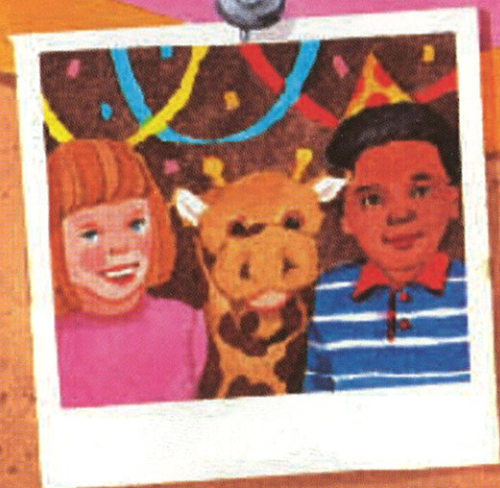


ESPAÑOL PARA TI

**AN INTRODUCTION AND OVERVIEW
INCLUDING:**

- **SUGGESTIONS FOR USE**
- **SAMPLE LESSON**
- **LANGUAGE TOPICS**
- **CONTENT-BASED TOPICS**





INTRODUCTION AND OVERVIEW



ESPAÑOL
PAPA +

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Published by National Textbook Company,
a division of NTC/Contemporary Publishing Company,
4255 West Touhy Avenue
Lincolnwood (Chicago), Illinois 60649-1975 U.S.A.
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PRACTICAL. PROVEN. PRICED RIGHT.
PERFECT FOR YOUR STUDENTS' NEEDS.

Español para ti . . . the first and only five-level, video-based Spanish learning program. *Español para ti* was created especially to meet the needs of today's elementary classroom teacher.

Now your students can learn Spanish in any elementary classroom. Even if you don't speak Spanish or do not have any language-teaching skills, *Español para ti* video lessons and comprehensive teaching materials enable you to help students grow proficient in basic Spanish.

Español para ti was created by language teachers and instructional television experts in a five-year pilot program. Its success in Clark County, Nevada was the springboard for its introduction nationwide. So you can feel confident that *Español para ti* works—it's teacher- and classroom-proven!

Finally, this ground-breaking program is affordable for schools. The materials can be used year after year and no special training is needed. The cost is low enough that PTAs or other parent groups can raise funds for purchase.

This booklet includes materials drawn directly from the program's Teacher's Manual and will give you a clear picture of how easily you can teach Spanish with the program, and of how much your children will learn. You'll also see how *Español para ti* ties in language-learning with other classroom subjects and how much your students will benefit from its use.

Please don't hesitate to call us at 1-800-323-4900 if you have questions, or visit our website at www.espanolparati.com.



A MESSAGE FROM THE AUTHORS



Bienvenidos a Español para ti. (Welcome to Español para ti.)

We are happy to welcome you to a new language adventure! It is our hope that you are excited about giving your students the gift of learning a second language. Relax and enjoy the experience! You don't need to speak Spanish in order to use *Español para ti*. The program offers you an abundance of support so that you can successfully join with your students in learning the language and the cultures of the Spanish-speaking world.

As experienced Spanish teachers, we have designed an interactive program offering you, our colleagues, the very best and easiest approach to teaching Spanish through the rich media of video in a fun, exciting, and non-threatening way.

Everything you need to facilitate instruction is provided for you in convenient kits. You and your students will enjoy the puppet characters, music, mimes, excursions, activities, and games that make learning Spanish through *Español para ti* a real treat.

For us, the creation of *Español para ti* has been a labor of love and a dream come true, and you are our partners in the realization of this dream. With your help, we can bring Spanish instruction to every child at the elementary school level. Your enthusiastic implementation of *Español para ti* will make your students successful language learners, and you will experience that Spanish truly is *para ti* (for you) and for everyone!

Our best wishes for a wonderful experience with *Español para ti*.

Mil gracias y muy buena suerte. (Many thanks and best wishes.)

Elena Steele

Holly Johnson

Doña Elena
Elena Steele

La maestra
Holly Johnson

ESPAÑOL PARA TI COMPONENTS

Materials Center

Videocassettes

The videos serve as the core of instruction. The programs for Levels 1 and 2 consist of 17 videocassettes containing 66 fifteen-minute video lessons. The programs for Levels 3-5 consist of 20 videocassettes containing 60 fifteen-minute video lessons. With the help of puppets, a mime, and a variety of visitors, the vivacious video teacher (*la maestra* in Spanish) introduces and practices Spanish. The interaction between the teacher and the other characters is lively and often results in humorous situations.

Teacher's Manual

The Teacher's Manual makes no assumptions that teachers speak Spanish, so any teacher can easily follow the step-by-step directions for presenting each lesson of *Español para ti* and coordinating the use of the many support materials. The Teacher's Manual for Level 1 provides a self-contained lesson plan for each of the 66 lessons. Each lesson plan includes:

- learning objectives for the lesson
- key vocabulary items with English translations, teaching tips, and cultural information
- miniature reproductions of the Blackline Masters used in the lesson
- activities and games that reinforce the language presented on the video

In addition, there are guidelines for formal and informal assessments and audiovisual techniques.

Teacher's Resource Book

This valuable resource contains:

- patterns to make the Rosco flag, which can be used in many activities throughout the year
- a course completion certificate, which can be duplicated for each child
- four letters to send home to parents, which explain the program and suggest ways that families can help and encourage children
- formal assessments to be used at the end of the semester and at the end of the year, and a rubric for holistic evaluations
- full-page size Number Cards for 1 to 50
- 47 Blackline Masters to use in a variety of ways—for vocabulary practice, as masks or puppets, in games, and as aids to remembering songs

Activity Cassettes 1 and 2



These two cassettes provide listening and speaking activities that coordinate with and reinforce the video lessons. These activities either practice what was taught in the related video lesson or review previously learned vocabulary. They also contain the formal assessment activities.

Song Cassette



All the songs taught by the video teacher are included on this cassette, along with marches that reinforce the target language. The songs are presented in the order taught in the lessons and the marches follow in numerical order. These songs are lively and fun, but are also instructional and teach vocabulary. Lyrics and translations for all the songs appear in the appropriate lessons of the Teacher's Manual.

Visuals Package

Puppets



Español para ti includes hand puppets for the two characters who appear most frequently on the videos—the adorable but sometimes outrageous Rosco, a wolf, and the ever-lovable Dora, a cow. The video teacher talks to the puppets to model words, questions, and answers, and the puppets frequently provide further modeling by talking to one another. Sometimes the puppets ask the children questions or answer the video teacher's questions along with the children. Classroom teachers can use the puppets in similar ways. Some children may find speaking through or to the puppets less threatening than talking as themselves. The Teacher's Manual provides suggestions for using these delightful characters.

Flashcards

Two sets of Flashcards are provided for use in activities and for vocabulary reinforcement. The video teacher introduces vocabulary and expressions with the same large, colorful Flashcards, providing continuity between the videos and the classroom. Since they are on heavy paper and are large enough to be seen from a distance, they are ideal for use in classroom activities.

Posters

There are two large posters—the classroom and the animals' party. The classroom poster shows examples of the classroom vocabulary presented in the lessons. The colorful poster of the animals' party shows the animals for which the children learn Spanish names. The posters are also useful for practicing colors and numbers. Both posters can be used to brighten up the classroom.

Las aventuras de Fredo (*Fredo's Adventures*)

Fredo, ¿qué pasa? (*Fredo, What's Happening?*)

Level 4 and Level 5 only

New to the Level 4 and Level 5 *Espanol para ti* programs are the storybooks, *Las aventuras de Fredo*, and *Fredo, ¿qué pasa?* which consists of five short stories featured on various segments of the video. The stories feature the lovable character Fredo—his daily routine as well as his adventures in a music store, at a magic cafe, in the city, at the zoo, his adventures going on a picnic, his family, going to the circus, getting sick, and looking for his feline friend Mimi. Created for reading practice and vocabulary reinforcement, these original stories reuse concepts and themes introduced in the video lessons.

The stories are read on the video by doña Elena and they are also recorded on audiotape, on Side B of the Song Cassette. The 64-page storybooks are available for purchase so that the children can read the books themselves.

Here are two suggested ways to work with Fredo in class:—the teacher recues the video segment in which doña Elena reads the story, as suggested in the Activity Lesson—teachers with a classroom set of the storybooks can substitute the “Fredo Book Activity” described in the margin of the Activity Lesson.

Either way, teachers can use the audiotape recording of the stories for additional listening practice.

Flashcards for Level 5

An optional set of Flashcards (Blue) is available for use with *Espanol para ti* Level 5. See the paragraph about Flashcards on the previous page.

INTRODUCTION TO THE PROGRAM



Why teach foreign languages in elementary school?

Improved academic performance

"Children who have studied a foreign language in elementary school achieve expected gains and score higher on standardized tests of reading, language arts, and mathematics than children who have not studied a foreign language."

—U.S. Congress

There are many benefits to early foreign language learning. It's been shown that children who have studied a foreign language in the elementary grades achieve higher scores on standardized testing. Learning a second language also improves children's understanding of their native language. In addition, children who study a foreign language show greater cognitive development than many of their peers. Finally, as educator Gladys Lipton points out in her book *Practical Handbook to Elementary Foreign Language Programs*,¹ "children who have studied a foreign language have an improved self-concept and sense of achievement in school."

Ease of learning

Research shows that children are most receptive and more able to learn a language before the age of ten. In a *Time Magazine* article about brain research, J. Madeleine Nash² wrote:

There appears to be a series of windows for developing language. The window for acquiring syntax may close as early as five or six years of age, while the window for adding new words may never close. The ability to learn a second language is highest between birth and the age of six, then undergoes a steady and inexorable decline. . . .

Young children learn languages with great enthusiasm. They are willing to imitate the new sounds in a foreign language, to sing and play with it, unlike older students who may be more self-conscious about such efforts.

Young children also have time to master a second language. Think about the young children you know, and how many years of extended practice they need to learn English. These resources—a long period of time and repeated practice—are required to learn any language. This is particularly true if fluency—speaking, reading, and writing like or almost like a native speaker—is the goal. Starting language learning in the early grades enables children to achieve that fluency.

A jump on the future

Learning a foreign language fosters tolerance and appreciation of different cultures. When Americans of different cultural backgrounds live and work together amicably, society's efforts can be directed toward creativity and productivity.

¹ Gladys Lipton, *Practical Handbook to Elementary Foreign Language Programs*, Lincolnwood, IL: NTC/Contemporary Publishing Company, Second Edition 1998.

² J. Madeleine Nash, "Fertile Minds" (*Time Magazine*, February 3, 1997; pages 55-56).

"I wish I had had the chance to take Spanish in elementary school. As it was, it wasn't until high school; and I think if we can start our children earlier, they'll have a better grasp [of a foreign language] and they'll be much more competitive in today's society."

—A parent

In addition, businesses in the United States are now involved in increased competition with foreign companies on the one hand and in more cooperative ventures in foreign countries on the other. American workers in areas such as manufacturing, marketing, product development, and engineering, for example, find themselves interacting increasingly with representatives of foreign subsidiaries or holding companies. The ability to speak the language of these representatives gives those workers both a personal and an economic advantage.

How does *Español para ti* work?

The videos are the heart of the program. You, the classroom teacher, are the facilitator who watches the video with the children and responds along with them. And don't worry if you don't speak Spanish. The on-screen video teacher (**la maestra** in Spanish) introduces small amounts of information at a time, and she explains in English what is happening or what is going to happen. She frequently uses a gesture, a picture, or an object to help the children, and you, understand what is being said. She repeatedly models any language that the children are supposed to say or react to. And, when **la maestra** asks a question, she or one of the puppet characters always models the answer. Watch and listen with the class. Before long, you'll discover one of the great benefits of *Español para ti*. You'll be learning Spanish along with your students!

Teaching techniques

Español para ti employs a "spiral" method of teaching. Material is usually introduced in one lesson, practiced in several succeeding lessons, dropped for a while, and then practiced again. New material is always introduced in the context of known vocabulary. Explanations are always given in English so no one is ever lost.

Throughout the program, the video teacher uses a technique called Total Physical Response (TPR) in which children respond physically to a command or direction to help them learn vocabulary and concepts. First, she states a command and models the accompanying activity several times. Second, she repeats the command and has the children respond as a group. Then she gives commands to individuals who respond, and finally, children give commands to classmates. As facilitator, you may enjoy following the commands along with the children.

Support materials

Vocabulary and language concepts are reinforced with Flashcards, Blackline Masters, and the activities on the two Activity Cassettes. The audio teacher (**la maestra** again or her

³ Barbara H. Wing, "Starting Early: Foreign Languages in the Elementary and Middle Schools," in Barbara H. Wing, ed., *Northeast Conference Reports: Foreign Languages for All, Challenges and Choices*, copyright 1996, Lincolnwood, IL: National Textbook Company, p. 41.

"Four out of five new jobs in the United States are created from foreign trade."

—U.S. Congress

"The age of ten is a crucial time in the development of attitudes toward nations and groups perceived as 'other' . . . The awareness of a global community can be enhanced when children have the opportunity to experience involvement with another culture through a foreign language."

—Barbara Wing,
Educator³

friend doña Elena) explains each activity in English and provides all the necessary Spanish. She also supplies responses. During the video, she often uses songs to provide a framework for learning vocabulary. These songs also appear on the Song Cassette, so that **la maestra** can continue to practice singing them with the children in your class.

Think of the video teacher as someone with whom you are team teaching. Her job is to model, teach, and practice Spanish whether on the videotape, the Activity Cassette, or the Song Cassette. Your job is to facilitate what she is choreographing. So relax and have fun. Seeing that you are participating and learning will make your students even more eager to master their new language.

What are the goals of *Español para ti*?

By the end of this program, children will be able to

- understand basic vocabulary and structures that are essential for everyday communication
- respond to simple questions and commands using words, phrases, and in some instances short sentences
- read and write simple sentences
- describe or demonstrate customs from Spanish-speaking countries

For a complete list of the language and vocabulary taught at each level, see Topics and Language Covered on pages 44–93 of this sampler.

INTRODUCTION TO A LESSON

How do I use the materials provided?

The Teacher's Manual is your guide to the program. In it is a self-contained lesson plan for each of the video segments or lessons in *Español para ti*. Each lesson plan is made up of six pages.

The Lesson Opener

The first two pages of each lesson plan contain:

- a list of *Objectives* outlining the language, culture, and vocabulary that will be presented by the video teacher
- a list of *Materials to gather* that you will want to collect prior to watching the video or doing the activities with the children
- simple *Warm-up* and *Review* activities that you can do with the class to prepare them to watch the video
- a brief *Introduction to the video*

The Video Lesson

The next two pages of each lesson plan contain an outline of what occurs on the video. The interactions among the video teacher, the puppets, and their guests are described. The vocabulary, expressions, songs, stories, and cultural items with which children work are listed, explained, and translated into English.

The Activity Lesson

The final two pages of each lesson plan contain the Activity Lesson. Each Activity Lesson includes at least three activities that practice the content of the Video Lesson or review materials from earlier lessons. Many of the activities require the use of one of the two Activity Cassettes and/or the Song Cassette and are intended to provide additional opportunity for the children to practice listening, speaking, or singing in Spanish. Other materials required for doing an activity, such as crayons, pencils, or scissors, are listed at the beginning of the activity. The Blackline Masters and Number Cards used in certain activities are located in the Teacher's Resource Book and may be duplicated. Miniature reproductions of the Blackline Masters appear in the margin next to the activity where they are needed, so you always know exactly what to have on hand.

What do I do when?

Day 1: A Video Lesson

To prepare for a lesson, you might glance through the lesson plan for the Video Lesson. This will give you a quick overview of the content of the video. In addition, the notes in the

"I speak a little bit of Spanish and I've learned a lot more with the children. We've both learned a lot from this experience with *Español para ti*. I've been using it now for four years and it's wonderful. The program is just wonderful."

—Tracy Wright,
Second grade teacher

"Learning a foreign language at a very young age can clearly benefit children's reading abilities, and hopefully parents and educators can help to provide resources for this to happen."

—Ellen Bialystok,
Psychologist

margins give information and suggestions to help you introduce and follow up on the video more effectively.

Remember, in *Español para ti* you and the video teacher are team teaching. She teaches, models, and practices Spanish with the class. You facilitate instruction. In that role, it is important that you cue the videotape before gathering children to watch it. Have the class seated and quiet before beginning the video. Be sure everyone can see and hear. You may want to introduce a special seating arrangement for video watching to make the Spanish class a special experience.

View the video segment or lesson with the class and participate if possible. Repeat after the video teacher and have patience with your mistakes. These modeled behaviors show children that learning a language requires practice and that making mistakes is all right and a natural part of learning.

Monitor class reaction to the video. Is the class paying attention to *la maestra*? Are children following directions by repeating after her, answering questions, raising their hands? If most children do not seem to understand what is happening, stop the tape, discuss the problem, and then continue with the lesson.

Do some shy children seem hesitant to participate? Keep an eye on them to see if the problem persists. Sometimes a child is willing to speak if he or she uses a puppet. Also bear in mind that some children need to listen for a longer time before they start talking. Do not force a child to speak Spanish.

After viewing the video, you and the children may choose to discuss a particular part of the lesson. Perhaps it relates to something that they are learning in another content area. Perhaps a heritage speaker has something to share. The notes in the margins of the lesson plan offer cultural and cross-curricular information you may want to share with the class.

Day 2: An Activity Lesson

Each Activity Lesson contains at least three activities, numbered according to the lesson. The instruction for each activity contains:

- a list of materials needed to do the activity—Activity Cassette, Song Cassette, Blackline Master, Flashcards, crayons, etc.
- an explanation of any preparation that needs to be done in advance, such as duplicating and cutting out Blackline Masters or distributing crayons

Some activities are structured as games, others require the use of the Activity Cassette or Song Cassette, while still others are craft activities. Note that all materials related to an activity have the same number as the activity. For example, for Activity 1B, you will use Activity 1B on the Activity Cassette and Blackline Master 1B. Songs are arranged on the Song Cassette in the order they appear in the program.

To prepare for an Activity Lesson, read over the descriptions of the activities and gather any materials you need. You may

want to preview the activities on the Activity Cassette before playing them for the children. (They are very short!) Describe the activity to the class before starting the tape. In this way, you can be sure that children understand the directions. The audio teacher will explain the activity in English, work through the activity in Spanish, and usually supply answers. Answers are provided as needed in the Teacher's Manual.

These activities practice vocabulary or concepts that have already been taught. By reading an activity's description and listening to the audio teacher, you can identify what is being practiced, even if you don't understand Spanish. Monitor the class's responses to the tape. Are children holding up the correct picture? Are they responding appropriately to commands? On the basis of your observations, decide if the class would benefit from repeating the activity or go on to another activity.

When choosing among the other activities, keep your observations in mind. What did the class do well? What might children need more practice with? What kinds of activities did your class particularly like to do? Learning is easier when the process is enjoyable!

Most Activity Lessons also include an optional activity called *If you have time . . .* if, indeed, you do have time left over in Spanish class. This activity follows the same format as the others.

Annotated sample lesson pages follow.

"The materials for *Español para ti* are excellent. I don't have to be a Spanish teacher to teach the program. All I need to do is to facilitate. All the materials are there for you. It's very, very good

. . . very teacher friendly."

—Yumi Arai,

Fourth grade teacher

Each lesson plan is numbered and consists of six pages. The first two pages list the *Objectives* and the *Materials to gather*, and contain the *Warm-up*, *Review*, and *Introduce the video activities*.

LESSON 5

The *Objectives* list goals of the lesson.

Materials to gather

- VCR and Video Lesson 5 on Tape 2
- Cassette player
- Activity Cassette 1
- Song Cassette
- Hand puppet Rosco
- World map or globe
- Gold Flashcards 1 and 2
- Poster "El salón de clase" (The classroom)
- Blackline Master 5A (things/people found in the classroom)
- Blackline Master 5B (José and Rosita)
- Scissors, one pair per student
- Crayons
- Glue
- *Optional materials:* paper cutter

OBJECTIVES

Language

- Match the correct pictures to the words *maestra* (female teacher), *maestro* (male teacher), and *calendario* (calendar)
- Respond to the command *Toca* _____ (Touch _____)

Culture

- Sing "The Finger Play Song"

Review

- Sing "Buenos días a ti" ("Good Morning to You") and "Buenas tardes a ti" ("Good Afternoon to You")
- Ask and respond to the questions *¿Cómo te llamas tú?* (What is your name?) and *¿Cómo se llama?* (What is his/her name?)
- Recall that *la maestra* means female teacher and *el maestro* means male teacher
- Review the meaning of *Muéstrame* _____ (Show me _____), using classroom objects

Vocabulary

José es el amigo.
Rosita es la amiga.
el calendario
Toca _____
el escritorio

José is the (male) friend.
Rosita is the (female) friend.
calendar
Touch _____
desk

Language—student behaviors that indicate comprehension of the language

Culture—customs, body language, stories, and songs that are native to Spanish-speaking countries.


