
You will find a link to this in the Canvas Week \_\_\_\_ module.

3. Use the **pronunciation practice tool** to work on the Spanish letters in isolation. You will find a link to this in the Canvas module.



**Our learning targets for the Spanish alphabet are:**

I can recognize each letter when I hear it.





























I can say each letter when I see it.

*Keep practicing until you can say YES to both of these statements!*

# ¿Cómo se escribe...?



I can identify letters of the Spanish alphabet.

|  |   |   |   |   |
|--|---|---|---|---|
| <p>Sound never changes.</p>  <p>"ah"</p>          | <p>Same sound as V.</p>  <p>"bay"</p>              | <p>*Has 2 sounds.</p>  <p>"say"</p>        | <p>CH</p> <p>"chay"</p>   |  <p>"day"</p>                                |
| <p>Sound never changes.</p>  <p>"ay"</p>          |  <p>"eff-ay"</p>                                   | <p>Has 2 sounds.</p>  <p>"hay"</p>         | <p>Is always silent.</p>  <p>"ah-chay"</p> | <p>Sound never changes.</p>  <p>"ee"</p>     |
| <p>Sounds like H in "hill".</p>  <p>"hoe-tah"</p> | <p>Is an adopted letter.</p>  <p>"kah"</p>         |  <p>"ell-ay"</p>                           | <p>LL</p> <p>"ay-yay"</p>   |  <p>"em-ay"</p>                              |
|  <p>"en-ay"</p>                                  |  <p>"en-yay"</p>                                  | <p>Sound never changes.</p>  <p>"oh"</p> |  <p>"pay"</p>                             |  <p>"coo"</p>                               |
|  <p>"ay-day"</p>                                |  <p>"ay-ddddd"</p>                               |  <p>"ess-ay_"</p>                        |  <p>"tay"</p>                            | <p>Sound never changes.</p>  <p>"oooh"</p> |
| <p>Same sound as B.</p>  <p>"vay"</p>           | <p>Is an adopted letter.</p>  <p>"do-blavah"</p> |  <p>"ay-kees"</p>                        |  <p>"yay" / "ee-gree-ay-gah"</p>         |  <p>"say-tah"</p>                          |



When spelling the B and V aloud you must give them distinction in order to tell them apart...

**B**=be grande      **V**=ve chica

**CH** and **LL** are only sounds and are no longer part of the alphabet.

They appear here because many songs still include them.

# los sonidos del alfabeto



I can identify letters of the Spanish alphabet.

Unlike English vowels, Spanish vowels \_\_\_\_\_ make the same sound.

|     |      |      |       |      |
|-----|------|------|-------|------|
|     |      |      |       |      |
| car | cake | feet | motor | boot |

Some Spanish consonants sound different than they do in English.

|  |   |  |
|--|---|--|
|  | B and V make a _____ sound a bit softer than the 'b' in the word _____.<br>B and V sound the _____.   |  |
|  | The C carries 2 sounds.   |  |
|  | C in front of:<br>A O U<br>makes a _____ sound as in kite / coat.   | C in front of:<br>E I<br>makes an _____ sound as in sail / cereal. |
|  | Sounds like _____ as in the word _____.   |  |
|  | The G carries 2 sounds.   |  |
|  | G in front of:<br>A O U<br>makes a _____ G sound as in goat.  | G in front of:<br>E I<br>makes an _____ sound as in hay.           |
|  | Does _____ produce a sound. It is _____!  |  |
|  | Sounds like _____ as in the word hat.   |  |
|  | K and W were not originally apart of the Spanish alphabet, but due to _____ words they were included. Examples: Kodak, Kyle, Walter   |  |
|  | A single L sounds similar to English L as in the word listen.<br>LL makes a _____ sound like in the word yo-yo.   |  |
|  | An N with a _____ is a separate letter in the Spanish alphabet.<br>It sounds like _____ as in the word canyon.  |  |
|  | A single R sounds like _____ as in the word ladder.<br>At the _____ of a word R is rolled. (see RR below)   |  |
|  | RR is rolled or trilled, a sound made by rapidly tapping the tip of the tongue against the roof of your mouth.<br>(Think of a cat purring.)   |  |
|  | X has several sounds, depending on the surrounding letters.<br>(1) Between 2 vowels as in México, X sounds like _____.<br>(2) Other times X sounds like _____ as in the English word socks. |  |
|  | Y sounds like _____ as in the word yolk.<br>When it is all alone it sounds like _____ (bee/ski), and it means "and".  |  |
|  | Does not "buzz". It always sounds like _____ as in the word sit.  |  |

# Rules for Stress



I know when and why accent marks are needed.