Review—previously learned language and culture concepts that are practiced again.

Vocabulary—new words and expressions that are presented in the lesson.

The list always begins with audiovisual materials. The part labeled *Optional* names materials needed for the *If you have time . . .* activity, or lists materials that are not essential for an activity but would make it more enjoyable, such as a small bell or laminating machine.

At the beginning of Level 1, you and the children are frequently going to practice "the opening conversation" from the video. Later on, the scope of the *Warm-up* widens to include additional questions and answers that can be used with the opening conversation, along with questions and answers on varied topics.

The puppets icon means that one or both of the hand puppets are used in this activity.

 This icon stands for the Rosco flag, and it appears before any activity in which the Rosco flag is employed. One frequent use is to designate players in a game or other activity.

Warm-up



Greet the hand puppet Rosco with **Hola, Rosco** (*Hello, Rosco*). Have him respond to you with **Hola** and then to the class with **Hola, clase**. Encourage the children to say **Hola, Rosco**.

Review

Review some of the classroom objects by pointing to the objects in your classroom and asking the children what they are called in Spanish. Vocabulary practiced: **el calendario** (*calendar*), **el escritorio** (*desk*), **el globo** (*globe*), **el lápiz** (*pencil*), **la mesa** (*table*), **la pizarra** (*chalkboard*), **la regla** (*ruler*), **el reloj** (*clock*), **la silla** (*chair*), **la tiza** (*chalk*).

Introduce the video

Remind the children that in the last lesson they learned the names of some colors in Spanish. Introduce Video Lesson 16 by inviting children to listen, watch, and take part as **la maestra** and **Nico** teach them the names of more colors.

This activity is a quick review of a topic or vocabulary from a previous lesson. The selected items are often used in the video for this lesson.

This section explains the focus of the up-coming Video Lesson. If relevant, there is also a description of how topics in this lesson are connected to material learned in previous lessons.



Although **rosado** is the standard word for *pink* in Spanish-speaking countries, **rosita** is an accepted regionalism in many parts of Mexico. There are many words for brown, but **café** is understood everywhere. If heritage speakers question the usage or pronunciation of a word taught in these lessons, tell them that they are fortunate to now know two ways of saying the same thing. The Spanish taught in these lessons is standard American Spanish—the vocabulary and pronunciation of all the Spanish-speaking countries except Spain.

The letters **FYI** mean *For Your Information*. FYIs include additional information on the Spanish language or a cultural topic. These are included primarily for your own information. You may wish to share the information with the class.

In the first activity, the video teacher and the puppet characters or the class usually say the opening conversation.

The Video Lesson is an outline of the video segment. The Video Lesson describes what occurs on the video-tape and what is taught.

VIDEO LESSON

Numbers 1 to 20:

1	uno	11	once
2	dos	12	doce
3	tres	13	trece
4	cuatro	14	catorce
5	cinco	15	quince
6	seis	16	dieciséis
7	siete	17	diecisiete
8	ocho	18	dieciocho
9	nueve	19	diecinueve
10	diez	20	veinte

HERITAGE SPEAKERS

If heritage speakers have brought in pictures of the flags of their countries, display them for the class and ask the heritage speakers to tell the class what country they come from and to name in Spanish the colors in their flags.

The flags of the U.S. and Cuba have the colors rojo (red), blanco (white), and azul (blue). The flag of Mexico is rojo (red), blanco (white), and verde (green). The flag of Ecuador is amarillo (yellow), azul (blue), and rojo (red).

FYI In the words México (Mexico) and mexicano/mexicana (Mexican), the letter x has the sound that is similar to the English h.

1. Greeting the children

La maestra has the opening conversation with Rosco, the children (M = Maestra, R = Rosco, C = class):

M: Buenos días, Rosco/clase. *Good morning, Rosco/class.*
 R/C: Buenos días, Maestra. *Good morning, Teacher.*
 M: ¿Cómo estás tú? *How are you?*
 R/C: Muy bien, gracias. *Very well/Fine, thank you.*
 ¿Y usted? *And you?*
 M: Muy bien, gracias. *Very well/Fine, thank you.*

2. Reviewing numbers

La maestra and Rosco review the numbers 1 to 20.

3. Discussing the number 20

La maestra and Rosco discuss different combinations of numbers: diez y diez son veinte (*ten and ten are twenty*); cinco y cinco son diez (*five and five are ten*); diez y cinco son quince (*ten and five are fifteen*); quince y cinco son veinte (*fifteen and five are twenty*).

4. Comparing las banderas (flags)

La maestra reminds the children that there are 20 Spanish-speaking countries. She and Rosco compare the colors of la bandera de los Estados Unidos de América (*the flag of the United States of America*) with those of la bandera de Cuba (*the flag of Cuba*), la bandera de México (*the flag of Mexico*), and la bandera de Ecuador (*the flag of Ecuador*).

5. Reviewing questions

La maestra reviews two useful questions and responses for making friends:

¿Cómo te llamas tú? *What is your name?*
 Me llamo _____. *My name is _____.*
 ¿Cómo se llama? *What is his/her name?*
 Se llama _____. *His/Her name is _____.*

6. Playing a game

La maestra shows pictures of puppet characters (Rosco, Dora, Nico, and Jorge) and asks the children ¿Cómo se llama? (*What is his/her name?*). Children respond with Se llama _____.

The Spanish and English for previously taught vocabulary is provided in different ways, sometimes in the description of the segment and other times in a sidebar. In some instances, a cross-reference to such vocabulary may be made.

The video teacher presents and reviews several topics during a video. These changes in topic correspond to the numbered sections.

These sections contain suggestions for how to use to advantage the expertise of students who are native Spanish speakers. There are also suggestions for dealing with regional varieties of Spanish.

CROSS-CULTURAL CONNECTIONS

The information in *Cross-cultural connections* points out how people are alike and different. They offer opportunities to explore similarities and differences based upon what was learned on the video.

A description of the context within which an activity is taking place is provided for your convenience in previewing and reviewing the lesson.

Both Spanish and English are provided for the reviewed vocabulary.

The checkmark icon points out a way to informally assess children's progress.

9. Introducing new words

La maestra introduces two new words for the classroom: la regla (ruler) and la silla (chair).

10. Playing Muéstrame _____ (Show me _____)

La maestra again plays Muéstrame _____ with the children, this time occasionally pointing to a picture and waiting for the children to name it. La maestra reviews the following vocabulary in the order given: el calendario (calendar), la maestra (female teacher), el maestro (male teacher), el escritorio (desk), la mesa (table), el globo (globe), el lápiz (pencil), la pizarra (chalkboard), la silla (chair), la bandera (flag), la tiza (chalk), el libro (book), el reloj (clock), el mapa (map), la regla (ruler), la tiza (chalk). (Chalk was mentioned twice.) After the game, Rosco says he feels Muy bien (Very well).

11. Reviewing numbers 1 to 10

¡Vamos a contar! (Let's count!), says Rosco before helping la maestra count blocks forward and backward.

12. Singing a song

Rosco says eagerly, ¡Vamos a cantar! (Let's sing!). La maestra leads the children in singing both verses of "Uno, dos, tres niños" ("One, Two, Three Little Children").

Uno, dos, tres niños,	One, two, three little children,
Cuatro, cinco, seis niños,	Four, five, six little children,
Siete, ocho, nueve niños,	Seven, eight, nine little children,
Diez niños son.	There are ten little children.
Diez, nueve, ocho niños,	Ten, nine, eight little children,
Siete, seis, cinco niños,	Seven, six, five little children,
Cuatro, tres, dos niños,	Four, three, two little children,
Un niño es.	There is one little child.

Song lyrics are given in both Spanish and English.

13. Reviewing expressions for feelings

Using the face masks, la maestra and Rosco review the expressions Muy bien (Very well); Así, así (So-so); and Muy mal (Very bad).

14. Closing

La maestra and Rosco bid the children Adiós (Good-bye) and Hasta luego (See you later).



Because in this activity the children are sometimes expected to reply without prompting, you have an ideal opportunity to gauge their progress in learning the classroom vocabulary.

LANGUAGE ACROSS THE CURRICULUM

Include counting in Spanish in physical education classes. For example, children can count the number of players on a team, the number of hops or jumps, the number of sit-ups, and so on.

These sections suggest ways to use Spanish in other subject areas and vice versa. The lessons in *Español para ti* are tied directly into many content areas, such as health, math, science, social studies, and career awareness. (See the list called Content-Based Topics on page xxv-xxvi of the Teacher's Manual.)

After viewing the video, praise the children for their good listening and watching skills.

Lesson Twelve

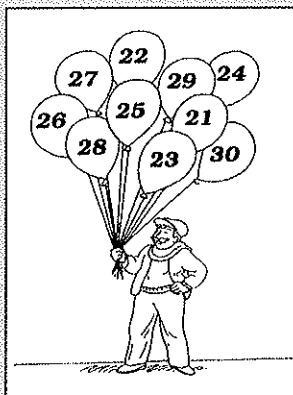
This section describes how the video teacher sums up the lesson and brings closure. Sometimes the summary includes the entire lesson. At other times the video teacher and the puppets just use various expressions to say good-bye. You may wish to end your own lesson in a similar manner.

Tipped boxes offer you teaching "tips" and instructional techniques for Spanish class.

Blackline Masters are located in the Teacher's Resource Book. The number of the activity and the Blackline Master are the same. For example, Blackline Master 38A is to be used with Activity 38A.

The Activity Lesson includes at least three activities and a closing. The activities mainly practice what was taught in the Video Lesson and often review topics from previous lessons. Sometimes activities are based on the Activity Cassettes and/or the Song Cassette. Sometimes there are art activities and optional activities called *If you have time . . .*

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Blackline Master 38A

There is a summary of the activity on the Activity Cassette.

Answers to Activity 38A:

- | | |
|------------|-------------|
| (21) pink | (22) yellow |
| (23) red | (24) orange |
| (25) black | (26) brown |
| (27) blue | (28) purple |
| (29) black | (30) green |

When the children talk about the answers to this activity, a colored overhead transparency of this page would make the discussion easier.

EN ESPAÑOL

In several lessons, you have heard *la maestra* say, *Te toca a ti* (*It's your turn*) to Rosco or Dora. Rosco often excitedly insists, *Me toca a mí* (*It's my turn*). If you feel comfortable with these expressions, try to incorporate them into daily activities and games.

ACTIVITY LESSON**Activity 38A: Make a balloon bouquet**

Materials: Cassette player; Activity Cassette 2, Side A; Blackline Master 38A, one per child; pink, yellow, red, orange, brown, blue, purple, black, and green crayons for each child.

Preparation: Give each child a copy of Blackline Master 38A and the nine crayons.

Point out that each balloon on Blackline Master 38A has a number on it. *La maestra* will say a number and a color twice. The children should color the balloons according to these directions. Assure the children that they simply need to color part of the balloon in the time given. They can color the rest of the balloons after the tape has stopped.

All the materials needed for an activity are listed. If any advance preparation is required, it is also explained.

**Activity 38B: Act out feelings**

Materials: Cassette player; Activity Cassette 2,

You may want to have children sit in a circle for this. Tell the children that they are going to pretend to feel ways. When *la maestra* states a feeling, they should act it out. The feelings are stated in the following order: *Tengo* (*I'm hungry*), *Tengo sed* (*I'm thirsty*), *Tengo calor* (*I'm hot*), *Tengo frío* (*I'm cold*).

The activity number in the Teacher's Manual matches the number of the activity on the tape. Activity 38B uses audio Activity 38B, which is on Activity Cassette 2, Side A.

**Activity 38C: Sing about the ranch**

Materials: Cassette player; "Vengan a ver mi rancho" (*Come See My Ranch*) on the Song Cassette; Gold Flashcards 20-22 and 24-27.

Turn the Gold Flashcards facedown. Explain to the children that they are going to sing "Vengan a ver mi rancho" (*Come See My Ranch*) with *la maestra*. Ask for seven volunteers to each take a flashcard and to keep it hidden. Ask them to line up in front of the class. The animals are named in this order: cat, dog, cow, rooster, horse, pig. When the class comes to the part of the song that names an animal, the child with that flashcard should step forward and show it to everyone. For the song lyrics, see Lesson 36, Activity 36C.

A cassette player and the Song Cassette are used with this activity. The songs on the Song Cassette are in the order that they are taught in Level 1. Marches are at the end of the songs.

The video teacher and the puppets sometimes say Spanish words and expressions that are frequently used in daily life but are not part of the core vocabulary. *En Español* sidebars point out these expressions so that you may use them yourself if you feel comfortable doing so.

This kind of activity may include ideas for practicing a song or for using a song in a different way.

The audio teacher usually supplies answers for the Activity Cassettes directly on the cassettes. Occasionally she does not. In such cases, the answers are provided in the lesson plan of the Teacher's Manual.



The cassette icon indicates that a cassette player and an Activity Cassette are needed for this activity.

This section helps you bring closure to the lesson. It also provides you with information to preview the next lesson for the class. There may also be a short activity, such as the closing conversation.

The hourglass points out that *If you have time . . .* is an optional activity.

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CLOSING



Tell the children that Spanish class is finished for today. Next time the children will learn more weather expressions and sing some songs they know. Put on the hand puppet Dora and ask the children what kind of animal Dora is (a cow) and what the word is in Spanish (*la vaca*). Then hold the good-bye conversation with the hand puppet Dora and the class (D = Dora, C = class):

D: Adiós, clase. *Good-bye, class.*
C: Adiós, Dora. *Good-bye, Dora.*

FAMILY CONNECTION

To foster a friendly link between home and school, you may want to send home Family Letter 3 found in the Teacher's Resource Book. The letter informs parents about what their children are learning in Spanish and suggests enrichment and practice activities.

There are four Family Connection letters. This section reminds you to send them home after Lessons 1, 22, 44, and 66, if you wish to do so. The letters are located in the Teacher's Resource Book.

Any needed materials and advance preparation are described here. The materials necessary for this activity are also listed under the *Optional* section in *Materials to gather* in the Lesson Opener.



This icon points out activities in which children make and use art to learn Spanish.



IF YOU HAVE TIME . . .

Materials: Gold Flashcards 41-43.

Put the Flashcards facedown where everyone can see them. Ask a volunteer to choose a Flashcard and tell what the weather is like—in Spanish preferably, but English is fine. Then have the child tell in Spanish how he or she feels. If the volunteer did not know the weather expression, allow classmates to state it once the volunteer has finished. Continue in the same way until all the Flashcards are turned over. You may want to repeat this activity several times. Flashcard 41: *Hace calor* (*It's hot*) and *Hace sol* (*It's sunny*) / *Tengo calor* (*I'm hot*); Flashcard 42: *Hace frío* (*It's cold*) / *Tengo frío* (*I'm cold*); Flashcard 43: *Hace buen tiempo* (*It's good weather*) / *Estoy muy bien* (*I'm very well/fine*).

These optional activities always practice and/or review previously introduced materials.

Lesson Forty-Four

AUDIOVISUAL TECHNIQUES

Video Viewing Strategies

For the teacher:

- Before watching a video segment or lesson with the class, we encourage you to read through the corresponding Lesson in the Teacher's Manual (that is, the *Objectives*, the *Video Lesson*, and the *Activity Lesson*). This preview will provide you with the goals and content of the lesson.
- Cue the video lesson before seating the class in front of the television.
- During the video lesson, take an active part along with your class. Your example encourages children to participate.
- Once in a while, the video teacher is going to ask you to facilitate an activity for her. Whether this request involves handing the Rosco flag to a child you select to participate or something else, you will want to have any necessary materials available beforehand. **La maestra** moves quickly through the lesson, and you don't want to be left behind!
- In the first lesson, the video teacher introduces hand gestures to signal children when to listen and when to respond. Throughout the lessons, she gives the "respond" signal and allows time for students to answer. However, **la maestra** sometimes asks a question without indicating what the children should do. If she pauses, encourage the students to answer. However, try to train the children not to speak while **la maestra** is talking because they will miss important information.
- In some lessons, visitors read picture-book stories to the children. The stories are intentionally a mixture of known and unknown vocabulary. Before children hear a story, reassure them by telling them they won't understand everything. Explain that every story is repeated later in the year and they'll be surprised at how much more they understand then.

Listen to the story along with the class. Your reaction is important since children may take their cue from you. If you are learning Spanish, you are going to experience some frustration. Show some, but try not to overreact. Be pleased at what you do understand. After the video, do some sharing and mutual "wondering" with the class.

- Congratulate the children on their good watching, listening, and participatory skills.

For the children:

- Tell the children that the video takes fifteen minutes.
- Ask them if they are seated so that they can see and hear the video clearly.

- Tell them to listen and watch closely, imitating and responding to the video teacher as she indicates. Tell them they will discover they can mimic new sounds and use them and that they may want to use Spanish in real-life situations.

Activity Cassette Strategies

For the teacher:

- The cassette activities are extremely important because they provide needed practice in hearing and speaking Spanish. The tapes practice material that has already been introduced. Spanish, like math and handwriting, requires practice for mastery. Please use each activity at least once. If possible, repeat it so that many children have the opportunity to participate.
- Read the description of the activity before playing the cassette for the class. This description lists all needed materials and any required advance preparations. It also includes the goals and content of the activity.
- If possible, listen to cassette activities before your class does. They are very short.
- Have all the needed/prepared materials at hand before gathering the class to take part in an activity. Sometimes the audio teacher is going to ask you to facilitate an activity for her. Be prepared to move quickly.
- Cue the Activity Cassette to the appropriate activity before gathering the class to take part in it.
- Describe the tape activity to your class before turning on the tape. With this preview, children are prepared for the audio teacher's description. She will practice the activity with the class before asking them to participate.
- During the tape activity, you may want to take an active part. By all means do so, especially if you are learning Spanish along with the class. Your example encourages children to participate. At other times, you may simply want to observe. Watching the children's physical and verbal reactions provides you with valuable information about how well they understand and can perform the relevant skills.
- If children are having difficulty doing an exercise, stop the tape and discuss what the problem is. Sometimes the class may not understand the directions or may not understand the concept in English. Giving children a point of reference, such as where the class/the video teacher did the same kind of activity on the video, is often helpful. Be sure to explain that the tape activities are for practice. Children are not expected to get everything right the first time nor all the time.
- In some cassette activities, the audio teacher may make a request or ask a question and a harp-like sound will follow. Please pause the tape at the sound of the harp to allow

children time to respond. Then continue the activity. Children may enjoy playing this role once they understand the harp's function.

- Usually the audio teacher provides an immediate reply to each exercise. Emphasize that children should pay attention to her answers. Once in a while you are going to give them the answers. They are listed for you in the Teacher's Manual.
- Congratulate the children on using the relevant skills for a particular activity—watching, listening, and/or speaking.
- For activities that require the children to color objects in specific colors, have them color only a piece of the object (balloon, hat, or piece of clothing) while the tape is running. Afterwards they can finish coloring their activity sheet.

For the children:

- Tell the children to follow the directions.
- Let them know that sometimes the audio teacher is going to ask them something and then they will hear a short musical sound. They need to say their answer then.
- Usually they are going to hear the correct answers on the tape. It is very, very important to listen carefully and check their answers against the teacher's. This checking is an extra chance to practice their Spanish.

Song Cassette Strategies

For the teacher:

- Before having children do an activity that includes the Song Cassette, read the description in the Activity Lesson. This description lists all needed materials and any required advance preparations. It also includes the goals and content of the activity.
- Have all the needed/prepared materials on hand before gathering the class to take part in the song activity. Sometimes children need to make props or take out previously made materials before singing a song.
- Cue the cassette to the appropriate song before gathering the class to sing it. In a few instances this is only partly possible because there is more than one song in an activity. The songs are in the order that they are taught in the program.
- Children will have heard, and usually practiced, all or part of a song before they practice it with the cassette. Depending on the length of a song or the portion that you are practicing, play it at least once or twice before inviting the children to join in.
- As you know, children love to sing, and these songs are fun. Initially children may be able to sing only a few words here and there. Let them know that's all right. The more often the children hear the tape and watch the videos, the more they are going to pick up.

- Depending on the length and complexity of a song, you may want to practice a few lines or a stanza with the tape until the class can sing most of it so they have a sense of accomplishment. Then go on to the next part. The songs are lively and fun and singing them should always be fun.
- Sing along with the class. Your example encourages children to participate. It doesn't matter if you make a mistake or two. At other times, you may simply want to observe. Watching and listening provides you with valuable information about how well children know and understand the song.

For the children:

- Tell the children to sing as much of a song as they can. Practicing helps them learn more.
- Have them act out the words as they are singing or listening to the tape. That will help them remember the words.
- Have them ask you to replay the particular parts of a song, so they learn the words or music better.

TIMING, PACING, AND ARTICULATION

"I really enjoy the videos. They're very organized . . . structured well, so it's easy to put them in a video machine and get them started. I really love the music tapes. They're wonderful. The children enjoy singing the music. And the interactive activity sheets are delightful. The children do a lot with them."