In Spanish, words are spelled just like they \_\_\_\_\_. In order to take advantage of this simple and nearly perfect system of spelling, one must first know the rules for stress - that is, how to know which syllable is pronounced the \_\_\_\_\_.

## Rule 1:

Words ending in a \_\_\_\_\_; \_\_\_\_ or \_\_\_\_ are stressed on the \_\_\_\_\_ syllable.

|                |                 |                 |                 |
|----------------|-----------------|-----------------|-----------------|
| casa           | libro           | madre           | lunes           |
| <b>ca</b> - sa | <b>li</b> - bro | <b>ma</b> - dre | <b>lu</b> - nes |

## Rule 2:

Words ending in a \_\_\_\_\_ (not including *n* and *s*) are stressed on the \_\_\_\_\_ syllable.

|                 |                 |                  |
|-----------------|-----------------|------------------|
| beber           | papel           | verdad           |
| be - <b>ber</b> | pa - <b>pel</b> | ver - <b>dad</b> |

**a, e, i, o, u, n, s...**  
second-to-last syllable  
gets the "stress-ay"

When a word ends in a  
different consonant,  
then you stress it  
at the **end!!**

\*\*\*\*\*

## Rule 3: To accent or not to accent!

Words that do not follow Rule 1 or 2 must have a written accent mark over the stressed vowel.

|           |           |       |
|-----------|-----------|-------|
| periódico | miércoles | lápiz |
|-----------|-----------|-------|

Written accents are also used to differentiate between words that are pronounced the same but have different \_\_\_\_\_ or grammatical uses:

|                 |                |                 |                  |
|-----------------|----------------|-----------------|------------------|
| <b>si</b> - if  | <b>mi</b> - my | <b>el</b> - the | <b>tu</b> - your |
| <b>sí</b> - yes | <b>mí</b> - me | <b>él</b> - he  | <b>tú</b> - you  |

**¡Ojo!** There are additional formal rules for written accents, but for our purposes in 7<sup>th</sup> grade Spanish, we will focus on \_\_\_\_\_ these.

**Try not to think of these rules as burdensome. Rather, view them as memory tricks.**

They allow you to pronounce any Spanish word \_\_\_\_\_.



**A. Write the letters you hear to spell out Spanish words.**



Vowels with written accents will have "con acento" following the vowel.

B=be *grande*

V=ve *chica*

**Modelo:** be grande-a-ene-de-e-ere-a

bandera

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

6. \_\_\_\_\_



I know when and why accent marks are needed.

Listen as your teacher pronounces these words. Would they need a written accent?

|                           |                             |
|---------------------------|-----------------------------|
| 1. <b>t o r m e n t a</b> | 4. <b>t r i a n g u l o</b> |
| 2. <b>f a c i l</b>       | 5. <b>c o m p a r t i r</b> |
| 3. <b>p r e g u n t o</b> | 6. <b>i n g l e s</b>       |

|    |    |
|----|----|
| 1. | 4  |
| 2. | 5. |
| 3. | 6. |

# Las emociones



I can ask and answer basic questions with accurate sentence structure.



mal  
horrible



así así  
regular  
\*más o menos



bien



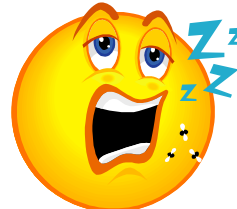
\*emocionado



feliz  
contento  
\*alegre



triste



cansado



enfermo



\*ocupado



\*nervioso



\*enojado

**muy** = \_\_\_\_\_ (can be used in front of most moods)

Remember that adjectives ending in -o will need to change to -a when used to describe how a female is feeling.

For additional emotions vocabulary, visit:

<http://www.enforex.com/language/vocabulary-emotions.html>

# ¿Cómo estás?



I can ask and answer basic questions with accurate sentence structure.

|                           |                |          |        |
|---------------------------|----------------|----------|--------|
|                           |                |          |        |
| 1 <sup>st</sup><br>person | yo             |          |        |
| 2 <sup>nd</sup><br>person | tú             |          |        |
|                           | usted<br>(Ud.) |          |        |
| 3 <sup>rd</sup><br>person | él             |          |        |
|                           | ella           |          |        |
|                           |                | Singular | Plural |

|                                 |                               |
|---------------------------------|-------------------------------|
| ¿Cómo <b>estás</b> (tú)?        | (Yo) <b>Estoy</b> ...         |
| ¿Cómo <b>está</b> usted?        |                               |
| *¿Cómo <b>está</b> ____ (él)?   | * <b>Él</b> <b>está</b> ...   |
| *¿Cómo <b>está</b> ____ (ella)? | * <b>Ella</b> <b>está</b> ... |

- When forming a question the subject pronoun is placed after the verb.
- When responding to the question the subject pronoun is placed before the verb.

## A. How would your friend Susana likely feel in the following situations? “Ella está.....”







1. She is starting her first week of high school. \_\_\_\_\_
2. The school year is over and summer has begun. \_\_\_\_\_
3. Her sister took her favorite jeans (without asking). \_\_\_\_\_
4. She ate too much Halloween candy. \_\_\_\_\_
5. She has homework in ALL classes. \_\_\_\_\_

# Las emociones



I can ask and answer basic questions with accurate sentence structure.

Write a complete sentence to say how each of the following people is feeling. Use the correct form of ESTAR and the pictured vocabulary. Follow the model.

|         |   |  |
|---------|---|--|
| Modelo: |    | (mi padre)<br><br>Mi padre <u>está</u> bien.<br>- OR -<br>Él <u>está</u> bien. |
| 1.      |    | (Julia)  |
| 2.      |   | (Tito)   |
| 3.      |  | (yo)   |
| 4.      |  | (el gato)  |
| 5.      |  | (la estudiante nueva)  |




## ¿De dónde eres?



I can ask and answer basic questions with accurate sentence structure.

|                           |                           |             |        |
|---------------------------|---------------------------|-------------|--------|
|                           |                           | ser = _____ |        |
| 1 <sup>st</sup><br>person | yo                        |             |        |
|                           | 2 <sup>nd</sup><br>person | tú          |        |
| usted<br>(Ud.)            |                           |             |        |
| 3 <sup>rd</sup><br>person | él                        |             |        |
|                           | ella                      |             |        |
|                           |                           | Singular    | Plural |



|                                   |                        |
|-----------------------------------|------------------------|
| ¿De dónde <b>eres</b> (tú)?       | (Yo) <b>Soy</b> de...  |
| ¿De dónde <b>es</b> usted?        |                        |
| *¿De dónde <b>es</b> ____ (él)?   | *Él <b>es</b> de ...   |
| *¿De dónde <b>es</b> ____ (ella)? | *Ella <b>es</b> de ... |

- When forming a question the subject pronoun is placed **after** the verb.
- When responding to the question the subject pronoun is placed **before** the verb.

## ¿De dónde eres?



I can ask and answer basic questions with accurate sentence structure.

Write a complete sentence stating where the following people are from. Use the correct form of SER.

|                |   |   |
|----------------|---|---|
| <p>Modelo:</p> | <br><p><b>España</b></p>       | <p>(yo)</p> <p>Yo <u>soy</u> de España.</p> |
| <p>1.</p>      | <br><p><b>México</b></p>       | <p>(Raquel)</p>                             |
| <p>2.</p>      | <br><p><b>Guatemala</b></p>   | <p>(la maestra)</p>                         |
| <p>3.</p>      | <br><p><b>Perú</b></p>       | <p>(Juan)</p>                               |
| <p>4.</p>      | <br><p><b>Ecuador</b></p>    | <p>(tú)</p>                                 |
| <p>5.</p>      | <br><p><b>Costa Rica</b></p> | <p>(usted)</p>                              |

# Actividades de escuchar



**World Languages Power Standard #2: Interpretive Communication (Reading and Listening)**

Students will understand and interpret the language studied in its written and spoken forms on a variety of topics.