—Jeffrey Hybarger,
First grade teacher

"As a first generation Hispanic who does not speak my native language, Spanish, I am glad to know that my children have the opportunity to learn a foreign language in the elementary school."

—A parent

How much time does it take?

The *Español para ti* program consists of five levels—one level per school year. Levels 1 and 2 have 66 lessons each and Levels 3 to 5 have 60 lessons each. Level 1 provides for two 15-minute Video Lessons and two 15-minute Activity Lessons per week. It is possible to teach two complete lessons in one hour!

The Video Lessons are imaginative and fun and have a variety of activities and experiences that will appeal to every learning style. Depending on the interests of the children in your class, you may not wish to do all of the activities provided in an Activity Lesson. When working through an Activity Lesson, however, the exercises on the Activity Cassette should take priority so that the children are given as much opportunity as possible to hear and react to the language.

As you would expect, the instruction at each level builds on what was taught in earlier levels. For example, children learn the numbers 1 to 50 in Level 1. In Level 2, children review the numbers 1 to 50 and then learn 51 to 100. But since learning a language, like learning math, requires much repeated practice, instruction within each level is also spiraled—topics are repeatedly reviewed and integrated with new content. Consider the expressions for feelings, such as *I'm cold* and *I'm hungry*: in the Video Lessons for Level 1, four expressions for feelings are introduced in Lesson 32, reviewed in Lesson 33, reviewed and expanded in Lessons 34-35, reviewed in Lesson 37, used in a game in Lesson 38, reviewed in Lesson 39, connected to expressions for weather in Lessons 44-46, pantomimed in Lesson 48, used in a story in Lesson 54, and reviewed in Lesson 61. These expressions are also practiced in many *Warm-ups*, *Reviews*, and other lesson activities.

What do I do with children who join the class later in the year?

Spiraling helps the entire class learn Spanish, but it also addresses another issue—what to do with children who join the class later in the year. Such a child may have some difficulty at first, but spiraling, with its continual reviewing, helps a great deal. *Español para ti* provides many opportunities for children to catch up. In addition, the video teacher (*la maestra*) uses pictures, objects, and body language to demonstrate and reinforce the meaning of Spanish words and expressions as she reviews. Whether the videos and Activity Cassettes are in the classroom or in the media center, they provide a team teacher who can present any part of the program before school, after school, during recess, or during those times when children self-select activities. Since the video teacher employs the same Flashcards as are provided for you in the Visuals Package, newcomers may use them to practice vocabulary with classmates.

Where do children go after *Español para ti*?

The programs *¡Hola!* (Hello!), *¿Qué tal?* (What's Happening?), and *¡Adelante!* (Onward!) lead students from *Español para ti* through to a first year high-school proficiency in Spanish.

¡Hola! provides a multi-level approach to Spanish. It may be used both with students who have completed *Español para ti* and with those who have no knowledge of Spanish. *¡Hola!* begins with the world of the student at school and spirals out to the family. While using *¿Qué tal?* and *¡Adelante!*, students continue to extend their Spanish listening, speaking, reading, and writing skills. In *¿Qué tal?* students focus first on home life and gradually expand their focus to the community. *¡Adelante!* explores the world in general. The use of *¿Qué tal?* and *¡Adelante!* over a two-year period provides students with the opportunity for repeated language practice in a variety of situations, a critical factor in language acquisition.

"I really enjoy the videos. They're very organized . . . structured well, so it's easy to put them in a video machine and get them started. I really love the music tapes. They're wonderful. The children enjoy singing the music. And the interactive activity sheets are delightful. The children do a lot with them."

—Jeffrey Hybarger,
First grade teacher

"As a first generation Hispanic who does not speak my native language, Spanish, I am glad to know that my children have the opportunity to learn a foreign language in the elementary school."

—A parent

INTEGRATING SPANISH WITH THE CURRICULUM

Why should I spend precious time teaching Spanish?

As was pointed out earlier, *Español para ti* requires only one hour of instruction a week. Moreover, the program is not an add-on to your curriculum; the lessons are tied in directly to other content areas. Spanish becomes an integral part of the curriculum, reinforcing and adding new dimensions to what is already being taught. Math, science, social studies, health, and career awareness are all woven into the lessons of *Español para ti*. During the course of the year, for example, your class is going to learn the numbers 1 to 50 in Spanish. Among other mathematical strategies, the video teacher is going to use children's knowledge of how to count; how to add; and how to count by twos, fives, and tens to introduce and practice numbers from 1 to 50. As a result the class is going to have more practice in number order and addition in Spanish class.

Before the children actually read Spanish in Level 3 of *Español para ti*, they are going to hear and discuss stories told in Spanish. Since the tales are in picture-book format and involve both known and unknown vocabulary, children will use context and pictures to help determine meaning—strategies they also employ while learning to read in English. (For specifics regarding the correlation between Spanish and other content areas, see the Content-Based Topics listed on pages xxxv-xxxvi.)

Since the Video Lesson and Activity Lesson take only 15 minutes each and provide review in each lesson, *Español para ti* is also suitable for use in Spanish language enrichment courses that meet before or after school as infrequently as once per week.

"Children, by starting second language study early, advance in the development of an intelligent understanding of language concepts, which will help in learning additional languages."

—Gladys C. Lipton,
Educator

"The *Español para ti* materials are very easy to use. They are all laid out for you. Where you leave off one day, you pick up the next day. And it's ready to go every day."

—Tracy Wright,
Second grade teacher

How much preparation time does *Español para ti* require?

Very little. The Teacher's Resource Book has all the reproducible Blackline Masters that teachers need for the student activities, as well as assessment pages. Prior to showing Lesson 1, we suggest that you laminate frequently handled items such as the Number Cards (found in the Teacher's Resource Book), so that they have a longer life. We also suggest that you make the Rosco flag right away as it will be used frequently throughout the program for classroom management (see Lesson 2, page 9). There are some props, such as finger puppets and "song pictures," that each child makes and reuses throughout the year. It is helpful to designate some permanent place where you or children may keep these items.

Since the *Warm-up* and *Review* are done prior to the Video Lesson, you may sometimes need to gather program components, such as Flashcards or Number Cards, for these activities. It is also helpful to cue the videotape before it is time for the lesson.

The Activity Lessons often require gathering one or more program components, such as an Activity Cassette and/or the Song Cassette, cueing an audiovisual component before class begins, and copying Blackline Masters for the class. Occasionally an activity may need additional craft supplies. Materials you need to assemble prior to doing an activity are outlined in the "Materials" and "Preparation" sections of the activity.

ASSESSMENT

How can I tell how my class is doing when I don't speak Spanish?

For a start, you're watching the same video as your class. If most children are watching the video, repeating when asked, and answering questions without hesitation, you can assume that everything is going all right. Perhaps it's the other times you're wondering about, and for those, we offer the following suggestions.

- Whenever the video teacher asks the children a question, she allows time for them to respond, and then she or one of the puppets answers it. She wants children to know what the right answer is. Compare her answer with theirs.
- What if most children do not answer a question or answer incorrectly? Frequently the same question is immediately asked again or within a couple of minutes. Watch if more children attempt to answer or answer correctly the next time. Learning a language, like learning math facts, requires practice. Watch for cumulative improvement rather than perfection.
- Follow the video teacher's lead. If something is difficult, she often reassures children that they are going to have many opportunities to practice it. Don't worry.
- It is just as possible to have a bad Spanish day as it is to have a bad hair day. If most children are not involved in a video or a cassette activity, stop the tape and find out what the problem is. Sometimes children are not paying attention at the beginning, and as the lesson becomes more complicated, they cannot continue because they've missed a key element. Perhaps the children are having difficulty with a concept instead of the language. Pinpointing the problem enables the class to finish the lesson.
- If the class is singing, notice if the children have learned more of the lyrics or melody than the last time they sang the song.
- Ask small groups or pairs to sing a song or demonstrate an activity.
- As children play games, check that they are following directions and using Spanish words or phrases.
- After the video teacher has taught multiple answers to a question, check if children are using any of the newer responses.
- Note individual and/or group responses to cassette activities.
- When the video teacher stresses similarities or differences between pairs of words, listen for the accuracy of children's responses.
- From time to time, ask children to explain why their answers are correct.

- Make a copy of the rubric for holistic assessment (in the Teacher's Resource Book) for each child. You might want to complete the rubric for each child while they are watching a Video Lesson, or you may wish to observe them while they watch a Video Lesson and take part in an Activity Lesson and complete the rubric at a later time. The rubric is designed to be used at any time and as often as you feel necessary throughout the year.

What can I use for formal assessments?

Each level provides two formal assessments—one for the midyear and one for the end of the year. Children will follow **la maestra's** (in Levels 1–3 only) and Dona Eleña's directions and mark their answers on the Blackline Masters.

Levels 1 & 2 The directions and questions for each exam are located on cassette, and the reproducible student assessment pages are in the Teacher's Resource Book. You can give the first exam after Lesson 33 and the final exam after Lesson 66. If you need frequent formal assessments so that you can give grades, reuse activities on the Activity Cassettes with their accompanying Blackline Masters.

Levels 3, 4, and 5 The directions and questions for each exam are located on cassette, and the reproducible student assessment pages are in the Teacher's Resource Book. You can give the first exam after Lesson 30 and the final exam after Lesson 60. If you need frequent formal assessments so that you can give grades, reuse activities on Activity Cassettes 1 and 2 with their accompanying Blackline Masters.

"I tell them all the time, 'This is new to me too, so I'm learning right with you.'"

—Laura Schumacher,
First grade teacher

"When we first started the program, I think teachers were a bit nervous because they did not speak Spanish. But as they were in-serviced into the program, they saw the ease of working with the videos that were already done for them and when they actually used them in the classroom with the children and saw the enthusiasm of the children, I felt that they became quite confident."

—Nadine Nielsen,
Principal

FAMILY AND COMMUNITY

Parents, guardians, and other members of the community can play a vital role in motivating children to learn and use Spanish, and in reinforcing the value of learning about and understanding other cultures.

Laying the groundwork for support and participation starts with communication. It is very important to begin the school year by sharing the goals of the Spanish program with parents and guardians and by explaining how parents and guardians may assist their children. Use the Introduction to the Program (pages ix-xi) and Video Lessons as resources to explain to families the reasons for teaching Spanish at this grade and the methods that are being used.

In the Teacher's Resource Book, there are four letters that you may want to send home during the school year. Family Letter 1 explains that *Español para ti* is a video program and strongly suggests that caretakers ask, but not pressure, children to share what they are learning in Spanish with them. Family Letter 2 describes activities, such as allowing children to play "Spanish teacher," that may encourage them to use Spanish outside the classroom. Family Letter 3 suggests ways that caretakers may help children practice what they are learning in Spanish with similar topics in English, e.g., songs that exist in both English and Spanish. Family Letter 4 stresses the large amount of Spanish that children have learned over the year and suggests ways to help them maintain their language skills over the summer.

Within the school, parents can also do many things to encourage interest in Spanish.

- Talk to the class about experiences (trips and/or jobs) in Spanish-speaking cultures.
- Speak to the children in Spanish.
- Share foods, videos or audiotapes, and souvenirs or gifts from Spanish-speaking countries.
- Help with the decorations, food, or clean-up during a Spanish-related event.

Many people are willing to visit classes and/or participate in school events. Drawing on people from the community unites all participants in a shared experience. Consider the following possibilities:

- Community service: paramedic, librarian, police officer, firefighter, postal worker
- Recreation: athlete, disc jockey, travel agent
- Health: exercise instructor, nurse or nurse's aide, physician, dietitian, pharmacist
- Science: florist, conservationist, programmer, scientist
- Labor: construction worker, custodian, mechanic, painter
- Other: baker, banker, musician, photographer, secretary, television or radio personality, reporter

Which of these people might be volunteers for your children as they investigate topics such as "What do our community workers do?"; "What do plants need in order to live?"; and "How do you make bread?" What is fascinating is that language does not live in a vacuum! Language is always being used by someone for something. Any of these individuals may also be native speakers of Spanish who would be willing to talk to your children about what they do, how they use Spanish on the job, or even about non-work-related topics, such as family life and schools in other countries. An enthusiastic class-written thank-you note, and perhaps some drawings of the event, earns goodwill for the school and the program.

So far the discussion has centered on people and events in the classroom, but don't forget field trips, which are valuable experiences in the real world. Does your class want to see what happens behind the scenes at a television station or to know how a gift shop owner knows what to order? Anywhere you take your class—to a bank, a hospital, or a grocery store—you or someone else may possibly make a connection to a language other than English. Each time this connection occurs, it shows the value of learning another language.

"The children go home and speak Spanish with their parents. The parents love the fact that their children are learning a second language."

—Tracy Wright,
Second grade teacher

HERITAGE SPEAKERS

"Español para ti has, I think, brought cultural joy into the classroom. It's given the children an opportunity to see another culture, to hear the language, to hear the celebrations.

—Jeffrey Hybarger,
First grade teacher

This section contains some ideas for enriching the course with the experiences of children whose native language is Spanish. The language and customs of Spanish speakers are particularly relevant to this course, but heritage speakers of languages other than Spanish offer children unique opportunities to hear about how various cultural groups deal with daily needs, relationships, and important events. If speakers of Spanish question the usage or pronunciation of a word or expression, tell them that they are fortunate to now know two ways of saying the same thing. The Spanish taught in these lessons is standard American Spanish—the vocabulary and pronunciation of all the Spanish-speaking countries except Spain. The following list suggests guidelines for drawing on the expertise of heritage speakers in your class.

- Some children are proud of their non-English background and are glad to share information about their birth countries and native languages. Other children may feel sensitive about "being different." Invite children to share their experiences, but don't single them out too often.
- Ask for help with pronunciation, as needed. Keep in mind that children from different countries may have slightly different pronunciations.
- During the year, the children are going to discuss some specific areas where Spanish is spoken. Children from these locations might tell what they know about them. If necessary, point out that these comments only partly describe what these places are like.
- *Español para ti* treats many topics related to daily life—family members, animals, greetings, birthdays, clothing, picnics, holidays, numbers, and so forth. The course also includes vocabulary and scenes related to a ranch and the classroom—but all within an American context. Encourage non-English speakers to compare these topics and locations with those in their birth countries.
- Songs and stories are an integral part of *Español para ti*. Invite heritage speakers to share the same or comparable ones from their cultures.
- In the lessons that involve reading stories, allow heritage speakers to explain maybe one or two parts that everyone is curious about. Perhaps they might teach the class a couple of words or expressions. Do *not* have them translate the whole story!

Just a reminder: Include adult heritage speakers as classroom visitors, if possible. They bring a wider perspective to all the items listed above, plus they often have surprising experiences in the United States that point out cultural similarities and differences with their countries of origin. Children also enjoy learning about the kinds of work adults have done and are doing. In addition, children simply enjoy hearing stories about when adults were themselves young children.

CONTENT-BASED TOPICS—LEVEL 1

Art

- Draw with various media
- Cut and paste
- Construct 3-D paper forms

Language arts

- Demonstrate characteristics of a good listener
- Follow a one-step oral direction
- Compare and contrast sounds
- Recall presented materials
- Identify a purpose for listening
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions
- Listen to different types of literature
- State purpose for listening to a story
- Expand vocabulary
- Recall sequence of events
- Identify/restate details
- Respond to different types of literature
- Demonstrate an active interest in reading

Mathematics

- Sort objects in a variety of ways
- Recognize, develop patterns
- Reason, connect mathematical understandings
- Organize data
- Observe, compare by measurable attributes
- Compare quantities by matching objects
- Count objects
- Model quantities
- Represent quantities
- Model number composition
- Investigate number relationships
- Represent number relationships
- Estimate quantities
- Develop numeration concepts
- Investigate concepts of addition
- Investigate properties of addition

Music

- Explore differences between speaking and singing
- Sing songs in a limited range
- Perform a repertoire of songs

Science

- Observe weather conditions
- Discuss the interaction between living things/environment

Social studies

- Identify self by name and birthday
- Recognize similarities between self and others
- Describe personal feelings
- Demonstrate the relationship of feelings to actions
- Demonstrate courteous behavior when interacting
- Recognize the importance of each individual to the group
- Define earth as being made up of land and water
- Locate places on simple pictorial maps
- Differentiate between land and water on a map
- Be introduced to other people and places
- Define family in various ways
- State how people are more alike than different
- Recognize the different kinds of people in the United States

CONTENT-BASED TOPICS—LEVEL 2

Art

- Draw with various media
- Cut and paste
- Observe art works

Language arts

- Demonstrate characteristics of a good listener
- Follow a one-step oral direction
- Compare and contrast sounds
- Recall presented material
- Identify a purpose for listening
- Listen for a variety of purposes
- Activate prior knowledge
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Make introductions
- Listen to different types of literature
- Expand vocabulary
- Recall sequence of events
- Identify/Restate details
- Respond to different types of literature
- Demonstrate an active interest in reading

Mathematics

- Sort objects in a variety of ways
- Recognize/Develop patterns
- Reason/Connect mathematical understandings
- Observe/Compare by measurable attributes
- Count objects
- Represent quantities
- Model number composition
- Investigate number relationships
- Develop numeration concepts

Music

- Explore differences between speaking and singing
- Sing songs in a limited range
- Perform a repertoire of songs

Reading

- Identify/Form plurals

Science

- Observe weather conditions
- Explore the effects of weather
- Observe the life cycle of animals
- Construct criteria for classifying animals
- Observe the interaction between living things/environment
- Infer that living things have changed over time

Social Studies

- Identify self by name and birthday
- Recognize similarities between self and others
- Describe personal feelings
- Demonstrate the relationship of feelings to actions
- Demonstrate an understanding of the concept of rule
- Demonstrate courteous behavior when interacting
- Apply appropriate personal decision-making skills
- Recognize the importance of each individual to the group
- Evaluate the consequences of decisions
- Determine reasons why communities require laws
- Define earth as being made up of land and water
- Be introduced to other people and places
- Recognize human needs
- Define family in various ways
- State how people are more alike than different
- Evaluate the exchange of ideas between cultures
- Describe the relationship of the United States to other countries
- Identify features which make a culture unique
- Recognize the different kinds of people in the United States

CONTENT-BASED TOPICS—LEVEL 3

Art

- Draw with various media
- Cut and paste
- Construct 3-D paper forms

Health and Nutrition

- Determine the need for food
- Determine how to choose healthy meals and snacks
- Describe the need for establishing good eating habits
- Determine the importance of nutrition to health
- Discuss factors that influence food choice
- Determine the need for a balanced diet
- Discuss the general structure of the body

Reading and Language Arts

- Demonstrate characteristics of a good listener
- Follow a one-step oral direction
- Compare and contrast sounds
- Recall presented material
- Identify a purpose for listening
- Listen for a variety of purposes
- Activate prior knowledge
- Listen to various forms of literature and music
- Describe objects/pictures
- Communicate in complete sentences
- Obtain information by asking questions
- Participate in various forms of oral communication
- Interact verbally in informal situations
- Differentiate between a question, statement, and command
- Make introductions
- Employ appropriate eye contact
- State purpose for listening to a story
- Identify rhyme
- Expand vocabulary
- Recall sequence of events
- Identify/Restate details
- Respond to different types of literature
- Demonstrate an active interest in reading
- Identify/Form plurals

Library

- Recall elements of oral stories
- Retell stories orally

Mathematics

- Sort objects in a variety of ways
- Recognize/Develop patterns

Reason/Connect mathematical understandings
Organize data
Observe/Compare by measurable attributes
Read appropriate standard measuring devices
Count objects
Represent quantities
Model number composition
Investigate number relationships
Represent number relationships
Develop numeration concepts
Investigate concepts of addition
Investigate properties of addition
Apply properties related to addition/subtraction
Recall basic addition facts
Recall basic subtraction facts
Recognize geometrical shapes

Music

Perform simple organized dances
Explore differences between speaking and singing
Sing songs in a limited range
Perform a repertoire of songs

Physical Education

Identify and use body parts in movement
Identify and explore personal and general space
Interpret specific auditory cues and respond correctly
Identify and perform locomotor movements
Explore space as an element of movement in a group
Explore time as an element of movement with a partner
Explore time as an element of movement in a group
Use movement experiences to develop movement vocabulary
Perform organized dances
Develop a vocabulary for physical fitness

Science

Observe weather conditions
Explore the effects of weather
Observe the life cycle of animals
Construct criteria for classifying plants
Construct criteria for classifying animals
Observe the interaction between living things and their environment
Infer that living things have changed over time

Social Studies

Identify self by name and birthday
Recognize similarities between self and others
Describe personal feelings
Demonstrate the relationship of feelings to actions

Demonstrate courteous behavior when interacting
Recognize the importance of each individual to the group
Define earth as being made up of land and water
Locate places on simple pictorial maps
Differentiate between land and water on a map
Be introduced to other people and places
Demonstrate an understanding of occupations
State how people are more alike than different
Define family in various ways
Recognize the different kinds of people in the United States
Evaluate the exchange of ideas between cultures
Describe the relationship of the United States to other countries
Identify features that make a culture unique