## Preguntas y Respuestas:

Para Empezar T5

Indicate which of the options would be a logical response to the question or phrase that is said.

- |          |                 |
|----------|-----------------|
| 1. _____ | A. Estoy bien.  |
| 2. _____ | B. Buenos días. |
| 3. _____ | C. Igualmente.  |
| 4. _____ | D. Adiós.       |
| 5. _____ | E. Me llamo ... |

## La familia de Antonio:

EE disk 3, track 3

How old are the members of Antonio's family?

- \_\_\_\_\_ Andrés
- \_\_\_\_\_ Luisa
- \_\_\_\_\_ Antonio
- \_\_\_\_\_ Rosa y Alberto
- \_\_\_\_\_ Marta y Rafael



## Unas conversaciones Realidades: Para Empezar T26

For each conversation, circle when the conversation is taking place and if the conversation is with an adult or student. Then write what their response was.

|  |  |  |
|--|--|--|
| <p><b>1.</b> morning afternoon<br/>student adult</p> <p>What was their response?</p> | <p><b>2.</b> morning afternoon<br/>student adult</p> <p>What was their response?</p> | <p><b>3.</b> student adult</p> <p>What was their response?</p> |
|--|--|--|

**Nuevos amigos** Listen as various people introduce themselves and say where they're from. Draw lines connecting the item number to the person speaking and their country of origin. A sample is done for you. *Challenge:* Put a ★ star next to the people who say they're 'glad to meet you'.

En español Disc 1, track 6

- |         |           |                |
|---------|-----------|----------------|
| Ejemplo | Adán      | Costa Rica     |
| 1.      | Guillermo | Argentina      |
| 2.      | Alma      | Colombia       |
| 3.      | Álvaro    | México         |
| 4.      | Eduardo   | Estados Unidos |
| 5.      | Carmen    | Guatemala      |
| 6.      | Yolanda   | Uruguay        |

**Para responder....**

**Se llama** \_\_\_\_\_.

**Él / Ella es de** \_\_\_\_\_.

# los números



I can identify numbers 0-199.

|  |   |          |            |             |              |
|--|---|----------|------------|-------------|--------------|
| <b>100</b>   | 30-90 follow this pattern:<br>(tens) y (ones) | <b>1</b> | <b>10</b>  | <b>20</b>   |              |
| cien   |   | uno      | diez       | veinte      |              |
| <b>200</b>   |   | <b>2</b> | <b>11</b>  | <b>21</b>   |              |
| doscientos   |   | dos      | once       | veintiuno   |              |
| <b>300</b>   | <b>30</b>                                     | <b>y</b> | <b>3</b>   | <b>12</b>   | <b>22</b>    |
| trescientos  | treinta                                       |          | tres       | doce        | veintidós    |
| <b>400</b>   | <b>40</b>                                     |          | <b>4</b>   | <b>13</b>   | <b>23</b>    |
| cuatrocientos  | cuarenta                                      |          | cuatro     | trece       | veintitrés   |
| <b>500</b>   | <b>50</b>                                     |          | <b>5</b>   | <b>14</b>   | <b>24</b>    |
| quinientos   | cincuenta                                     |          | cinco      | catorce     | veinticuatro |
| <b>600</b>   | <b>60</b>                                     |          | <b>6</b>   | <b>15</b>   | <b>25</b>    |
| seiscientos  | sesenta                                       |          | seis       | quince      | veinticinco  |
| <b>700</b>   | <b>70</b>                                     |          | <b>7</b>   | <b>16</b>   | <b>26</b>    |
| setecientos  | setenta                                       |          | siete      | dieciséis   | veintiséis   |
| <b>800</b>   | <b>80</b>                                     |          | <b>8</b>   | <b>17</b>   | <b>27</b>    |
| ochocientos  | ochenta                                       |          | ocho       | diecisiete  | veintisiete  |
| <b>900</b>   | <b>90</b>                                     |          | <b>9</b>   | <b>18</b>   | <b>28</b>    |
| novcientos   | noventa                                       |          | nueve      | dieciocho   | veintiocho   |
| To 'build' higher numbers, simply combine the numbers (hundreds, tens, ones) from left to right.<br>(ex. 513 = quinientos trece o 744 = setecientos cuarenta y cuatro) |   |          | <b>19</b>  | <b>29</b>   |              |
|  |   |          | diecinueve | veintinueve |              |

|            |                                       |                           |  |
|------------|---------------------------------------|---------------------------|--|
| <b>100</b> | Use <b>cien</b> for 100 'on the dot'. | <b>101, 102...</b>        | Use <b>ciento</b> for numbers <u>over</u> 100. |
| cien       |                                       | ciento uno, ciento dos... |  |

|                  |                      |                                |
|------------------|----------------------|--------------------------------|
| <b>1.000</b> mil | <b>2.000</b> dos mil | <b>2023</b> dos mil veintitrés |
|------------------|----------------------|--------------------------------|

# práctica: los números



I can identify numbers 0-199.

A. What numbers do you think of for the following things? Write the number in Spanish.

**Modelo:** days in the month of September treinta

1. hours in a day \_\_\_\_\_
2. sides of a pentagon \_\_\_\_\_
3. letters in the English alphabet \_\_\_\_\_
4. an "unlucky" number \_\_\_\_\_
5. inches in a yard \_\_\_\_\_
6. minutes in an hour \_\_\_\_\_
7. a dozen \_\_\_\_\_
8. states in the U.S. \_\_\_\_\_
9. dalmatians in a famous Disney movie \_\_\_\_\_
10. cents in 3 quarters (\$) \_\_\_\_\_

B. Complete these series of numbers by SPELLING OUT the missing numbers in Spanish.

modelo: 5, 10, quince, 20, 25, treinta, 35, 40

1) uno, tres, \_\_\_\_\_, siete, nueve, \_\_\_\_\_, trece

2) dos, cuatro, \_\_\_\_\_, ocho, \_\_\_\_\_, doce

3) diecisiete, \_\_\_\_\_, diecinueve, \_\_\_\_\_

4) treinta y seis, treinta y nueve, \_\_\_\_\_, cuarenta y cinco

5) 70, 65, \_\_\_\_\_, 55, \_\_\_\_\_, 45

6) 29, 28, 27, \_\_\_\_\_, 25, 24, 23, \_\_\_\_\_

7) 80, 82, \_\_\_\_\_, 86, 88, \_\_\_\_\_, 92

8) 70, \_\_\_\_\_, 80, 85, 90, 95 \_\_\_\_\_, 105

# Actividades de práctica



## World Languages Power Standard #2: Interpretive Communication (Reading and Listening)

Students will understand and interpret the language studied in its written and spoken forms on a variety of topics.

**A. ¿De quién es el número de teléfono?** Various people are saying their phone number. Use the Antigua, Guatemala phone directory below to identify each person.

**Hernandez, Pablo**

23 Calle de recolección  
Antigua, GTM.....8-85-65-36

**Hernandez, Paco**

10 Callejón de Rubia  
Antigua, GTM.....3-25-12-31

**Hernandez, Patricia**

46 Calle del Hermano Pedro  
Antigua, GTM.....5-58-52-62

**Hernandez, Paula**

92 Calle de Chiplilapa  
Antigua, GTM.....2-25-29-01

**Hernandez, Pedro**

38 Calle de Santa Lucía  
Antigua, GTM.....7-33-10-46

1. Mi número de teléfono es tres-veinticinco-doce-treinta y uno.

**Hernandez,** \_\_\_\_\_

2. Mi número de teléfono es siete-treinta y tres-diez-cuarenta y seis.

**Hernandez,** \_\_\_\_\_

3. Mi número de teléfono es dos-veinticinco-veintinueve-cero uno.

**Hernandez,** \_\_\_\_\_



**B. Tu perro perdido Realidades: Para Empezar T11**

You have lost your dog, so you put up signs in your neighborhood asking your neighbors to call you if they see him. When you get out of school the next day, you have six voicemail messages from people who have seen your dog. Listen and write down their house numbers.