CONTENT-BASED TOPICS—LEVEL 4

Art

- Cut and paste
- Draw with various media
- Match pictures and vocabulary

Computers

- Define computer terms
- Describe technologies in society
- Identify parts of a computer system

Health and nutrition

- Determine the need for food
- Discuss the importance of expressing feelings
- Explore foods of the Spanish-speaking world

Language arts

- Activate prior knowledge
- Classify words
- Communicate in complete sentences
- Compare and contrast information
- Compare and contrast sounds
- Create a dictionary
- Demonstrate critical listening skills
- Describe and classify objects
- Differentiate between a question, statement, command, and exclamation
- Expand vocabulary
- Follow multiple-step directions
- Identify and compose an interrogative sentence
- Identify a purpose for listening
- Identify a speaker's purpose
- Interact verbally in informal situations
- Link new information to prior knowledge
- Listen to different types of literature
- Make introductions
- Obtain information by asking questions
- Participate in various forms of oral communication
- Read for a variety of purposes
- Recall presented materials
- Take notes from dictation
- Use the alphabet
- Use knowledge of words to construct meaning (adjectives)
- Use relationship between letters and sounds

Mathematics

- Relate patterns
- Represent number relationships

Music

- Perform a repertoire of songs
- Recognize various culture-specific rhythms
- Sing songs in a limited range

Science

- Construct criteria for classifying matter
- Explore the effects of a force on an object
- Explore the effects of weather
- Investigate the geographical relationships between the hemispheres
- Investigate liquids
- Investigate matter and its properties
- Observe the habitats of animals
- Observe the interaction between living things and their environment
- Observe weather conditions

Social studies

- Be aware of the United States and its people
- Be introduced to people and places in other parts of the world
- Demonstrate an understanding of the concept of a rule
- Describe characteristics that make each human unique
- Describe the colonization of North America
- Describe how training prepares people for work
- Describe how work can be specialized
- Describe the relationship of the U.S. to some other countries
- Discuss how people from various cultures migrated to the American West
- Explore the different cultures represented in a community
- Give examples of how immigration affected American life
- Identify self by name and place of residence
- Locate hemispheres, continents, and oceans on maps and globes
- Locate places on a map
- Name the twenty Spanish-speaking countries and locate them on a world map
- Name types of occupations
- Observe different types of communities
- Recognize geographical features on maps and globes
- Recognize that people from many different cultures settled in the U.S.
- Respect individual and cultural differences
- Use positional words to describe location of a person, place, or thing

CONTENT-BASED TOPICS—LEVEL 5

Art

- Draw with various media
- Match pictures and vocabulary

Computers

- Define computer terms
- Describe technologies in society
- Identify parts of a computer system

Health and nutrition

- Determine how to choose healthy meals and snacks
- Determine the need for food
- Discuss the importance of expressing feelings
- Explain the need for safety precautions
- Explore foods of the Spanish-speaking world
- Identify health-related careers
- Identify ways to obtain emergency help

Language arts

- Activate prior knowledge
- Classify words
- Communicate in complete sentences
- Compare and contrast information
- Compare and contrast sounds
- Demonstrate critical listening skills
- Describe and classify objects
- Differentiate between a question, statement, command, and exclamation
- Expand vocabulary
- Follow multiple-step directions
- Identify and compose a declarative sentence
- Identify and compose an imperative sentence
- Identify and compose an interrogative sentence
- Identify a purpose for listening
- Identify a speaker's purpose
- Interact verbally in informal situations
- Link new information to prior knowledge
- Listen to different types of literature
- Make introductions
- Obtain information by asking questions
- Participate in various forms of oral communication
- Read for a variety of purposes
- Recall presented materials
- Take notes from dictation
- Use the alphabet
- Use knowledge of words to construct meaning (adjectives)
- Use relationship between letters and sounds

Mathematics

- Classify geometric shapes
- Relate patterns

Represent number relationships
 Solve addition, subtraction, and multiplication problems
 Sort geometric shapes

Music

Develop vocabulary for dance
 Perform a repertoire of songs
 Recognize various cultural-specific rhythms
 Sing songs in a limited range

Physical education

Use body parts for movement
 Interpret auditory clues and respond correctly
 Perform locomotor movement

Science

Construct criteria for classifying matter
 Observe the habitats of animals
 Observe the interaction between living things and their environment
 Observe weather conditions

Social studies

Be aware of our country and its people
 Be introduced to people and places in other parts of the world
 Demonstrate an understanding of the concept of a rule
 Demonstrate dividing of tasks
 Describe characteristics that make each human unique
 Describe the colonization of North, Central, and South America
 Describe how training prepares people for work
 Describe how work can be specialized
 Describe the relationship of the U.S. to some other countries
 Discuss how people from various cultures migrated to the American West
 Explore the different cultures represented in a community
 Give examples of how immigration affected American life
 Identify self by name and place of residence
 Locate hemispheres, continents, and oceans on maps and globes
 Locate places on a map
 Name the twenty Spanish-speaking countries and locate them on a world map
 Name types of occupations
 Observe different types of communities
 Recognize geographical features on maps and globes
 Recognize the importance of the individual within a group
 Recognize that people from many different cultures settled in the U.S.
 Respect individual and cultural differences
 Use positional words to describe location of a person, place, or thing

TOPICS AND LANGUAGE COVERED—LEVEL 1



These lists show only those items that the children practice, not the many others that the video teacher (**la maestra**) introduces for enrichment and for the development of children's listening and comprehension skills. The English equivalents are what an English-speaking person would ordinarily say in a comparable situation. They are not word-for-word translations.

The topics listed below are introduced in Level 1. Within each topic, words and expressions are usually in alphabetical order, and divided into vocabulary items and functional expressions, usually in the form of questions and answers.

Greetings, farewells, introductions

Vocabulary

Adiós.	<i>Good-bye.</i>
Buenas noches.	<i>Good evening.</i>
Buenas tardes.	<i>Good afternoon.</i>
Buenos días.	<i>Good morning.</i>
Hasta la vista.	<i>Until we meet again.</i>
Hasta luego.	<i>See you later.</i>
Hasta pronto.	<i>See you soon.</i>
Hola.	<i>Hello. / Hi.</i>

Asking about names

¿Cómo te llamas (tú)?	<i>What is your name?</i>
Me llamo ____.	<i>My name is ____.</i>
¿Cómo se llama?	<i>What is his/her name?</i>
Se llama ____.	<i>His/Her name is ____.</i>
¿Cómo se llama tu ____?	<i>What is your ____'s name?</i>
Se llama ____.	<i>His/Her name is ____.</i>

Asking about people

¿Quién es?	<i>Who is it?</i>
¿Y tú?	<i>And you?</i>
¿Y usted?	<i>And you (formal)?</i>

Classroom people and objects

Vocabulary

la bandera	<i>flag</i>
el calendario	<i>calendar</i>
el escritorio	<i>desk</i>
el globo	<i>globe</i>
el lápiz	<i>pencil</i>
el libro	<i>book</i>
la maestra	<i>(female) teacher</i>
el maestro	<i>(male) teacher</i>
el mapa	<i>map</i>
la mesa	<i>table</i>
el papel	<i>paper</i>
la pizarra	<i>chalkboard</i>
la regla	<i>ruler</i>
el reloj	<i>clock</i>
la silla	<i>chair</i>
la tiza	<i>chalk</i>

Asking about a person or object

¿Qué es esto?	<i>What is this?</i>
¿Cuál falta?	<i>What's missing?</i>

Expressions of feeling

Vocabulary

Así, así.	<i>So-so.</i>
Muy bien.	<i>Fine/Very well.</i>
Muy mal.	<i>Very bad.</i>

Asking about feelings

¿Cómo estás (tú)?	<i>How are you?</i>
Estoy así, así.	<i>I am/feel so-so.</i>
Estoy muy bien, gracias.	<i>I am/feel very well/fine, thank you.</i>
Estoy muy mal.	<i>I am/feel very bad.</i>
Tengo calor.	<i>I'm hot.</i>
Tengo dolor.	<i>I'm hurt.</i>
Tengo frío.	<i>I'm cold.</i>
Tengo hambre.	<i>I'm hungry.</i>
Tengo miedo.	<i>I'm afraid.</i>
Tengo sed.	<i>I'm thirsty.</i>
Tengo sueño.	<i>I'm sleepy.</i>

Positive commands

Anda.	<i>Walk.</i>
Corre.	<i>Run.</i>
Dame ____.	<i>Give me ____.</i>
Muéstrame ____.	<i>Show me ____.</i>
Salta.	<i>Jump.</i>
Toca ____.	<i>Touch ____.</i>
Tráeme ____.	<i>Bring me ____.</i>

Colors

Vocabulary

amarillo	<i>yellow</i>
anaranjado	<i>orange</i>
azul	<i>blue</i>
blanco	<i>white</i>
café	<i>brown</i>
gris	<i>gray</i>
morado	<i>purple</i>
negro	<i>black</i>
rojo	<i>red</i>
rosado	<i>pink</i>
verde	<i>green</i>

Asking about colors

¿De qué color es ____?	<i>What color is ____?</i>
Es de color ____.	<i>It is ____.</i>
Es ____.	<i>It is ____.</i>
¿De qué color son ____?	<i>What color are ____?</i>
Son (de color) ____.	<i>They are ____.</i>

Days of the week⁴

Vocabulary

lunes	<i>Monday</i>
martes	<i>Tuesday</i>
miércoles	<i>Wednesday</i>
jueves	<i>Thursday</i>
viernes	<i>Friday</i>
sábado	<i>Saturday</i>
domingo	<i>Sunday</i>

Asking about the days of the week

¿Cuántos días son?	<i>How many days are there?</i>
Hay siete días de la semana.	<i>There are seven days in the week.</i>
¿Qué día es hoy?	<i>What day is today?</i>
Hoy es ____.	<i>Today is ____.</i>

Parts of the body

Vocabulary

la boca	<i>mouth</i>
los brazos	<i>arms</i>
la cabeza	<i>head</i>
la cara	<i>face</i>
los dedos	<i>fingers</i>
las manos	<i>hands</i>
la nariz	<i>nose</i>
las orejas	<i>ears</i>
los ojos	<i>eyes</i>
el pelo	<i>hair</i>
las piernas	<i>legs</i>
los pies	<i>feet</i>

Animals and their sounds

Vocabulary

el burro—ji, jo	<i>donkey—hee, haw</i>
el caballo—ji, ji, jii	<i>horse—neigh, neigh</i>
el cerdo—truc-truc	<i>pig—oink, oink</i>
el conejo—(no sound)	<i>rabbit</i>
la gallina—clo-clo	<i>chicken, hen—cluck, cluck</i>
el gallo—qui-qui-ri-quí	<i>rooster—cock-a-doodle-doo</i>
el gato—miau, miau	<i>cat—meow, meow</i>
el perro—guau-guau	<i>dog—bow-wow</i>
la vaca—mu, mu	<i>cow—moo, moo</i>

Asking about animals

¿Qué animal es?	<i>What animal is it?</i>
¿Qué dice el/la ____?	<i>What does the ____ say?</i>

Age-related and birthday expressions

Vocabulary

el cumpleaños	<i>birthday</i>
la fiesta	<i>party</i>
el globo	<i>balloon</i>
la piñata	<i>piñata</i>
el regalo	<i>present</i>

Asking about age

¿Cuántos años tienes (tú)?	<i>How old are you?</i>
Tengo ____ años.	<i>I'm ____ years old.</i>

Food-related vocabulary

el chile	<i>pepper</i>
el jamón	<i>ham</i>
el limón	<i>lemon</i>
el mango	<i>mango</i>
el pan	<i>bread</i>
el picnic	<i>picnic</i>
el queso	<i>cheese</i>
la sandía	<i>watermelon</i>
el tomate	<i>tomato</i>

Family members

Vocabulary

la abuela	<i>grandmother</i>
el abuelo	<i>grandfather</i>
la familia	<i>family</i>
la hermana	<i>sister</i>
el hermano	<i>brother</i>
la hija	<i>daughter</i>
el hijo	<i>son</i>
la mamá	<i>mom, mommy</i>
el papá	<i>dad, daddy</i>

Asking about family members

¿Quién es?	<i>Who is it?</i>
Es mi ____.	<i>It is my ____.</i>
¿Cómo se llama tu ____?	<i>What is your ____'s name?</i>

Weather expressions

Asking about the weather

¿Qué tiempo hace?	<i>What's the weather like?</i>
Hace buen tiempo.	<i>It's good weather.</i>
Hace mal tiempo.	<i>It's bad weather.</i>
Hace calor.	<i>It's hot.</i>
Hace frío.	<i>It's cold.</i>
Hace sol.	<i>It's sunny.</i>
Hace viento.	<i>It's windy.</i>
Llueve.	<i>It's raining.</i>
Nieva.	<i>It's snowing.</i>

Articles of clothing

Vocabulary

la blusa	<i>blouse</i>
las botas	<i>boots</i>
las calcetines	<i>socks</i>
la camisa	<i>shirt</i>
la chaqueta	<i>jacket</i>
la falda	<i>skirt</i>
los pantalones	<i>pants</i>
el pijama	<i>pajamas</i>
la ropa	<i>clothing</i>
el sombrero	<i>hat</i>
el suéter	<i>sweater</i>
el traje de baño	<i>bathing suit</i>
el vestido	<i>dress</i>
los zapatos	<i>shoes</i>

Asking about clothing

¿Qué llevas (tú)?	<i>What are you wearing?</i>
Llevo ____.	<i>I'm wearing ____.</i>

Numbers 1-50

uno	<i>one</i>	siete	<i>seven</i>
dos	<i>two</i>	ocho	<i>eight</i>
tres	<i>three</i>	nueve	<i>nine</i>
cuatro	<i>four</i>	diez	<i>ten</i>
cinco	<i>five</i>	once	<i>eleven</i>
seis	<i>six</i>	doce	<i>twelve</i>

trece
catorce
quince
dieciséis
diecisiete
dieciocho
diecinueve
veinte
veintiuno
veintidós
veintitrés
veinticuatro
veinticinco
veintiséis
veintisiete
veintiocho
veintinueve
treinta
treinta y uno

*thirteen
fourteen
fifteen
sixteen
seventeen
eighteen
nineteen
twenty
twenty-one
twenty-two
twenty-three
twenty-four
twenty-five
twenty-six
twenty-seven
twenty-eight
twenty-nine
thirty
thirty-one*

treinta y dos
treinta y tres
treinta y cuatro
treinta y cinco
treinta y seis
treinta y siete
treinta y ocho
treinta y nueve
cuarenta
cuarenta y uno
cuarenta y dos
cuarenta y tres
cuarenta y cuatro
cuarenta y cinco
cuarenta y seis
cuarenta y siete
cuarenta y ocho
cuarenta y nueve
cincuenta

*thirty-two
thirty-three
thirty-four
thirty-five
thirty-six
thirty-seven
thirty-eight
thirty-nine
forty
forty-one
forty-two
forty-three
forty-four
forty-five
forty-six
forty-seven
forty-eight
forty-nine
fifty*

Asking about numbers

¿Qué número es?
Es ____.
¿Cuántos son?
Son ____.

*What number is it?
It's ____.
How many are there?
There are ____.*

Months

Vocabulary

enero	<i>January</i>
febrero	<i>February</i>
marzo	<i>March</i>
abril	<i>April</i>
mayo	<i>May</i>
junio	<i>June</i>
julio	<i>July</i>
agosto	<i>August</i>
septiembre	<i>September</i>
octubre	<i>October</i>
noviembre	<i>November</i>
diciembre	<i>December</i>

Miscellaneous

Vocabulary

la amiga	<i>(female) friend</i>
el amigo	<i>(male) friend</i>
el español	<i>Spanish (language)</i>
No.	<i>No.</i>
¡Olé!	<i>Hurray!</i>
Sí.	<i>Yes.</i>

Parts of the verb *ir* (to go)

voy	<i>I am going</i>
vas	<i>you (fam.) are going</i>
va	<i>he/she is going</i>
van	<i>they are going</i>

TOPICS AND LANGUAGE COVERED—LEVEL 2



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Greetings, farewells, introductions

Vocabulary

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Buenas noches.	<i>Good evening.</i>
Buenas tardes.	<i>Good afternoon.</i>
Buenos días.	<i>Good morning.</i>
Hasta la vista.	<i>Until we meet again.</i>
Hasta luego.	<i>See you later.</i>
Hasta mañana.	<i>Until tomorrow.</i>
Hola.	<i>Hello./Hi.</i>

Asking about names

¿Cómo te llamas (tú)?	<i>What is your name (informal)?</i>
¿Cómo se llama usted?	<i>What is your name (formal)?</i>
Me llamo ____.	<i>My name is ____.</i>
¿Cómo se llama?	<i>What is his/her name?</i>
Se llama ____.	<i>His/Her name is ____.</i>

Expressions of feeling

Vocabulary

Así, así.	<i>So-so.</i>
Muy bien.	<i>Fine/Very well.</i>
Muy mal.	<i>Very bad.</i>

Asking about feelings

¿Cómo estás (tú)?	<i>How are you?</i>
¿Y tú?	<i>And you?</i>
¿Y usted?	<i>And you (formal)?</i>
Estoy contento/contenta.	<i>I am happy.</i>
Estoy enojado/enojada.	<i>I am angry.</i>
Estoy triste.	<i>I am sad.</i>
Tengo calor.	<i>I'm hot.</i>
Tengo dolor.	<i>I'm hurt.</i>
Tengo frío.	<i>I'm cold.</i>
Tengo hambre.	<i>I'm hungry.</i>
Tengo miedo.	<i>I'm afraid.</i>
Tengo sed.	<i>I'm thirsty.</i>
Tengo sueño.	<i>I'm sleepy.</i>

Age-related expressions

el cumpleaños	<i>birthday</i>
¿Cuándo es tu cumpleaños?	<i>When is your birthday?</i>
¿Cuántos años tienes (tú)?	<i>How old are you?</i>
Tengo ____ años.	<i>I'm ____ years old.</i>

Classroom objects

Vocabulary

la bandera	<i>flag</i>
los bolígrafos	
(los bolis)	<i>pens</i>
el calendario	<i>calendar</i>
los colores	<i>crayons</i>
el cuaderno	<i>notebook</i>
el escritorio	<i>desk</i>
la goma	<i>eraser</i>
las gomas	<i>erasers</i>
el globo	<i>globe</i>
el lápiz	<i>pencil</i>
los lápices	<i>pencils</i>
el libro	<i>book</i>
los libros	<i>books</i>
el mapa	<i>map</i>
la mesa	<i>table</i>
la mochila	<i>book bag, backpack</i>
el papel	<i>paper</i>
los papeles	<i>papers</i>
la pizarra	<i>chalkboard</i>
la regla	<i>ruler</i>
el reloj	<i>clock</i>
el sacapuntas	<i>pencil sharpener</i>
la silla	<i>chair</i>
las tijeras	<i>scissors</i>
la tiza	<i>chalk</i>

Asking about a person or object

¿Qué es?	<i>What is it?</i>
¿Qué es esto?	<i>What is this?</i>
¿Qué son?	<i>What are they?</i>
¿Es ____ o es ____?	<i>Is it ____ or is it ____?</i>
Es ____.	<i>It is ____.</i>
¿Dónde está ____?	<i>Where is ____?</i>
Aquí está(n) ____.	<i>Here is (are) ____.</i>
¿Estas listo/a?	<i>Are you ready?</i>
¿Necesitas ____?	<i>Do you need ____?</i>
Necesito ____.	<i>I need ____.</i>
¿Qué tienes?	<i>What do you have?</i>
Tengo ____.	<i>I have ____.</i>
No tengo ____.	<i>I don't have ____.</i>
¿Cuál falta?	<i>What's missing?</i>

Rooms in the school

el baño	<i>bathroom</i>
la biblioteca	<i>library</i>
la cafetería	<i>cafeteria</i>
la clase	<i>classroom</i>
la clase de español	<i>Spanish class</i>
la oficina	<i>office</i>
el patio	<i>playground</i>

School personnel

la directora	<i>(female) principal</i>
el director	<i>(male) principal</i>
la enfermera	<i>(female) nurse</i>
el enfermero	<i>(male) nurse</i>
la maestra	<i>(female) teacher</i>
el maestro	<i>(male) teacher</i>
la secretaria	<i>(female) secretary</i>
el secretario	<i>(male) secretary</i>

Positive commands

Anda.	Walk.
Busca ____.	Look for, search for ____.
Colorea.	Color.
Corre.	Run.
Cuenta.	Count.
Dame ____.	Give me ____.
Dale ____.	Give him/her ____.
Muéstrame ____.	Show me ____.
Párate.	Stand up.
Pon.	Put.
Salta.	Jump.
Siéntate.	Sit down.
Toca ____.	Touch ____.

Negative commands

¡No andes!	Don't walk!
¡No corras!	Don't run!
¡No saltes!	Don't jump!
¡No toques!	Don't touch!

Colors

Vocabulary

amarillo	yellow
anaranjado	orange
azul	blue
blanco	white
café	brown
gris	gray
morado	purple
negro	black
rojo	red
rosado	pink
verde	green

Asking about colors

¿De qué color es ____?	What color is ____?
Es de color ____.	It is ____.
Es ____.	It is (the color) ____.
¿De qué color son ____?	What color are ____?
Son (de color) ____.	They are ____.

Days of the week¹

Vocabulary

lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday

¹ Given in calendar order for Spanish-speaking countries.

Months

Vocabulary

enero	<i>January</i>
febrero	<i>February</i>
marzo	<i>March</i>
abril	<i>April</i>
mayo	<i>May</i>
junio	<i>June</i>
julio	<i>July</i>
agosto	<i>August</i>
septiembre	<i>September</i>
octubre	<i>October</i>
noviembre	<i>November</i>
diciembre	<i>December</i>

Asking about the date, month, and day of the week

¿Cuál es la fecha?	<i>What is the date?</i>
¿Qué día es?	<i>What day of the week is it?</i>
¿Qué mes es?	<i>What month is it?</i>
Es ____.	<i>It is ____.</i>

Seasons of the year

Vocabulary

el invierno	<i>winter</i>
la primavera	<i>spring</i>
el verano	<i>summer</i>
el otoño	<i>autumn, fall</i>

Asking about the seasons

¿Qué estación es?	<i>What season is it?</i>
Es ____.	<i>It is ____.</i>

Weather expressions

Vocabulary

Hace buen tiempo.	<i>It's good weather.</i>
Hace mal tiempo.	<i>It's bad weather.</i>
Hace calor.	<i>It's hot.</i>
Hace frío.	<i>It's cold.</i>
Hace sol.	<i>It's sunny.</i>
Hace viento.	<i>It's windy.</i>
Llueve.	<i>It's raining.</i>
Nieva.	<i>It's snowing.</i>

Asking about the weather

¿Qué tiempo hace?	<i>What's the weather like?</i>
¿Qué tiempo hace en ____?	<i>What is the weather like in ____?</i>
En ____, ¿qué tiempo hace?	<i>In ____, what is the weather like?</i>
En ____, hace viento.	<i>In ____, it is windy.</i>
Hace ____.	<i>It's ____.</i>

Parts of the body

la boca	<i>mouth</i>
los brazos	<i>arms</i>
la cabeza	<i>head</i>
la cara	<i>face</i>
los dedos	<i>fingers</i>
las manos	<i>hands</i>
la nariz	<i>nose</i>
las orejas	<i>ears</i>
los ojos	<i>eyes</i>
el pelo	<i>hair</i>
las piernas	<i>legs</i>
los pies	<i>feet</i>

Animals

Vocabulary

el burro	<i>donkey</i>
el caballo	<i>horse</i>
el cerdo	<i>pig</i>
el conejo	<i>rabbit</i>
la gallina	<i>chicken, hen</i>
el gallo	<i>rooster</i>
el gato	<i>cat</i>
el perro	<i>dog</i>
la vaca	<i>cow</i>

Asking about animals

¿Quién dice "___"?	<i>Who says "___"?</i>
¿Qué dice el/la ___?	<i>What does the ___ say?</i>

Family members

la abuela	<i>grandmother</i>
el abuelo	<i>grandfather</i>
la familia	<i>family</i>
la hermana	<i>sister</i>
el hermano	<i>brother</i>
la hija	<i>daughter</i>
el hijo	<i>son</i>
la mamá	<i>mother</i>
el papá	<i>father</i>

Articles of clothing

el abrigo	<i>coat</i>
la blusa	<i>blouse</i>
las botas	<i>boots</i>
las calcetines	<i>socks</i>
la camisa	<i>shirt</i>
la chaqueta	<i>jacket</i>
la falda	<i>skirt</i>
los pantalones	<i>pants</i>
el pijama	<i>pajamas</i>
la ropa	<i>clothing</i>
el sombrero	<i>hat</i>
los sombreros	<i>hats</i>
el suéter	<i>sweater</i>
el traje de baño	<i>bathing suit</i>
el vestido	<i>dress</i>
los zapatos	<i>shoes</i>

Rooms in a house

el baño	<i>bathroom</i>
la cocina	<i>kitchen</i>
el comedor	<i>dining room</i>
el cuarto	<i>bedroom</i>
la sala	<i>living room</i>

Means of transportation

Vocabulary

el autobús	<i>bus</i>
el avión	<i>airplane</i>
la bicicleta	<i>bicycle</i>
el bote	<i>boat</i>
el coche	<i>car</i>
el jipi	<i>jeep</i>
la motocicleta	<i>motorcycle</i>
el taxi	<i>taxi</i>
el transporte	<i>transportation</i>
el tren	<i>train</i>

Asking about transportation

¿Adónde vas (tú)?	<i>Where are you going?</i>
Aquí viene ____.	<i>Here comes ____.</i>
¿Cómo vas?	<i>How are you going?</i>
Va en ____.	<i>He/She goes by ____.</i>
Vamos a ____.	<i>Let's go to ____.</i>
Voy a ____.	<i>I'm going to ____.</i>
Voy a ____ en ____.	<i>I'm going to ____ by ____.</i>
Voy en ____.	<i>I'm going by ____.</i>

Traffic-related expressions

la calle	<i>street</i>
las luces del tráfico	<i>traffic lights</i>
el policía	<i>(male) police officer</i>
la policía	<i>(female) police officer</i>
el perro policía	<i>police dog</i>
Verde: ¡Sigue!	<i>Green: Go!</i>
Amarillo: ¡Espera!	<i>Yellow: Wait!</i>
Rojo: ¡Alto!	<i>Red: Stop!</i>

Destinations in the city

el aeropuerto	<i>airport</i>
la casa	<i>house/home</i>
la escuela	<i>school</i>
el lago	<i>lake</i>
el parque	<i>park</i>
la piscina	<i>swimming pool</i>
la playa	<i>beach</i>
el restaurante	<i>restaurant</i>
el supermercado	<i>supermarket</i>
la tienda	<i>store</i>
el zoológico	<i>zoo</i>

Sports and other activities

Vocabulary

dormir	<i>to sleep</i>
hacer un viaje	<i>to take a trip</i>
ir de campo	<i>to go on a picnic</i>
jugar	<i>to play</i>
jugar al béisbol	<i>to play baseball</i>
jugar al fútbol	<i>to play soccer</i>
jugar al vólibol	<i>to play volleyball</i>
leer	<i>to read</i>
montar en bicicleta	<i>to ride a bicycle</i>
nadar	<i>to swim</i>
saltar la cuerda	<i>to jump rope</i>

Asking about sports and activities

¿Qué vas a hacer?	<i>What are you going to do?</i>
Voy a ____.	<i>I'm going to ____.</i>

Telephone-related expressions

el teléfono	<i>telephone</i>
Diga.	<i>Hello?</i>
¿Qué haces?	<i>What are you doing?</i>
Hablo por teléfono.	<i>I'm talking on the telephone.</i>

Miscellaneous

despacio	<i>slowly</i>
rápido	<i>quickly</i>
No.	<i>No.</i>
¡Olé!	<i>Hurray!</i>
Sí.	<i>Yes.</i>
Gracias.	<i>Thank you.</i>
Lo siento.	<i>I'm sorry.</i>

Numbers 1–100

Vocabulary

uno	<i>one</i>	veinte	<i>twenty</i>
dos	<i>two</i>	veintiuno	<i>twenty-one</i>
tres	<i>three</i>	veintidós	<i>twenty-two</i>
cuatro	<i>four</i>	veintitrés	<i>twenty-three</i>
cinco	<i>five</i>	veinticuatro	<i>twenty-four</i>
seis	<i>six</i>	veinticinco	<i>twenty-five</i>
siete	<i>seven</i>	veintiséis	<i>twenty-six</i>
ocho	<i>eight</i>	veintisiete	<i>twenty-seven</i>
nueve	<i>nine</i>	veintiocho	<i>twenty-eight</i>
diez	<i>ten</i>	veintinueve	<i>twenty-nine</i>
once	<i>eleven</i>	treinta	<i>thirty</i>
doce	<i>twelve</i>	cuarenta	<i>forty</i>
trece	<i>thirteen</i>	cincuenta	<i>fifty</i>
catorce	<i>fourteen</i>	sesenta	<i>sixty</i>
quince	<i>fifteen</i>	setenta	<i>seventy</i>
dieciséis	<i>sixteen</i>	ochenta	<i>eighty</i>
diecisiete	<i>seventeen</i>	noventa	<i>ninety</i>
dieciocho	<i>eighteen</i>	cien	<i>one hundred</i>
diecinueve	<i>nineteen</i>		

Asking about numbers

¿Qué número es?	<i>What number is it?</i>
Es ____.	<i>It's ____.</i>
¿Cuántos son?	<i>How many are there?</i>
Son ____.	<i>There are ____.</i>

TOPICS AND LANGUAGE COVERED—LEVEL 3



These lists show only those items that the children practice, and a few others that the video teacher (la maestra) introduces as enrichment and to develop children's listening and comprehension skills. The English equivalents are what an English-speaking person would ordinarily say in a comparable situation. They are not word-for-word translations.

The topics listed below are introduced in Level 3. Within each topic, words and expressions are usually in alphabetical order. Some sections are divided into vocabulary items and functional expressions in the form of questions and answers.

Greetings, farewells, introductions

Vocabulary

Adiós.	<i>Good-bye.</i>
Buenas noches.	<i>Good evening.</i>
Buenas tardes.	<i>Good afternoon.</i>
Buenos días.	<i>Good morning.</i>
Hasta la vista.	<i>Until we meet again.</i>
Hasta luego.	<i>See you later.</i>
Hasta mañana.	<i>Until tomorrow.</i>
Hasta (muy) pronto.	<i>See you (very) soon.</i>
¡Hola!	<i>Hello! Hi!</i>
¿Qué tal?	<i>How is it going?</i>

Asking about names and ages

¿Cómo te llamas (tú)?	<i>What is your name? (informal)</i>
¿Cómo se llama (usted)?	<i>What is your name? (formal)</i>
Me llamo ____.	<i>My name is ____.</i>
¿Cómo se llama?	<i>What is his/her name?</i>
Se llama ____.	<i>His/Her name is ____.</i>
¿Cuándo es tu cumpleaños?	<i>When is your birthday?</i>
Tengo ____ años.	<i>I'm ____ years old.</i>
Mi cumpleaños es el ____ de ____.	<i>My birthday is the ____ of ____.</i>

Expressions of feeling

Vocabulary

Así, así.	<i>So-so.</i>
Muy bien.	<i>Very good; Fine/Very well.</i>
Muy mal.	<i>Very bad.</i>

Asking about feelings

¿Cómo está usted?	<i>How are you? (formal)</i>
¿Cómo estás (tú)?	<i>How are you? (informal)</i>
Estoy (muy) contento/contenta.	<i>I am (very) happy.</i>
Estoy enojado/enojada.	<i>I am angry.</i>
Estoy triste.	<i>I am sad.</i>
Tengo calor.	<i>I'm hot.</i>
Tengo dolor.	<i>I'm hurt.</i>
Tengo frío.	<i>I'm cold.</i>
Tengo hambre.	<i>I'm hungry.</i>
Tengo miedo.	<i>I'm afraid.</i>
Tengo sed.	<i>I'm thirsty.</i>
Tengo sueño.	<i>I'm sleepy.</i>

Classroom objects

Vocabulary

la bandera	<i>flag</i>
el bolígrafo/el boli	<i>pen</i>
los bolígrafos/los bolis	<i>pens</i>
el calendario	<i>calendar</i>
los colores	<i>crayons</i>
el cuaderno	<i>notebook</i>
el escritorio	<i>desk</i>
la goma	<i>eraser</i>
las gomas	<i>erasers</i>
el globo	<i>globe</i>
el lápiz	<i>pencil</i>
los lápices	<i>pencils</i>
el libro	<i>book</i>
el mapa	<i>map</i>
la mesa	<i>table</i>
la mochila	<i>book bag, backpack</i>
el papel	<i>paper</i>
la pizarra	<i>chalkboard</i>
la regla	<i>ruler</i>
las reglas	<i>rulers</i>
el reloj	<i>clock</i>
el sacapuntas	<i>pencil sharpener</i>
la silla	<i>chair</i>
las tijeras	<i>scissors</i>
la tiza	<i>chalk</i>

Asking about a person or object

¿Qué es esto?	<i>What is this?</i>
¿Es ____ o es ____?	<i>Is it ____ or is it ____?</i>
Es ____.	<i>It is ____.</i>
¿Dónde está ____?	<i>Where is ____?</i>
Está aquí.	<i>It is here.</i>
¿Cuál falta?	<i>What's missing?</i>
¿Quién es?	<i>Who is it?</i>
Es ____.	<i>He/She is ____.</i>
¿Qué pongo en ____?	<i>What do I put in ____?</i>
Pongo ____.	<i>I put ____; I'm putting ____.</i>
¿Qué saco de ____?	<i>What do I take out of ____?</i>
Saco ____.	<i>I take out ____.</i>

Rooms in the school

Vocabulary

el baño	<i>bathroom</i>
la biblioteca	<i>library</i>
la cafetería	<i>cafeteria</i>
la clase	<i>classroom</i>
la escuela	<i>school</i>
la oficina	<i>office</i>
el patio	<i>playground</i>

Asking about people at school

¿Dónde está la maestra?	<i>Where is the teacher?</i>
En ____.	<i>In ____.</i>

School personnel

la directora	<i>(female) principal</i>
el director	<i>(male) principal</i>
la enfermera	<i>(female) nurse</i>
el enfermero	<i>(male) nurse</i>
la maestra	<i>(female) teacher</i>
el maestro	<i>(male) teacher</i>
la secretaria	<i>(female) secretary</i>
el secretario	<i>(male) secretary</i>

Positive commands

Anda.	Walk.
¡Borra!	Erase!
Busca ____.	Search for ____, Look for ____.
Colorea.	Color.
Corre.	Run.
Dale ____.	Give him/her ____.
Dame ____.	Give me ____.
¡Dibuja!	Draw!
¡Escoge!	Choose!
Muéstrame ____.	Show me ____.
Párate.	Stand up.
Pon ____.	Put ____.
Ponte ____.	Put on ____.
Quítate ____.	Take off ____.
Salta.	Jump.
Siéntate.	Sit down.
Toca ____.	Touch ____.
¡Toma!	Drink!
Tráeme ____.	Bring me ____.
¡Ven aquí!	Come here!

Negative commands

¡No andes!	Don't walk!
¡No corras!	Don't run!
¡No saltes!	Don't jump!
¡No toques!	Don't touch!

Colors

Vocabulary

amarillo	yellow
anaranjado	orange
azul	blue
blanco	white
café	brown
gris	gray
morado	purple
negro	black
rojo	red
rosado	pink
verde	green

Asking about colors

¿De qué color es ____?	What color is ____?
____ es de color ____.	____ is the color ____.
Es ____.	It is ____.
¿De qué color son ____?	What color are ____?
Son (de color) ____.	They are ____.

Days of the week⁴

lunes	Monday
martes	Tuesday
miércoles	Wednesday
jueves	Thursday
viernes	Friday
sábado	Saturday
domingo	Sunday

⁴ Given in calendar order for Spanish-speaking countries.

Months

Vocabulary

el mes	<i>month</i>
los meses	<i>months</i>
enero	<i>January</i>
febrero	<i>February</i>
marzo	<i>March</i>
abril	<i>April</i>
mayo	<i>May</i>
junio	<i>June</i>
julio	<i>July</i>
agosto	<i>August</i>
septiembre	<i>September</i>
octubre	<i>October</i>
noviembre	<i>November</i>
diciembre	<i>December</i>

Asking about the date, month, and day of the week

¿Cuál es la fecha?	<i>What is the date?</i>
Es el ____ de ____.	<i>It is the ____ of ____.</i>
¿Qué día es?	<i>What day of the week is it?</i>
¿Qué día es hoy?	<i>What day is today?</i>
(Hoy) es ____.	<i>(Today) it is ____.</i>
¿Qué mes es?	<i>What month is it?</i>
Es ____.	<i>It is ____.</i>

Seasons of the year

Vocabulary

el invierno	<i>winter</i>
la primavera	<i>spring</i>
el verano	<i>summer</i>
el otoño	<i>autumn, fall</i>

Asking about the seasons

¿Qué estación es?	<i>What season is it?</i>
Es ____.	<i>It is ____.</i>
¿En qué estación + (the kind of weather)?	<i>In what season + (the kind of weather)?</i>

Weather expressions

Vocabulary

Hace buen tiempo.	<i>It's good weather.</i>
Hace mal tiempo.	<i>It's bad weather.</i>
Hace calor.	<i>It's hot.</i>
Hace frío.	<i>It's cold.</i>
Hace sol.	<i>It's sunny.</i>
Hace viento.	<i>It's windy.</i>
Llueve.	<i>It's raining.</i>
Nieva.	<i>It's snowing.</i>

Asking about the weather

¿Qué tiempo hace?	<i>What's the weather like?</i>
¿Qué tiempo hace en ____?	<i>What is the weather like in ____?</i>
En ____, ¿qué tiempo hace?	<i>In ____, what is the weather like?</i>
En ____, hace ____.	<i>In ____, it is ____.</i>
Hace ____.	<i>It's ____.</i>

Parts of the body

la boca	<i>mouth</i>	
el brazo	<i>arm</i>	
los brazos	<i>arms</i>	
la cabeza	<i>head</i>	
la cara	<i>face</i>	
el dedo	<i>finger</i>	
los dedos	<i>fingers</i>	
la mano	<i>hand</i>	
las manos	<i>hands</i>	
la nariz	<i>nose</i>	
las orejas	<i>ears</i>	
los ojos	<i>eyes</i>	
		el pelo <i>hair</i>
		la pierna <i>leg</i>
		las piernas <i>legs</i>
		los pies <i>feet</i>

Animals

el burro	<i>donkey</i>
los burros	<i>donkeys</i>
el caballo	<i>horse</i>
la cabra	<i>goat</i>
el cerdo	<i>pig</i>
el conejo	<i>rabbit</i>
los delfines	<i>dolphins</i>
el elefante	<i>elephant</i>
los elefantes	<i>elephants</i>
la gallina	<i>chicken, hen</i>
el gallo	<i>rooster</i>
el gato	<i>cat</i>
la llama	<i>llama</i>
el perro	<i>dog</i>
la vaca	<i>cow</i>

Family members

la abuela	<i>grandmother</i>	la madre	<i>mother</i>
el abuelo	<i>grandfather</i>	la mamá	<i>mom</i>
los abuelos	<i>grandparents</i>	el padre	<i>father</i>
la familia	<i>family</i>	el papá	<i>dad</i>
la hermana	<i>sister</i>		
el hermano	<i>brother</i>		
la hija	<i>daughter</i>		
el hijo	<i>son</i>		
los hijos	<i>children</i>		

Articles of clothing

Vocabulary

el abrigo	<i>coat</i>
la blusa	<i>blouse</i>
las botas	<i>boots</i>
el calcetín	<i>sock</i>
los calcetines	<i>socks</i>
la camisa	<i>shirt</i>
la chaqueta	<i>jacket</i>
la falda	<i>skirt</i>
las gafas	<i>sunglasses</i>
los pantalones	<i>pants</i>
el pijama	<i>pajamas</i>
la ropa	<i>clothing</i>
el sombrero	<i>hat</i>
el suéter	<i>sweater</i>
el traje de baño	<i>bathing suit</i>
el vestido	<i>dress</i>
el zapato	<i>shoe</i>
los zapatos	<i>shoes</i>

Asking about clothing

¿Qué te pones?	<i>What do you put on?</i>
Me pongo ____.	<i>I put on ____.</i>

Rooms in a house

Vocabulary

el baño	<i>bathroom</i>
la cocina	<i>kitchen</i>
el comedor	<i>dining room</i>
el cuarto	<i>room; bedroom</i>
los cuartos	<i>rooms;</i>
<i>bedrooms</i>	
el dormitorio	<i>bedroom</i>
la sala	<i>living room</i>

Asking about a house

¿Qué tiene la casa?	<i>What does the house have?</i>
La casa tiene ____.	<i>The house has ____.</i>
¿Qué cuarto es?	<i>What room is it?</i>
Mi casa es tu casa.	<i>My house is your house.</i>

Parts of a house

la casa	<i>house</i>	el portal	<i>porch</i>
la chimenea	<i>chimney</i>	la puerta	<i>door</i>
el garaje	<i>garage</i>	el techo	<i>roof</i>
el jardín	<i>garden</i>	la ventana	<i>window</i>
el patio	<i>patio</i>	las ventanas	<i>windows</i>