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

4. \_\_\_\_\_ 5. \_\_\_\_\_ 6. \_\_\_\_\_

**C. ¿Cuál es tu teléfono?**

Listen as your teacher reads four fictional phone numbers. Write the phone numbers below.

1. Yo      \_\_ - \_\_\_\_ - \_\_\_\_ - \_\_\_\_

2. Sara     \_\_ - \_\_\_\_ - \_\_\_\_ - \_\_\_\_

3. tu maestra   \_\_ - \_\_\_\_ - \_\_\_\_ - \_\_\_\_

4. Tomás    \_\_ - \_\_\_\_ - \_\_\_\_ - \_\_\_\_

# ¡Practicamos más!



**World Languages Standard: Interpersonal Communication**

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in the language studied.



## La batalla naval

|    | 2 | 43 | 75 | 12 | 15 | 100 | 83 | 65 | 14 | 150 |
|----|---|----|----|----|----|-----|----|----|----|-----|
| B  |   |    |    |    |    |     |    |    |    |     |
| R  |   |    |    |    |    |     |    |    |    |     |
| LL |   |    |    |    |    |     |    |    |    |     |
| J  |   |    |    |    |    |     |    |    |    |     |
| I  |   |    |    |    |    |     |    |    |    |     |
| X  |   |    |    |    |    |     |    |    |    |     |
| V  |   |    |    |    |    |     |    |    |    |     |
| G  |   |    |    |    |    |     |    |    |    |     |
| E  |   |    |    |    |    |     |    |    |    |     |
| Z  |   |    |    |    |    |     |    |    |    |     |


|    | 2 | 43 | 75 | 12 | 15 | 100 | 83 | 65 | 14 | 150 |
|----|---|----|----|----|----|-----|----|----|----|-----|
| B  |   |    |    |    |    |     |    |    |    |     |
| R  |   |    |    |    |    |     |    |    |    |     |
| LL |   |    |    |    |    |     |    |    |    |     |
| J  |   |    |    |    |    |     |    |    |    |     |
| I  |   |    |    |    |    |     |    |    |    |     |
| X  |   |    |    |    |    |     |    |    |    |     |
| V  |   |    |    |    |    |     |    |    |    |     |
| G  |   |    |    |    |    |     |    |    |    |     |
| E  |   |    |    |    |    |     |    |    |    |     |
| Z  |   |    |    |    |    |     |    |    |    |     |

## ¿Cuántos años tienes?



I can ask and answer basic questions with accurate sentence structure.

|                           |                |              |        |
|---------------------------|----------------|--------------|--------|
|                           |                | tener= _____ |        |
| 1 <sup>st</sup><br>person | yo             |              |        |
| 2 <sup>nd</sup><br>person | tú             |              |        |
|                           | usted<br>(Ud.) |              |        |
| 3 <sup>rd</sup><br>person | él             |              |        |
|                           | ella           |              |        |
|                           |                | Singular     | Plural |



|  |                               |
|--|-------------------------------|
| ¿Cuántos años <b>tienes</b> (tú)?        | (Yo) <b>Tengo</b> ...años.    |
| ¿Cuántos años <b>tiene</b> usted?        |                               |
| *¿Cuántos años <b>tiene</b> ____ (él)?   | * <b>Él tiene</b> ... años.   |
| *¿Cuántos años <b>tiene</b> ____ (ella)? | * <b>Ella tiene</b> ... años. |

- When forming a question the subject pronoun is placed after the verb.
- When responding to the question the subject pronoun is placed before the verb.



## ¿Cuántos años tiene?



I can ask and answer basic questions with accurate sentence structure.

Answer each question in a complete sentence, using the pictures provided. Follow the model.

¡Ojo! Spell out the number in Spanish.



Isabel, 68



César, 102



José, 50



Mariana, 23



Bárbara, 16

**Modelo:** ¿Cuántos años tiene José?

**José (Él) tiene cincuenta años.**

1. ¿Cuántos años tiene Bárbara? \_\_\_\_\_.

2. ¿Cuántos años tiene Isabel? \_\_\_\_\_.

3. ¿Cuántos años tiene César? \_\_\_\_\_.

4. ¿Cuántos años tiene Mariana? \_\_\_\_\_.

5. ¡! ¿Cuántos años tienes? \_\_\_\_\_.

## ¿Cuándo es tu cumpleaños?



I can ask and answer basic questions with accurate sentence structure.

|                                     |  |
|-------------------------------------|--|
| ¿Cuándo es tu cumpleaños?           | Mi cumpleaños es el ____ de _____.           |
| ¿Cuándo es su cumpleaños?           |  |
| *¿Cuándo es su cumpleaños?          | *Su cumpleaños es el ____ de _____.          |
| *¿Cuándo es el cumpleaños de _____? | *El cumpleaños de _____ es el ____ de _____. |



### Cultural Fact:

In Spanish-speaking countries, children often have two birthday celebrations. They celebrate their actual birthday AND their saint's day (the patron for which they were named). On their saint's day, the celebrants attend church and are blessed by a priest. They then have a quiet party with relatives and family friends. Children also celebrate their birth with a large celebration including friends, family, music, food and a piñata. When a Mexican girl celebrates her 15<sup>th</sup> birthday, a *quinceañera* is held in her honor. There is a special mass and often a lavish party that includes friends, neighbors, and relatives. Typically, girls wear a beautiful gown, have attendants, and prepare months in advance for this special birthday.

# la fecha



I can express the date.

\*\*\* When expressing the **date** in Spanish (in words OR numerically), the **structure / order** is different from English. Follow this formula:

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_



When stating the **first** of the month you must use the **ordinal number**.

◆ → Es el **primero** de junio de 2011.

◆ ¿Cuándo es tu cumpleaños?

Mi cumpleaños es el \_\_\_\_ de \_\_\_\_\_.

◆ ¿Cuándo es el cumpleaños de tu mamá?

Su cumpleaños es el \_\_\_\_ de \_\_\_\_\_.

| LOS MESES DEL AÑO |  |
|-------------------|--|
| enero             |  |
| febrero           |  |
| marzo             |  |
| abril             |  |
| mayo              |  |
| junio             |  |
| julio             |  |
| agosto            |  |
| septiembre        |  |
| octubre           |  |
| noviembre         |  |
| diciembre         |  |



Days of the week and months are **NOT** capitalized in Spanish.

Write these dates in Spanish. Spell out the numbers and the months. Remember that in Spanish the day comes before the month.

Modelo: 9/2      Hoy es el nueve de febrero.

1. 11/8      \_\_\_\_\_

2. 15/1      \_\_\_\_\_

3. 12/4      \_\_\_\_\_

4. 1/12      \_\_\_\_\_

## práctica



I can ask and answer basic questions with accurate sentence structure.

A. Circle the question that shows how you would address each of the following people.

- |                      |                       |                          |
|----------------------|-----------------------|--------------------------|
| 1. Your Math teacher | ¿Cómo te llamas?      | ¿Cómo se llama Ud.?      |
| 2. Your cousin       | ¿Cómo estás?          | ¿Cómo está Ud.?          |
| 3. Your grandpa      | ¿Cuántos años tienes? | ¿Cuántos años tiene Ud.? |
| 4. A new student     | ¿Cómo te llamas?      | ¿Cómo se llama Ud.?      |
| 5. The principal     | ¿De dónde eres?       | ¿De dónde es Ud.?        |
| 6. Your dentist      | ¿Cómo estás?          | ¿Cómo está Ud.?          |