Sports and other activities

Vocabulary

los deportes	<i>sports</i>
dormir	<i>to sleep</i>
escuchar la música	<i>to listen to the music</i>
esquiar	<i>to ski; skiing</i>
hacer un viaje	<i>to take a trip</i>
ir de campo	<i>to go on a picnic</i>
jugar	<i>to play</i>
jugar al básquetbol	<i>to play basketball</i>
jugar al béisbol	<i>to play baseball</i>
jugar al fútbol	<i>to play soccer</i>
jugar al fútbol americano	<i>to play football</i>
jugar al tenis	<i>to play tennis</i>
jugar al vólibol	<i>to play volleyball</i>
leer	<i>to read; reading</i>
montar en bicicleta	<i>to ride a bicycle</i>
nadar	<i>to swim</i>
patinar	<i>to skate; skating</i>
los patines	<i>skates</i>
la pelota de fútbol	<i>soccer ball</i>
saltar la cuerda	<i>to jump rope</i>

Asking about sports and activities

¿Qué vas a hacer?	<i>What are you going to do?</i>
Voy a ____.	<i>I'm going to ____.</i>
¿Qué quieres hacer?	<i>What do you want to do?</i>
Quiero ____.	<i>I want to ____.</i>
¿Qué te gusta más, ____ o ____?	<i>What do you like more, ____ or ____?</i>
Me gusta ____.	<i>I like to ____.</i>

Geometric shapes

el cuadro	<i>square</i>	redondo	<i>round</i>
el círculo	<i>circle</i>	el triángulo	<i>triangle</i>
las figuras geométricas	<i>geometric shapes</i>		
el lado	<i>side</i>		
los lados	<i>sides</i>		

Furniture

la cama	<i>bed</i>	los muebles	<i>furniture</i>
las cortinas	<i>curtains</i>	el sillón	<i>armchair</i>
el espejo	<i>mirror</i>	el sofá	<i>sofa</i>
la lámpara	<i>lamp</i>		

Appliances

Vocabulary

la cinta	<i>cassette</i>
el disco	<i>record</i>
los discos	<i>records</i>
el disco CD	<i>CD</i>
los discos CD	<i>CDs</i>
la estufa	<i>stove</i>
el fregadero	<i>sink</i>
la grabadora	<i>cassette player</i>
el horno	<i>oven</i>
la lavadora	<i>washer</i>
el lavaplatos	<i>dishwasher</i>
el microondas	<i>microwave oven</i>
el radio	<i>radio</i>
el refrigerador	<i>refrigerator</i>
la secadora	<i>dryer</i>
la televisión	<i>television</i>
el tocadiscos	<i>record player, turntable</i>
el tocadiscos CD	<i>CD player</i>

Talking about appliances

¿Qué haces con ____?	<i>What do you do with ____?</i>
Miro (la televisión).	<i>I watch (the television).</i>
Escucho (la música)	<i>I listen to (music) on</i>
en (el radio).	<i>(the radio).</i>
Pongo (los discos)	<i>I put (the records) on</i>
en (el tocadiscos).	<i>(the record player).</i>
Vamos de compras.	<i>Let's go shopping.</i>

Foods

Vocabulary

el almuerzo	<i>lunch</i>	el menú	<i>menu</i>
el arroz	<i>rice</i>	la naranja	<i>orange</i>
la carne	<i>meat</i>	el pan	<i>bread</i>
la cena	<i>dinner</i>	el pan tostado	<i>toast</i>
el cereal	<i>cereal</i>	la papa	<i>potato</i>
comer	<i>to eat</i>	las papas	<i>potatoes</i>
la comida	<i>food; meal</i>	la pera	<i>pear</i>
el desayuno	<i>breakfast</i>	las peras	<i>pears</i>
la fresa	<i>strawberry</i>	el pescado	<i>fish</i>
las fresas	<i>strawberries</i>	la piña	<i>pineapple</i>
la fruta	<i>fruit</i>	el plátano	<i>banana</i>
las frutas	<i>fruits</i>	los plátanos	<i>bananas</i>
las galletas	<i>crackers</i>	el pollo	<i>chicken</i>
ir de compras	<i>to go shopping</i>	el queso	<i>cheese</i>
el jugo	<i>juice</i>	el sándwich	<i>sandwich</i>
el jugo de naranja	<i>orange juice</i>	la sopa	<i>soup</i>
la leche	<i>milk</i>	el supermercado	<i>supermarket</i>
un vaso de leche	<i>a glass of milk</i>	las uvas	<i>grapes</i>
el limón	<i>lemon</i>	el vegetal	<i>vegetable</i>
la manzana	<i>apple</i>	los vegetales	<i>vegetables</i>
las manzanas	<i>apples</i>	las zanahorias	<i>carrots</i>

Table setting items

Vocabulary

la cuchara	<i>spoon</i>
el cuchillo	<i>knife</i>
el platillo	<i>saucer</i>
el plato	<i>plate</i>
la servilleta	<i>napkin</i>
la taza	<i>cup</i>
el tenedor	<i>fork</i>
el vaso	<i>glass</i>

Talking about food and setting the table

¿Qué necesitas?	<i>What do you need?</i>
¿Necesitas ____?	<i>Do you need ____?</i>
Necesito ____.	<i>I need ____.</i>
No necesito ____.	<i>I don't need ____.</i>
¿Qué quieres?	<i>What do you want?</i>
¿Qué quieres comer?	<i>What do you want to eat?</i>
¿Quieres ____?	<i>Do you want ____?</i>
No quiero ____.	<i>I don't want ____.</i>
¿Qué te gusta?	<i>What do you like?</i>
¿Te gusta ____?	<i>Do you like ____?</i>
Me gusta(n) ____.	<i>I like ____.</i>
No me gusta(n) ____.	<i>I don't like ____.</i>
¿Cuándo comes + a meal?	<i>When do you eat + a meal?</i>
¿Quieres comer ____?	<i>Do you want to eat ____?</i>
¿Qué comes?	<i>What are you eating/ do you eat?</i>
Como ____.	<i>I'm eating/I eat/I do eat ____.</i>
¿Quieres tomar ____?	<i>Do you want to drink ____?</i>
Tomo ____.	<i>I'm having ____ to eat./ I take ____./I drink ____.</i>
por la mañana	<i>in the morning</i>
por la tarde	<i>in the afternoon</i>
por la noche	<i>in the evening; at night</i>
¿Qué (más) pones (en la mesa)?	<i>What (else) do you put (on the table)?</i>
Pongo ____ (en la mesa).	<i>I put ____ (on the table).</i>
¡Buen provecho!	<i>Enjoy your meal!</i>

Miscellaneous

bonito/bonita	<i>pretty</i>	por favor	<i>please</i>
los carritos	<i>toy cars</i>	¿Por qué?	<i>Why?</i>
el cartel	<i>poster</i>	Porque ____.	<i>Because ____.</i>
despacio	<i>slowly</i>	el premio	<i>prize</i>
los dulces	<i>candies</i>	rápido	<i>quickly, rapidly, fast</i>
en	<i>in</i>	Sí.	<i>Yes.</i>
¡Excelente!	<i>Excellent!</i>	el teléfono	<i>telephone</i>
gana	<i>wins</i>	tengo	<i>I have</i>
Gracias.	<i>Thank you.</i>	tiene	<i>He/She has</i>
grande	<i>large</i>	un/una	<i>a, an</i>
la granja	<i>farm</i>		
el juguete	<i>toy</i>		
la muñeca	<i>doll</i>		
No.	<i>No.</i>		
¡Olé!	<i>Hurray!</i>		
pequeño/pequeña	<i>small</i>		
¡Perfecto!	<i>Perfect!</i>		

Numbers 1–100

uno	<i>one</i>	cincuenta y uno	<i>fifty-one</i>
dos	<i>two</i>	cincuenta y dos	<i>fifty-two</i>
tres	<i>three</i>	cincuenta y tres	<i>fifty-three</i>
cuatro	<i>four</i>	cincuenta y cuatro	<i>fifty-four</i>
cinco	<i>five</i>	cincuenta y cinco	<i>fifty-five</i>
seis	<i>six</i>	cincuenta y seis	<i>fifty-six</i>
siete	<i>seven</i>	cincuenta y siete	<i>fifty-seven</i>
ocho	<i>eight</i>	cincuenta y ocho	<i>fifty-eight</i>
nueve	<i>nine</i>	cincuenta y nueve	<i>fifty-nine</i>
diez	<i>ten</i>	sesenta	<i>sixty</i>
once	<i>eleven</i>	sesenta y uno	<i>sixty-one</i>
doce	<i>twelve</i>	sesenta y dos	<i>sixty-two</i>
trece	<i>thirteen</i>	sesenta y tres	<i>sixty-three</i>
catorce	<i>fourteen</i>	sesenta y cuatro	<i>sixty-four</i>
quince	<i>fifteen</i>	sesenta y cinco	<i>sixty-five</i>
dieciséis	<i>sixteen</i>	sesenta y seis	<i>sixty-six</i>
diecisiete	<i>seventeen</i>	sesenta y siete	<i>sixty-seven</i>
dieciocho	<i>eighteen</i>	sesenta y ocho	<i>sixty-eight</i>
diecinueve	<i>nineteen</i>	sesenta y nueve	<i>sixty-nine</i>
veinte	<i>twenty</i>	setenta	<i>seventy</i>
veintiuno	<i>twenty-one</i>	setenta y uno	<i>seventy-one</i>
veintidós	<i>twenty-two</i>	setenta y dos	<i>seventy-two</i>
veintitrés	<i>twenty-three</i>	setenta y tres	<i>seventy-three</i>
veinticuatro	<i>twenty-four</i>	setenta y cuatro	<i>seventy-four</i>
veinticinco	<i>twenty-five</i>	setenta y cinco	<i>seventy-five</i>
veintiséis	<i>twenty-six</i>	setenta y seis	<i>seventy-six</i>
veintisiete	<i>twenty-seven</i>	setenta y siete	<i>seventy-seven</i>
veintiocho	<i>twenty-eight</i>	setenta y ocho	<i>seventy-eight</i>
veintinueve	<i>twenty-nine</i>	setenta y nueve	<i>seventy-nine</i>
treinta	<i>thirty</i>	ochenta	<i>eighty</i>
treinta y uno	<i>thirty-one</i>	ochenta y uno	<i>eighty-one</i>
treinta y dos	<i>thirty-two</i>	ochenta y dos	<i>eighty-two</i>
treinta y tres	<i>thirty-three</i>	ochenta y tres	<i>eighty-three</i>
treinta y cuatro	<i>thirty-four</i>	ochenta y cuatro	<i>eighty-four</i>
treinta y cinco	<i>thirty-five</i>	ochenta y cinco	<i>eighty-five</i>
treinta y seis	<i>thirty-six</i>	ochenta y seis	<i>eighty-six</i>
treinta y siete	<i>thirty-seven</i>	ochenta y siete	<i>eighty-seven</i>
treinta y ocho	<i>thirty-eight</i>	ochenta y ocho	<i>eighty-eight</i>
treinta y nueve	<i>thirty-nine</i>	ochenta y nueve	<i>eighty-nine</i>
cuarenta	<i>forty</i>	noventa	<i>ninety</i>
cuarenta y uno	<i>forty-one</i>	noventa y uno	<i>ninety-one</i>
cuarenta y dos	<i>forty-two</i>	noventa y dos	<i>ninety-two</i>
cuarenta y tres	<i>forty-three</i>	noventa y tres	<i>ninety-three</i>
cuarenta y cuatro	<i>forty-four</i>	noventa y cuatro	<i>ninety-four</i>
cuarenta y cinco	<i>forty-five</i>	noventa y cinco	<i>ninety-five</i>
cuarenta y seis	<i>forty-six</i>	noventa y seis	<i>ninety-six</i>
cuarenta y siete	<i>forty-seven</i>	noventa y siete	<i>ninety-seven</i>
cuarenta y ocho	<i>forty-eight</i>	noventa y ocho	<i>ninety-eight</i>
cuarenta y nueve	<i>forty-nine</i>	noventa y nueve	<i>ninety-nine</i>
cincuenta	<i>fifty</i>	cien	<i>one hundred</i>

Asking about numbers and letters

¿Qué número es?	<i>What number is it?</i>
Es ____.	<i>It's ____.</i>
¿Cuántos son?	<i>How many are there?</i>
Son ____.	<i>There are ____.</i>
¿Qué letra es?	<i>What letter is it?</i>

TOPICS AND LANGUAGE COVERED—LEVEL 4



These lists show only those items that the children practice, plus a few others that the video teacher (**la maestra**) introduces as enrichment and to develop children's listening and comprehension skills. The English equivalents are what an English-speaking person would ordinarily say in a comparable situation. They are not word-for-word translations.

The topics listed below are introduced in Level 4. Within each topic, words and expressions are usually in alphabetical order. Some sections are divided into vocabulary items and functional expressions in the form of questions and answers.

Greetings, farewells, introductions

Vocabulary

Adiós.	<i>Good-bye.</i>
Buenas noches.	<i>Good evening.</i>
Buenas tardes.	<i>Good afternoon.</i>
Buenos días.	<i>Good morning.</i>
Hasta la vista.	<i>Until we meet again.</i>
Hasta luego.	<i>See you later.</i>
Hola.	<i>Hello!/Hi!</i>
¿Qué tal?	<i>How's it going?</i>
¿Qué pasa?	<i>What's happening?</i>
	<i>What's going on?</i>
Nada.	<i>Nothing.</i>

Asking about names and ages

¿Cómo te llamas (tú)?	<i>What is your name?</i> (informal)
¿Cómo se llama (usted)?	<i>What is your name?</i> (formal)
Me llamo ____.	<i>My name is ____.</i>
Mucho gusto.	<i>It's nice to meet you.</i>
¿Cómo se llama?	<i>What is his/her name?</i>
Se llama ____.	<i>His/Her name is ____.</i>

Expressions of feeling

Vocabulary

Así, así.	<i>So-so.</i>
Muy bien.	<i>Very good;</i> <i>Fine/Very well.</i>
Muy mal.	<i>Very bad.</i>

Asking about feelings

¿Cómo está usted?	<i>How are you? (formal)</i>
¿Cómo estás (tú)?	<i>How are you? (informal)</i>
Estoy aburrido/aburrida.	<i>I'm bored.</i>
Estoy cansado/cansada.	<i>I'm tired.</i>
Estoy (muy) contento/contenta.	<i>I am (very) happy.</i>
Estoy enojado/enojada.	<i>I am angry.</i>
Estoy triste.	<i>I am sad.</i>
Tengo ____ años.	<i>I'm ____ years old.</i>
Tengo calor.	<i>I'm hot.</i>
Tengo catarro.	<i>I have a cold.</i>
Tengo dolor.	<i>I'm hurt.</i>
Tengo frío.	<i>I'm cold.</i>
Tengo hambre.	<i>I'm hungry.</i>
Tengo miedo.	<i>I'm afraid.</i>
Tengo sed.	<i>I'm thirsty.</i>
Tengo sueño.	<i>I'm sleepy.</i>

School subjects

Vocabulary

el arte	<i>art</i>
las ciencias	<i>science</i>
las computadoras	<i>computers</i>
el drama	<i>theater, drama</i>
el español	<i>Spanish</i>
la escritura	<i>writing</i>
la geografía	<i>geography</i>
la historia	<i>history</i>
la hora de recreo	<i>recess</i>
el inglés	<i>English</i>
la lectura	<i>reading</i>
las matemáticas	<i>math</i>
la música	<i>music</i>

Asking and talking about school subjects

¿Qué haces en la clase de ____?	<i>What do you do in ____ class?</i>
Estudio ____.	<i>I study ____.</i>
Borro.	<i>I erase.</i>
Canto en ____.	<i>I sing in ____.</i>
Coloreo.	<i>I color.</i>
Dibujo.	<i>I draw.</i>
Flota.	<i>It floats.</i>
No flota.	<i>It doesn't float.</i>
Hablo ____.	<i>I speak ____.</i>
Juego.	<i>I play.</i>
¿Qué clase es?	<i>What class is it?</i>
Es la clase de ____.	<i>It's ____ class.</i>
Vamos a leer.	<i>Let's read.</i>

Professions and work

Vocabulary

el camarero/	<i>waiter/waitress</i>
la camarera	
el cocinero/la cocinera	<i>male/female cook</i>
el director/la directora	<i>male/female school principal</i>
el doctor/la doctora	<i>male/female doctor</i>
el dueño/la dueña	<i>male/female owner</i>
el enfermero/	<i>male/female nurse</i>
la enfermera	
el jefe de la policía	<i>police chief</i>
el maestro/la maestra	<i>male/female teacher</i>
el payaso/la payasa	<i>clown</i>
el policía/la policía	<i>policeman/policewoman</i>
el secretario/	<i>male/female secretary</i>
la secretaria	
el trabajo	<i>job, work</i>

Asking and talking about work

¿Qué quieres ser?	<i>What do you want to be?</i>
Quiero ser ____.	<i>I want to be ____.</i>
Trabajo.	<i>I work.</i>
Trabaja.	<i>He/She works.</i>

Countries

Argentina	<i>Argentina</i>
Bolivia	<i>Bolivia</i>
Chile	<i>Chile</i>
Colombia	<i>Colombia</i>
Costa Rica	<i>Costa Rica</i>
Cuba	<i>Cuba</i>
Ecuador	<i>Ecuador</i>
EE.UU.	<i>abbrev. for los Estados Unidos (United States of America)</i>
El Salvador	<i>El Salvador</i>
España	<i>Spain</i>

los Estados Unidos	<i>United States of America</i>
Guatemala	<i>Guatemala</i>
Honduras	<i>Honduras</i>
México	<i>Mexico</i>
Nicaragua	<i>Nicaragua</i>
Panamá	<i>Panama</i>
Paraguay	<i>Paraguay</i>
Perú	<i>Peru</i>
Puerto Rico	<i>Puerto Rico</i>
La República Dominicana	<i>Dominican Republic</i>
Uruguay	<i>Uruguay</i>
Venezuela	<i>Venezuela</i>

Continents

Norteamérica
Sudamérica

North America
South America

Geography

el campo
el centro
la ciudad
las ciudades
el pueblo
los pueblos
el norte
el este
el sur
el oeste

countryside
center
city
cities
town
towns
north
east
south
west

Colors

Vocabulary

amarillo
anaranjado
azul
blanco
café
gris
morado
negro
rojo
rosado
verde

yellow
orange
blue
white
brown
gray
purple
black
red
pink
green

Asking about colors

¿De qué color es ____?

____ es de color ____.

Es ____.

¿De qué color son ____?

Son (de color) ____.

What color is ____?

____ is the color ____.

It is ____.

What color are ____?

They are ____.

Positive commands

Anda.

Borra.

Busca ____.

Canta.

Colorea.

Corre.

Dame ____.

Dibuja.

Juega.

Muéstrame ____.

Párate.

Ponte ____.

Quítate ____.

Siéntate.

Toca ____.

Toma.

Walk.

Erase.

Look for ____.

Sing.

Color.

Run.

Give me ____.

Draw.

Play.

Show me ____.

Stand up.

Put on ____.

Take off ____.

Sit down.

Touch ____. *Play (a musical instrument) ____.*

Drink.

Classroom objects

Vocabulary

el bolígrafo (el boli)	<i>pen</i>
los bolígrafos (los bolis)	<i>pens</i>
los colores	<i>crayons</i>
el cuaderno	<i>notebook</i>
la goma	<i>eraser</i>
las gomas	<i>erasers</i>
el globo	<i>globe</i>
el lápiz	<i>pencil</i>
los lápices	<i>pencils</i>
el libro	<i>book</i>
el papel	<i>paper</i>
la regla	<i>ruler</i>
las reglas	<i>rulers</i>
el sacapuntas	<i>pencil sharpener</i>
las tijeras	<i>scissors</i>

Asking about a person or object

¿Quién es?	<i>Who is it?</i>
Es ____.	<i>It is ____.</i>
¿Qué necesitas?	<i>What do you need?</i>
Necesito ____.	<i>I need ____.</i>
Necesitas ____.	<i>You need ____.</i>
¿Qué más necesitas?	<i>What else do you need?</i>
¿Es ____ o es ____?	<i>Is it ____ or is it ____?</i>
Es ____.	<i>It is ____.</i>
¿Son ____ o son ____?	<i>Are they ____ or are they ____?</i>
¿Qué es esto?	<i>What is this?</i>
¿Cuál falta?	<i>What's missing?</i>
¿Dónde está ____?	<i>Where is ____?</i>
En ____.	<i>In ____.</i>

Days of the week⁴

lunes	<i>Monday</i>	jueves	<i>Thursday</i>
martes	<i>Tuesday</i>	viernes	<i>Friday</i>
miércoles	<i>Wednesday</i>	sábado	<i>Saturday</i>
		domingo	<i>Sunday</i>

Months

Vocabulary

el mes	<i>month</i>
los meses	<i>months</i>
enero	<i>January</i>
febrero	<i>February</i>
marzo	<i>March</i>
abril	<i>April</i>
mayo	<i>May</i>
junio	<i>June</i>
julio	<i>July</i>
agosto	<i>August</i>
septiembre	<i>September</i>
octubre	<i>October</i>
noviembre	<i>November</i>
diciembre	<i>December</i>

Asking about the date, month, and day of the week

¿Cuál es la fecha?	<i>What is the date?</i>
Es el [number] de [month].	<i>It is the [number] of [month].</i>
¿Qué mes es?	<i>What month is it?</i>
Es ____.	<i>It is ____.</i>
¿Qué día es?	<i>What day of the week is it?</i>
¿Qué día (de la semana) es hoy?	<i>What day (of the week) is today?</i>
(Hoy) (Mañana) es ____.	<i>(Today) (Tomorrow) is ____.</i>

Seasons of the year

Vocabulary

las estaciones	<i>seasons</i>
el invierno	<i>winter</i>
la primavera	<i>spring</i>
el verano	<i>summer</i>
el otoño	<i>fall</i>

Asking about the seasons

¿Qué estación te gusta?	<i>What season do you like?</i>
Me gusta ____.	<i>I like ____.</i>
¿Qué estación es?	<i>What season is it?</i>
Es ____.	<i>It is ____.</i>
En + (season) + hace (kind of weather).	<i>In (season) + it's (the kind of weather).</i>

Weather expressions

Vocabulary

Hace buen tiempo.	<i>It's good weather.</i>
Hace mal tiempo.	<i>It's bad weather.</i>
Hace calor.	<i>It's hot.</i>
Hace frío.	<i>It's cold.</i>
Hace sol.	<i>It's sunny.</i>
Hace viento.	<i>It's windy.</i>
Llueve.	<i>It's raining.</i>
Nieva.	<i>It's snowing.</i>

Talking about the weather

En ____ hace ____.	<i>In ____ it is ____.</i>
Hace ____.	<i>It's ____.</i>

Articles of clothing

Vocabulary

el abrigo	<i>coat</i>
la blusa	<i>blouse</i>
los calcetines	<i>socks</i>
la camisa	<i>shirt</i>
la chaqueta	<i>jacket</i>
la falda	<i>skirt</i>
las gafas de sol	<i>sunglasses</i>
los pantalones	<i>pants</i>
los pantalones cortos	<i>shorts</i>
el pijama	<i>pajamas</i>
la ropa	<i>clothing</i>
las sandalias	<i>sandals</i>
el sombrero	<i>hat</i>
los sombreros	<i>hats</i>
el suéter	<i>sweater</i>
el traje de baño	<i>bathing suit</i>
el vestido	<i>dress</i>
los zapatos	<i>shoes</i>

Talking about clothing

El vestido es rojo.	<i>The dress is red.</i>
La falda es roja.	<i>The skirt is red.</i>
Los vestidos son rojos.	<i>The dresses are red.</i>
Las faldas son rojas.	<i>The skirts are red.</i>

Musical instruments

Vocabulary

el clarinete	<i>clarinet</i>	el piano	<i>piano</i>
los clarinetes	<i>clarinets</i>	los pianos	<i>pianos</i>
la flauta	<i>flute</i>	el tambor	<i>drum</i>
las flautas	<i>flutes</i>	los tambores	<i>drums</i>
la guitarra	<i>guitar</i>	la trompeta	<i>trumpet</i>
las guitarras	<i>guitars</i>	las trompetas	<i>trumpets</i>
los instrumentos musicales	<i>musical instruments</i>	el violín	<i>violin</i>
la pandereta	<i>tambourine</i>	los violines	<i>violins</i>
las panderetas	<i>tambourines</i>		

Asking about musical instruments

¿Qué instrumento (musical) es?	<i>What (musical) instrument is it?</i>
Es ____.	<i>It's ____.</i>
Toca ____.	<i>Play ____.</i>
¿Qué toca?	<i>What is he/she playing?</i>

¿Cuál es tu instrumento musical favorito?
Mi instrumento musical favorito es ____.

Which is your favorite musical instrument?

My favorite musical instrument is ____.

Stereo and entertainment equipment

Vocabulary

la cinta	<i>cassette</i>
el disco CD	<i>compact disc (CD)</i>
la grabadora	<i>cassette player</i>
el radio	<i>radio</i>
la televisión	<i>television</i>
el tocadiscos CD	<i>CD player</i>

Describing words

Vocabulary

alto/alta	<i>tall</i>
bajo/baja	<i>short</i>
bonito/bonita	<i>pretty</i>
delgado/delgada	<i>thin</i>
duro/dura	<i>hard</i>
feo/fea	<i>ugly</i>
gordo/gorda	<i>fat</i>
grande	<i>large</i>
limpio/limpia	<i>clean</i>
mediano/mediana	<i>medium (in size)</i>
pequeño/pequeña	<i>small</i>
simpático/simpática	<i>friendly; nice</i>
suave	<i>soft</i>
sucio/sucia	<i>dirty</i>

Describing people and objects

El payaso es gordo.	<i>The male clown is fat.</i>
Los payasos son pequeños.	<i>The male clowns are small.</i>
La payasa es gorda.	<i>The female clown is fat.</i>
Las payasas son pequeñas.	<i>The female clowns are small.</i>
El apartamento es grande.	<i>The apartment is large.</i>
Los apartamentos son grandes.	<i>The apartments are large.</i>
La casa es grande.	<i>The house is large.</i>
Las casas son grandes.	<i>The houses are large.</i>

Buildings

Vocabulary

el apartamento	<i>apartment</i>
los apartamentos	<i>apartments</i>
la biblioteca	<i>library</i>
la cafetería	<i>cafeteria</i>
la casa	<i>house</i>
el edificio	<i>building, edifice</i>
el edificio de apartamentos	<i>apartment building</i>
la escuela	<i>school</i>
el hospital	<i>hospital</i>
el hotel	<i>hotel</i>
la oficina	<i>office</i>

el rascacielos	<i>skyscraper</i>
el restaurante	<i>restaurant</i>
el supermercado	<i>supermarket</i>
la tienda (de ropa)	<i>(clothing) store</i>

Parts of a building

Vocabulary

la chimenea	<i>chimney</i>
la entrada	<i>entrance</i>
la oficina	<i>office</i>
la puerta	<i>door</i>
la salida	<i>exit</i>
el techo	<i>roof</i>
la ventana	<i>window</i>
las ventanas	<i>windows</i>

Asking where one lives

¿Dónde vives tú?
Vivo en ____.

Where do you live?
I live in ____.

Rooms and parts of the house

Vocabulary

el baño	<i>bathroom</i>
la casa	<i>house</i>
la cocina	<i>kitchen</i>
el comedor	<i>dining room</i>
el cuarto	<i>room; bedroom</i>
los cuartos	<i>rooms; bedrooms</i>
el dormitorio	<i>bedroom</i>
el garaje	<i>garage</i>
el jardín	<i>garden</i>
el patio	<i>patio</i>
el portal	<i>porch</i>
la sala	<i>living room</i>

Asking about a house

¿Qué tiene la casa?
La casa tiene ____.
¿Qué cuarto es?
Mi casa es tu casa.

What does the house have?
The house has ____.
What room is it?
My house is your house.

Furniture

Vocabulary

la cama	<i>bed</i>
las camas	<i>beds</i>
la mesa	<i>table</i>
las mesas	<i>tables</i>
la silla	<i>chair</i>
las sillas	<i>chairs</i>

Asking about furniture

¿Cuántas ____ hay
en ____?
Hay ____.

*How many ____ are there
in ____?*
There are ____.

Places to go

Vocabulary

el café	<i>café, coffee shop</i>
el cine	<i>movie theater</i>
el museo	<i>museum</i>
el parque	<i>park</i>
la playa	<i>beach</i>
el supermercado	<i>supermarket</i>

Asking and talking about going places

¿Adónde vas (tú)?
Voy a ____.
Vamos a ____.

¿Cómo vas (tú)?
Voy en ____.
Voy a ____ en ____.

Hago un viaje.

Where are you going?
I'm going (to) ____.
We're going to ____./
Let's go to ____.
How are you going?
I'm going by ____.
I'm going to ____
by ____.
I'm taking a trip.

Money

Vocabulary

alto	<i>high (price)</i>
bajo	<i>low (price)</i>
los dólares	<i>dollars</i>
el precio	<i>price</i>
los precios	<i>prices</i>

Foods and meals

Vocabulary

el almuerzo	<i>lunch</i>
el arroz	<i>rice</i>
el café	<i>coffee</i>
la cena	<i>dinner</i>
el cereal	<i>cereal</i>
comer	<i>to eat</i>
el desayuno	<i>breakfast</i>
la fresa	<i>strawberry</i>
las fresas	<i>strawberries</i>
la fruta	<i>fruit</i>
las frutas	<i>fruits</i>
el jugo	<i>juice</i>
los jugos	<i>juices</i>
el jugo de naranja	<i>orange juice</i>
la leche	<i>milk</i>
un vaso de leche	<i>a glass of milk</i>
la manzana	<i>apple</i>
las manzanas	<i>apples</i>
el menú	<i>menu</i>
el pan	<i>bread</i>
el pan tostado	<i>toast</i>
la papa	<i>potato</i>
las papas	<i>potatoes</i>
el plátano	<i>banana</i>
los plátanos	<i>bananas</i>
el pollo	<i>chicken</i>
el refresco	<i>soft drink</i>
el sándwich	<i>sandwich</i>
la sopa	<i>soup</i>
la uva	<i>grape</i>
las uvas	<i>grapes</i>
las zanahorias	<i>carrots</i>

Asking about the price of something

¿Cuánto es?	<i>How much is it?</i>
Es ____ dólares.	<i>It's ____.</i>
¿Cuánto cuesta?	<i>How much does it cost?</i>
¿Cuánto cuestan?	<i>How much do they cost?</i>
____ dólares.	<i>____ dollars.</i>

Talking about food

Come ____.	<i>He/She/It eats ____.</i>
Tiene ____.	<i>He/She/It has ____.</i>
Toma ____.	<i>He/She/It drinks ____.</i>
por la mañana	<i>in the morning</i>
por la tarde	<i>in the afternoon</i>
por la noche	<i>in the evening; at night</i>
¿Qué haces?	<i>What are you doing?</i>
Como.	<i>I'm eating./I eat.</i>
Tomo.	<i>I'm drinking./I drink.</i>
Buen provecho.	<i>Enjoy your meal.</i>
¿Hay ____?	<i>Is there/Are there ____?</i>
Sí, hay ____.	<i>Yes, there is/there are ____.</i>
No, no hay ____.	<i>No there isn't/there aren't ____.</i>

Modes of transportation and traffic

Vocabulary

el autobús	<i>bus</i>
los autobuses	<i>buses</i>
el avión	<i>plane</i>
los aviones	<i>planes</i>
el bote	<i>boat</i>
los botes	<i>boats</i>
el camión	<i>truck</i>
los camiones	<i>trucks</i>
el coche	<i>car</i>
los coches	<i>cars</i>
despacio	<i>slowly</i>
las luces del tráfico	<i>traffic lights</i>
la moto	<i>motorcycle</i>
las motos	<i>motorcycles</i>
rápido	<i>rapidly</i>
el taxi	<i>taxi</i>
los taxis	<i>taxis</i>
el tren	<i>train</i>
los trenes	<i>trains</i>
el yipi	<i>jeep</i>
los yipis	<i>jeeps</i>

Talking about street-crossing safety

Amarillo: ¡Espera!	<i>Yellow: Wait!, Caution!</i>
Rojo: ¡Alto!	<i>Red: Stop!</i>
Verde: ¡Sigue!	<i>Green: Go!</i>
Miro a la derecha.	<i>I look to the right.</i>
Miro a la izquierda.	<i>I look to the left.</i>
Cruzo la calle.	<i>I cross the street.</i>

Animals and their habitats

Vocabulary

el burro	<i>donkey</i>
los burros	<i>donkeys</i>
el caballo	<i>horse</i>
la cabra	<i>goat</i>
la cebra	<i>zebra</i>
las cebras	<i>zebras</i>
el cerdo	<i>pig</i>
el conejo	<i>rabbit</i>
el elefante	<i>elephant</i>
los elefantes	<i>elephants</i>
la foca	<i>seal</i>
las focas	<i>seals</i>
la gallina	<i>chicken, hen</i>
el gallo	<i>rooster</i>
el gato	<i>male cat</i>
la gata	<i>female cat</i>
el guardián	<i>zookeeper</i>
el jardín zoológico	<i>zoo</i>

la jirafa	<i>giraffe</i>
las jirafas	<i>giraffes</i>
la llama	<i>llama</i>
el león	<i>lion</i>
los leones	<i>lions</i>
el oso	<i>bear</i>
los osos	<i>bears</i>
el pájaro	<i>bird</i>
los pájaros	<i>birds</i>
el pato	<i>duck</i>
los patos	<i>ducks</i>
el perro	<i>dog</i>
el pez	<i>fish (singular)</i>
los peces	<i>fish (plural)</i>
el rancho	<i>farm</i>
el tigre	<i>tiger</i>
los tigres	<i>tigers</i>
la vaca	<i>cow</i>

Asking and talking about animals

¿Qué animal es?	<i>What animal is it?</i>
¿Qué animal te gusta?	<i>What animal do you like?</i>

Me gusta ____.
¿Dónde vive ____?
En ____.

<i>I like ____.</i>
<i>Where does the ____ live?</i>
<i>In/On ____.</i>

Words indicating location or position

Vocabulary

abajo de	<i>under, underneath, below</i>
arriba de	<i>on top of, over, above</i>
cerca de	<i>close to</i>
debajo de	<i>under, underneath, below</i>
delante de	<i>in front of</i>
dentro de	<i>inside of</i>
detrás de	<i>behind, in back of</i>
fuera de	<i>outside of</i>
lejos de	<i>far from</i>

Miscellaneous

ahora	<i>now</i>
¡Bravo!	<i>Terrific!</i>
	<i>Very, very good!</i>
¡Buena suerte!	<i>Good luck!</i>
la concha	<i>shell</i>
de habla hispana	<i>Spanish-speaking</i>
en	<i>in</i>
¡Excelente!	<i>Excellent!</i>
¡Fabuloso!	<i>Fabulous!</i>
Gracias.	<i>Thank you.</i>
hispano	<i>of Hispanic origin</i>
No.	<i>No.</i>
¿Necesitas ____?	<i>Do you need ____?</i>
Necesito ____.	<i>I need ____.</i>
No necesito ____.	<i>I don't need ____.</i>

Asking where someone is

¿Dónde está ____?	<i>Where is ____?</i>
____ está debajo de la mesa.	<i>____ is underneath the table.</i>
____ está fuera de la casa.	<i>____ is outside the house.</i>
Está aquí.	<i>He/She/It is here.</i>

¡Olé!	<i>Hurray!</i>
¡Perfecto!	<i>Perfect!</i>
por favor	<i>please</i>
¿Por qué?	<i>Why?</i>
Porque ____.	<i>Because ____.</i>
¡Qué extraño!	<i>How strange!</i>
¡Qué lástima!	<i>What a pity!</i>
¿Qué necesitas?	<i>What do you need?</i>
la siesta	<i>nap</i>
Sí.	<i>Yes.</i>
¡Silencio!	<i>Silence!</i>
tengo	<i>I have</i>
tiene	<i>he/she/it has</i>
un/una	<i>a, an</i>

Numbers 1–100

uno	<i>one</i>	diecinueve	<i>nineteen</i>
dos	<i>two</i>	veinte	<i>twenty</i>
tres	<i>three</i>	veintiuno	<i>twenty-one</i>
cuatro	<i>four</i>	veintidós	<i>twenty-two</i>
cinco	<i>five</i>	veintitrés	<i>twenty-three</i>
seis	<i>six</i>	veinticuatro	<i>twenty-four</i>
siete	<i>seven</i>	veinticinco	<i>twenty-five</i>
ocho	<i>eight</i>	veintiséis	<i>twenty-six</i>
nueve	<i>nine</i>	veintisiete	<i>twenty-seven</i>
diez	<i>ten</i>	veintiocho	<i>twenty-eight</i>
once	<i>eleven</i>	veintinueve	<i>twenty-nine</i>
doce	<i>twelve</i>	treinta	<i>thirty</i>
trece	<i>thirteen</i>	treinta y uno	<i>thirty-one</i>
catorce	<i>fourteen</i>	treinta y dos	<i>thirty-two</i>
quince	<i>fifteen</i>	treinta y tres	<i>thirty-three</i>
dieciséis	<i>sixteen</i>	treinta y cuatro	<i>thirty-four</i>
diecisiete	<i>seventeen</i>	treinta y cinco	<i>thirty-five</i>
dieciocho	<i>eighteen</i>	treinta y seis	<i>thirty-six</i>

treinta y siete	<i>thirty-seven</i>	sesenta y nueve	<i>sixty-nine</i>
treinta y ocho	<i>thirty-eight</i>	setenta	<i>seventy</i>
treinta y nueve	<i>thirty-nine</i>	setenta y uno	<i>seventy-one</i>
cuarenta	<i>forty</i>	setenta y dos	<i>seventy-two</i>
cuarenta y uno	<i>forty-one</i>	setenta y tres	<i>seventy-three</i>
cuarenta y dos	<i>forty-two</i>	setenta y cuatro	<i>seventy-four</i>
cuarenta y tres	<i>forty-three</i>	setenta y cinco	<i>seventy-five</i>
cuarenta y cuatro	<i>forty-four</i>	setenta y seis	<i>seventy-six</i>
cuarenta y cinco	<i>forty-five</i>	setenta y siete	<i>seventy-seven</i>
cuarenta y seis	<i>forty-six</i>	setenta y ocho	<i>seventy-eight</i>
cuarenta y siete	<i>forty-seven</i>	setenta y nueve	<i>seventy-nine</i>
cuarenta y ocho	<i>forty-eight</i>	ochenta	<i>eighty</i>
cuarenta y nueve	<i>forty-nine</i>	ochenta y uno	<i>eighty-one</i>
cincuenta	<i>fifty</i>	ochenta y dos	<i>eighty-two</i>
cincuenta y uno	<i>fifty-one</i>	ochenta y tres	<i>eighty-three</i>
cincuenta y dos	<i>fifty-two</i>	ochenta y cuatro	<i>eighty-four</i>
cincuenta y tres	<i>fifty-three</i>	ochenta y cinco	<i>eighty-five</i>
cincuenta y cuatro	<i>fifty-four</i>	ochenta y seis	<i>eighty-six</i>
cincuenta y cinco	<i>fifty-five</i>	ochenta y siete	<i>eighty-seven</i>
cincuenta y seis	<i>fifty-six</i>	ochenta y ocho	<i>eighty-eight</i>
cincuenta y siete	<i>fifty-seven</i>	ochenta y nueve	<i>eighty-nine</i>
cincuenta y ocho	<i>fifty-eight</i>	noventa	<i>ninety</i>
cincuenta y nueve	<i>fifty-nine</i>	noventa y uno	<i>ninety-one</i>
sesenta	<i>sixty</i>	noventa y dos	<i>ninety-two</i>
sesenta y uno	<i>sixty-one</i>	noventa y tres	<i>ninety-three</i>
sesenta y dos	<i>sixty-two</i>	noventa y cuatro	<i>ninety-four</i>
sesenta y tres	<i>sixty-three</i>	noventa y cinco	<i>ninety-five</i>
sesenta y cuatro	<i>sixty-four</i>	noventa y seis	<i>ninety-six</i>
sesenta y cinco	<i>sixty-five</i>	noventa y siete	<i>ninety-seven</i>
sesenta y seis	<i>sixty-six</i>	noventa y ocho	<i>ninety-eight</i>
sesenta y siete	<i>sixty-seven</i>	noventa y nueve	<i>ninety-nine</i>
sesenta y ocho	<i>sixty-eight</i>	cien	<i>one hundred</i>

Asking about numbers and letters

¿Qué número es?	<i>What number is it?</i>
Es ____.	<i>It's ____.</i>
¿Cuántos son?	<i>How many are there?</i>
Son ____.	<i>There are ____.</i>
más	<i>plus</i>
menos	<i>minus</i>
son	<i>equal</i>
¿Qué letra es?	<i>What letter is it?</i>

TOPICS AND LANGUAGE COVERED—LEVEL 5

These lists show items that the children practice, items that the video teacher (*la maestra*) introduces as enrichment and to develop children's listening and comprehension skills, as well as items that children learned in earlier lessons but that are not reviewed in Level 5. The English equivalents are what an English-speaking person would ordinarily say in a comparable situation. They are not word-for-word translations.

Within each topic, words and expressions are usually in alphabetical order. Some sections are divided into vocabulary items and functional expressions in the form of questions and answers.