B. Match each question with the most logical answer.

- |  |                               |
|--|-------------------------------|
| 1. _____ ¿Cómo se llama tu maestra?        | a) Ella está un poco cansada. |
| 2. _____ ¿De dónde es el estudiante nuevo? | b) Mi abuelo está bien.       |
| 3. _____ ¿Cómo está tu mamá hoy?           | c) Se llama Señor García.     |
| 4. _____ ¿Cuántos años tiene tu perro?     | d) Se llama Señora García.    |
|  | e) Es de Colorado.            |
|  | f) Tiene ochenta años.        |
|  | g) Tiene dos años.            |

C. Circle the correct response for each of the questions.

- |                                 |                            |                            |
|---------------------------------|----------------------------|----------------------------|
| 1. ¿Cómo te llamas?             | Me llamo Sarita.           | Se llama Sarita.           |
| 2. ¿Cómo está ella?             | <b>Ella está contento.</b> | <b>Ella está contenta.</b> |
| 3. ¿De dónde eres?              | Eres de Honduras.          | Soy de Honduras.           |
| 4. ¿Cómo está usted?            | <b>Yo estoy así así.</b>   | <b>Usted está regular.</b> |
| 5. ¿Cómo está Marta?            | Ella está enojada.         | Ella está mal.             |
| 6. ¿Cuántos años tiene tu papá? | <b>Tengo 42 años.</b>      | <b>Tiene 42 años.</b>      |



**I can ask and answer basic questions with accurate sentence structure.**



**Imagine that you had a dream last night about a visitor from outer space! (Or maybe it WASN'T a dream.....?!) The next morning you are telling a friend about your experience. Write the questions and answers that would make up the conversation about your "extraterrestre".**

1. What is the *extraterrestre's* name? \_\_\_\_\_

His name is XYZ. \_\_\_\_\_

2. Where is he from? \_\_\_\_\_

He is from Mars (*Marte*). \_\_\_\_\_

3. How old is XYZ? \_\_\_\_\_

He is 567 years old. \_\_\_\_\_

4. When is his birthday? \_\_\_\_\_

His birthday is Jan. 1. \_\_\_\_\_

5. How is he feeling? \_\_\_\_\_

XYZ is (feeling) tired! \_\_\_\_\_

## Interpersonal Assessment: Tenemos un/a estudiante nuevo/a

Imagine that there is a new student at school. During this interpersonal assessment, you and a classmate will have a conversation about him or her. You each know a little bit about the new student; you will ask/answer questions to learn more about him/her.

While you will be able to plan and practice much of your conversation in advance, there will be some spontaneous elements too. You will need to be prepared to use a wide variety of unit content and think on your feet!

In your conversation you will **greet your conversation partner** (classmate) and **ask how he or she is doing** today. Then you will ask **OR answer** the following **conversational questions** about the new person at school, using vocabulary and grammar structures learned in the *Introducciones* unit.

- What is (the new student's) name?
- How is that spelled?
- Where is he/she from?
- How old is he/she?

You will be provided with ONE of the three visuals below to use during your assessment, but **no written notes** are allowed!

### Ideas for expansion:

- Include **transition words** to help your presentation flow smoothly. (*y = and*      *pero = but*      *también = also*)
- **React** to your partner's comments with **expanded vocabulary** from resources provided.

The image shows three visual cards for an interpersonal assessment. Each card has a blue background and a dotted line separating the top and bottom sections. The top section contains three weather icons (sun, sun, moon) and a grid of 12 emotion icons. The bottom section contains a person's name, a red and white flag, a birthday cake with a number, and a map of a country. Red circles highlight specific elements: the first sun icon on the first card, the second sun icon on the second card, the third sun icon on the third card, the Mexico map on the first card, the Peru map on the second card, and the España map on the third card.

| Card | Name      | Age | Country | Highlighted Element |
|------|-----------|-----|---------|---------------------|
| 1    | Julieta   | 14  | Mexico  | First sun icon      |
| 2    | Sebastián | 15  | Perú    | Second sun icon     |
| 3    | Verónica  | 16  | ESPAÑA  | Third sun icon      |



### World Languages Standard: Interpersonal Communication

Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions in the language studied.