Greetings, farewells, introductions

Vocabulary

Adiós.	<i>Good-bye.</i>
Buenas noches.	<i>Good evening.</i>
Buenas tardes.	<i>Good afternoon.</i>
Buenos días.	<i>Good morning.</i>
Hasta la vista.	<i>Until we meet again.</i>
Hasta luego.	<i>See you later.</i>
Hasta pronto.	<i>See you soon.</i>
Hola.	<i>Hello!/Hi!</i>
¿Qué tal?	<i>How's it going?</i>
¿Qué pasa?	<i>What's happening?</i>
	<i>What's going on?</i>
Nada.	<i>Nothing.</i>

Asking about names and ages

¿Cómo te llamas (tú)?	<i>What's your name?</i> <i>(informal)</i>
¿Cómo se llama (usted)?	<i>What is your name?</i> <i>(formal)</i>
Me llamo ____.	<i>My name is ____.</i>
Mucho gusto.	<i>It's nice to meet you.</i>
¿Cómo se llama?	<i>What is his/her name?</i>
Se llama ____.	<i>His/Her name is ____.</i>
¿Cuántos años tienes?	<i>How old are you? (inf.)</i>
Tengo ____ años.	<i>I'm ____ years old.</i>

Asking about names and ages

Expressions of feeling

Vocabulary

Así, así.	<i>So-so.</i>
Excelente.	<i>Excellent.</i>
Magnífico.	<i>Magnificent.</i>
Muy bien.	<i>Very good;</i> <i>Very well/Fine.</i>
Muy mal.	<i>Very bad.</i>
Perfecto./Perfecta.	<i>Perfect.</i>

Asking about feelings

¿Cómo está ____?	<i>How is ____?</i>
¿Cómo está usted?	<i>How are you? (formal)</i>
¿Cómo estás (tú)?	<i>How are you? (informal)</i>
Está enojado/enojada.	<i>He/She is angry.</i>
Está triste.	<i>He/She is sad.</i>
Estoy aburrido/aburrida.	<i>I'm bored.</i>
Estoy cansado/cansada.	<i>I'm tired.</i>
Estoy (muy) contento/contenta.	<i>I am (very) happy.</i>
Estoy enojado/enojada.	<i>I'm angry.</i>
Estoy feliz.	<i>I am happy.</i>
Estoy triste.	<i>I'm sad.</i>
Tengo calor.	<i>I'm hot.</i>
Tengo catarro.	<i>I have a cold.</i>
Tengo dolor.	<i>I'm hurt.</i>
Tengo frío.	<i>I'm cold.</i>
Tengo hambre.	<i>I'm hungry.</i>
Tengo miedo.	<i>I'm afraid.</i>
Tengo sed.	<i>I'm thirsty.</i>
Tengo sueño.	<i>I'm sleepy.</i>

Colors

Vocabulary

amarillo	<i>yellow</i>
anaranjado	<i>orange</i>
azul	<i>blue</i>
blanco	<i>white</i>
café	<i>brown</i>
gris	<i>gray</i>
morado	<i>purple</i>
negro	<i>black</i>
rojo	<i>red</i>
rosado	<i>pink</i>
verde	<i>green</i>

Asking about colors

¿De qué color es ____?	<i>What color is ____?</i>
____ es de color ____.	<i>____ is the color ____.</i>
¿De qué color es?	<i>What color is it?</i>
Es ____.	<i>It's ____.</i>
¿De qué color son ____?	<i>What color are ____?</i>
Son (de color) ____.	<i>They are ____.</i>

Countries

Argentina	<i>Argentina</i>	Guatemala	<i>Guatemala</i>
Bolivia	<i>Bolivia</i>	Honduras	<i>Honduras</i>
Chile	<i>Chile</i>	México	<i>Mexico</i>
Colombia	<i>Colombia</i>	Nicaragua	<i>Nicaragua</i>
Costa Rica	<i>Costa Rica</i>	Panamá	<i>Panama</i>
Cuba	<i>Cuba</i>	Paraguay	<i>Paraguay</i>
Ecuador	<i>Ecuador</i>	Perú	<i>Peru</i>
EE. UU.	<i>abbrev. for los Estados Unidos (the United States of America)</i>	Puerto Rico	<i>Puerto Rico</i>
El Salvador	<i>El Salvador</i>	La República Dominicana	<i>Dominican Republic</i>
España	<i>Spain</i>	Uruguay	<i>Uruguay</i>
los Estados Unidos	<i>the United States of America</i>	Venezuela	<i>Venezuela</i>

Days of the week⁴

<i>lunes</i>	<i>Monday</i>
<i>martes</i>	<i>Tuesday</i>
<i>miércoles</i>	<i>Wednesday</i>
<i>jueves</i>	<i>Thursday</i>
<i>viernes</i>	<i>Friday</i>
<i>sábado</i>	<i>Saturday</i>
<i>domingo</i>	<i>Sunday</i>

Months

<i>el mes</i>	<i>month</i>	<i>agosto</i>	<i>August</i>
<i>los meses del año</i>	<i>months of the year</i>	<i>septiembre</i>	<i>September</i>
<i>enero</i>	<i>January</i>	<i>octubre</i>	<i>October</i>
<i>febrero</i>	<i>February</i>	<i>noviembre</i>	<i>November</i>
<i>marzo</i>	<i>March</i>	<i>diciembre</i>	<i>December</i>
<i>abril</i>	<i>April</i>		
<i>mayo</i>	<i>May</i>		
<i>junio</i>	<i>June</i>		
<i>julio</i>	<i>July</i>		

⁴ Given in calendar order for Spanish-speaking countries.

Asking about the date, the month, and the days of the week

¿Cuál es la fecha?	<i>What is the date?</i>
Es el [number] de [month].	<i>It is the [number] of [month].</i>
¿Qué mes es?	<i>What month is it?</i>
Es ____.	<i>It's ____.</i>
¿Qué día es?	<i>What day of the week is it?</i>
¿Qué día (de la semana) es hoy?	<i>What day (of the week) is today?</i>
(Hoy) (Mañana) es ____.	<i>(Today) (Tomorrow) is ____.</i>

Seasons of the year

Vocabulary

las estaciones	<i>seasons</i>
el invierno	<i>winter</i>
la primavera	<i>spring</i>
el verano	<i>summer</i>
el otoño	<i>fall</i>

Buildings

Vocabulary

el apartamento	<i>apartment</i>
los apartamentos	<i>apartments</i>
la biblioteca	<i>library</i>
la cafetería	<i>cafeteria</i>
la casa	<i>house</i>
el edificio	<i>building</i>
los edificios	<i>buildings</i>
el edificio de apartamentos	<i>apartment building</i>
la escuela	<i>school</i>
el hospital	<i>hospital</i>
el hotel	<i>hotel</i>
la oficina	<i>office</i>
el rascacielos	<i>skyscraper</i>
el restaurante	<i>restaurant</i>
el supermercado	<i>supermarket</i>
la tienda (de ropa)	<i>(clothing) store</i>

Asking about the seasons

¿Qué estación te gusta?	<i>What season do you like?</i>
Me gusta ____.	<i>I like ____.</i>
¿Qué estación es?	<i>What season is it?</i>
Es ____.	<i>It's ____.</i>
En + (season) + hace (kind of weather).	<i>In (season) + it's (the kind of weather).</i>

Parts of a building

Vocabulary

la chimenea	<i>chimney</i>
la entrada	<i>entrance</i>
la oficina	<i>office</i>
la puerta	<i>door</i>
la salida	<i>exit</i>
el techo	<i>roof</i>
la ventana	<i>window</i>
las ventanas	<i>windows</i>

Asking and stating where one lives

¿Dónde vives tú? (inf.)	<i>Where do you live?</i>
Vivo en ____.	<i>I live in ____.</i>
Mi dirección es ____.	<i>My address is ____.</i>

Rooms and parts of the house

Vocabulary

el baño	bathroom
la casa	house
la cocina	kitchen
el comedor	dining room
el cuarto	room; bedroom
los cuartos	rooms; bedrooms
el dormitorio	bedroom
el garaje	garage
el jardín	garden
el patio	patio
el portal	porch
la sala	living room

Asking about a house

¿Qué tiene la casa?
La casa tiene ____.
¿Qué cuarto es?
Mi casa es tu casa.

What does the house have?
The house has ____.
What room is it?
My house is your house.

Furniture and furnishings

Vocabulary

la almohada	pillow
la cama	bed
las camas	beds
las cortinas	curtains
el espejo	mirror
la lámpara	lamp
la mesa	table
las mesas	tables
los muebles	furniture
la silla	chair
las sillas	chairs
el sillón	arm chair
el sofá	sofa
la toalla	rag; towel

Asking about furniture

¿Cuántas/Cuántos ____ hay
en ____?
Hay ____.
¿Qué es?
Es ____.
¿Qué son ____?
Son ____.

*How many ____ are there
in ____?*
There are ____.
What is it?
It's ____.
What are they?
They are ____.

Kitchen appliances

la estufa	stove
el fregadero	sink
el horno	oven
la lavadora	(clothes) washer
el lavaplatos	dishwasher
el refrigerador	refrigerator
la secadora	(clothes) dryer

Commands

¡Anda!	<i>Walk!</i>	¡Muéstrame ____!	<i>Show me ____!</i>
¡No andes!	<i>Don't walk!</i>	¡Párate!	<i>Stand up!</i>
¡Borra!	<i>Erase!</i>	¡Ponte ____!	<i>Put on ____!</i>
¡Busca ____!	<i>Look for ____!</i>	¡Quítate ____!	<i>Take off ____!</i>
¡Canta!	<i>Sing!</i>	¡Salta!	<i>Jump!</i>
¡Colorea!	<i>Color!</i>	¡No saltes!	<i>Don't jump!</i>
¡Corre!	<i>Run!</i>	¡Siéntate!	<i>Sit down!</i>
¡No corras!	<i>Don't run!</i>	¡Toca ____!	<i>Touch ____! Play (a musical instrument) ____!</i>
¡Cuenta!	<i>Count!</i>	¡No toques!	<i>Don't touch!</i>
¡Dale ____!	<i>Give him/her ____!</i>	¡Toma!	<i>Take! Drink!</i>
¡Dame ____!	<i>Give me ____!</i>	¡Tráeme!	<i>Bring me!</i>
¡Dibuja!	<i>Draw!</i>	¡Ven aquí!	<i>Come here!</i>
¡Escoge!	<i>Choose!</i>		
¡Juega!	<i>Play!</i>		

Expressions for saying what we do/we're doing

¿Qué haces (tú)?	<i>What do you do/are you doing?</i>
(Yo) ando.	<i>I walk./I'm walking.</i>
(Yo) me acuesto.	<i>I go to bed./I'm going to bed.</i>
(Yo) bailo.	<i>I dance./I'm dancing.</i>
(Yo) bato.	<i>I mix./I'm mixing.</i>
(Yo) camino.	<i>I walk./I'm walking.</i>
(Yo) canto.	<i>I sing./I'm singing.</i>
(Yo) coloreo.	<i>I color./I'm coloring.</i>
(Yo) como.	<i>I eat./I'm eating.</i>
(Yo) compro.	<i>I buy./I'm buying.</i>
(Yo) corro.	<i>I run./I'm running.</i>
(Yo) dibujo.	<i>I draw./I'm drawing.</i>
(Yo) escribo.	<i>I write./I'm writing.</i>
esquiar	<i>to ski</i>
(Yo) estudio.	<i>I study./I'm studying.</i>
(Yo) hablo.	<i>I talk. I speak./I'm talking. I'm speaking.</i>
(Yo) juego.	<i>I play./I'm playing.</i>
jugar al béisbol	<i>to play baseball</i>
jugar al fútbol americano	<i>to play football</i>
(Yo) leo.	<i>I read./I'm reading.</i>
(Yo) me levanto.	<i>I get up./I'm getting up.</i>
(Yo) pinto.	<i>I paint./I'm painting.</i>
(Yo) salto.	<i>I jump./I'm jumping.</i>
saltar la cuerda	<i>to jump rope</i>
A la una (yo) ____.	<i>At 1:00 I ____.</i>
A las ____ (yo) ____.	<i>At ____ I ____.</i> (Used for 2:00–12:00)

Stereo equipment

la cinta	<i>cassette</i>	la televisión	<i>television</i>
el disco	<i>record</i>	el tocadiscos	<i>record player</i>
los discos	<i>records</i>	el tocadiscos CD	<i>CD player</i>
el disco CD	<i>compact disc (CD)</i>		
los discos CD	<i>compact discs (CDs)</i>		
la grabadora	<i>cassette player</i>		
el radio	<i>radio</i>		

Foods and meals

Vocabulary

el agua	<i>water</i>
el almuerzo	<i>lunch</i>
el arroz	<i>rice</i>
el azúcar	<i>sugar</i>
el café	<i>coffee</i>
la carne	<i>meat</i>
la cena	<i>dinner</i>
el cereal	<i>cereal</i>
el chile	<i>pepper</i>
los chiles	<i>peppers</i>
el chocolate	<i>chocolate;</i> <i>hot chocolate</i>
comer	<i>to eat</i>
el desayuno	<i>breakfast</i>
la fresa	<i>strawberry</i>
las fresas	<i>strawberries</i>
la fruta	<i>fruit</i>
las frutas	<i>fruits</i>
el jugo	<i>juice</i>
los jugos	<i>juices</i>
el jugo de naranja	<i>orange juice</i>
la leche	<i>milk</i>
un vaso de leche	<i>a glass of milk</i>
el limón	<i>lemon</i>
la manzana	<i>apple</i>
las manzanas	<i>apples</i>
el menú	<i>menu</i>
la naranja	<i>orange</i>
el pan	<i>bread</i>
el pan dulce	<i>pastry</i>
el pan tostado	<i>toast</i>
la papa	<i>potato</i>
las papas	<i>potatoes</i>
la pera	<i>pear</i>
la piña	<i>pineapple</i>
el plátano	<i>banana</i>
los plátanos	<i>bananas</i>
el pollo	<i>chicken</i>
el queso	<i>cheese</i>
el refresco	<i>soft drink</i>
el sándwich	<i>sandwich</i>
la sopa	<i>soup</i>
el tomate	<i>tomato</i>
la uva	<i>grape</i>
las uvas	<i>grapes</i>
el vegetal	<i>vegetable</i>
los vegetales	<i>vegetables</i>
las zanahorias	<i>carrots</i>

Talking about food

Come ____.	<i>He/She/It eats/is eating ____.</i>
Tiene ____.	<i>He/She/It has ____.</i>
Toma ____.	<i>He/She/It drinks/is drinking ____.</i>
por la mañana	<i>in the morning</i>
por la tarde	<i>in the afternoon</i>
por la noche	<i>in the evening; at night</i>
¿Qué comes?	<i>What do you eat/</i> <i>are you eating? (inf.)</i>
¿Qué como?	<i>What do I eat/am I eating?</i>
¿Qué haces?	<i>What do you do/</i> <i>are you doing? (inf.)</i>
¿Qué quieres comer?	<i>What do you want to eat? (inf.)</i>
Como ____.	<i>I eat/I'm eating ____.</i>
¿Qué te gusta más?	<i>What do you like more? (inf.)</i>
¿Qué tomas?	<i>What do you drink/are you</i> <i>drinking? (informal)</i>
Tomo ____.	<i>I drink/I'm drinking ____.</i>
¿Quieres ____?	<i>Do you want ____? (informal)</i>
Quiero ____.	<i>I want ____.</i>
No quiero ____.	<i>I don't want ____.</i>
Me gusta/gustan ____.	<i>I like ____.</i>
No me gusta/	<i>I don't like ____.</i>
gustan ____.	
Buen provecho.	<i>Enjoy your meal.</i>
¿Hay ____?	<i>Is there/Are there ____?</i>
Sí, hay ____.	<i>Yes, there is/there are ____.</i>
No, no hay ____.	<i>No there isn't/there aren't ____.</i>

Table setting items

la cuchara	<i>spoon</i>	la sal	<i>salt</i>
el cuchillo	<i>knife</i>	la servilleta	<i>napkin</i>
el mantel	<i>tablecloth</i>	la taza	<i>cup</i>
la pimienta	<i>pepper</i>	el tenedor	<i>fork</i>
el platillo	<i>saucer</i>	el vaso	<i>glass</i>
el plato	<i>plate</i>		

School subjects

Vocabulary

el arte	<i>art</i>
las ciencias	<i>science</i>
las computadoras	<i>computers</i>
el drama	<i>theater, drama</i>
el español	<i>Spanish</i>
la escritura	<i>writing</i>
la geografía	<i>geography</i>
la historia	<i>history</i>
la hora de recreo	<i>recess</i>
el inglés	<i>English</i>
la lectura	<i>reading</i>
las matemáticas	<i>math</i>
la música	<i>music</i>
la clase de	<i>class</i>

Asking and talking about school subjects

¿Qué haces en la clase de ____?	<i>What do you do in ____ class?</i>
Estudio ____.	<i>I study ____.</i>
Borro.	<i>I erase.</i>
Canto en ____.	<i>I sing in ____.</i>
Coloreo.	<i>I color.</i>
Dibujo.	<i>I draw.</i>
Flota.	<i>It floats.</i>
No flota.	<i>It doesn't float.</i>
Hablo ____.	<i>I speak ____.</i>
Juego.	<i>I play.</i>
¿Qué clase es?	<i>What class is it?</i>
Es la clase de ____.	<i>It's ____ class.</i>
Vamos a leer.	<i>Let's read.</i>

Geography

la arena	<i>sand</i>	el norte	<i>north</i>
el campo	<i>countryside</i>	el oeste	<i>west</i>
el centro	<i>center; downtown</i>	la playa	<i>beach</i>
la ciudad	<i>city</i>	el pueblo	<i>town</i>
las ciudades	<i>cities</i>	los pueblos	<i>towns</i>
el este	<i>east</i>	el río	<i>river</i>
la isla	<i>island</i>	el sur	<i>south</i>
el lago	<i>lake</i>	el valle	<i>valley</i>
el mar	<i>sea</i>	el volcán	<i>volcano</i>
la montaña	<i>mountain</i>		

Continents

América del Norte	<i>North America</i>
Norteamérica	<i>North America</i>
América del Sur	<i>South America</i>
Sudamérica	<i>South America</i>

Expressions for telling time

¿Qué hora es?	<i>What time is it?</i>		
Es la una.	<i>It's 1:00.</i>	cuarto	<i>quarter (of an hour)</i>
Son las ____.	<i>It's ____.</i> (Used for 2:00–12:00)	media	<i>half</i>
		y	<i>and</i>

Expressions for stating addresses

la dirección	<i>address</i>
¿Dónde vives (tú)?	<i>Where do you live?</i> (informal)
(Yo) vivo en ____.	<i>I live at ____.</i>
Mi dirección es ____.	<i>My address is ____.</i>

Geometric shapes

el círculo	<i>circle</i>	los lados	<i>sides</i>
el cuadrado	<i>square</i>	el rectángulo	<i>rectangle</i>
el cuadro	<i>square</i>	redondo	<i>round</i>
el lado	<i>side</i>	el triángulo	<i>triangle</i>

Polite expressions

Buen provecho.	<i>Enjoy your meal.</i>	Muchas gracias.	<i>Thank you very much.</i>
Buena suerte.	<i>Good luck.</i>	Mucho gusto.	<i>(Very) pleased to meet you.</i>
Con permiso.	<i>Excuse me.</i>	Perdón, lo siento	<i>Excuse me/Pardon me,</i>
la cortesía	<i>courtesy</i>	mucho.	<i>I'm very sorry.</i>
De nada.	<i>You're welcome.</i>	Permiso.	<i>Excuse me.</i>
Gracias.	<i>Thank you.</i>	Por favor.	<i>Please.</i>

Dances

la conga	<i>conga</i>	el merengue	<i>merengue</i>
el flamenco	<i>flamenco</i>	la rumba	<i>rumba</i>
el jarabe	<i>a Mexican dance</i>	la salsa	<i>salsa</i>
el mambo	<i>mambo</i>	el tango	<i>tango</i>

Places to go

Vocabulary

la biblioteca	<i>library</i>	la panadería	<i>bakery</i>
el café	<i>café, coffee shop</i>	el parque	<i>park</i>
la carnicería	<i>butcher shop</i>	la playa	<i>beach</i>
el cine	<i>movie theater</i>	el restaurante	<i>restaurant</i>
la florería	<i>flower shop</i>	el supermercado	<i>supermarket</i>
el hospital	<i>hospital</i>	la tienda	<i>store</i>
la librería	<i>book shop, bookstore</i>	la tienda de ropa	<i>clothing store</i>
el museo	<i>museum</i>	la tienda de muebles	<i>furniture store</i>

Asking and talking about where and how we go somewhere

¿Adónde vas (tú)?	<i>Where are you going? (informal)</i>
Voy a/al ____.	<i>I'm going (to) ____.</i>
Vamos a ____.	<i>We're going to ____./Let's go to ____.</i>
¿Cómo vas (tú)?	<i>How are you going? (informal)</i>
Voy en ____.	<i>I'm going by ____.</i>
Voy a ____ en ____.	<i>I'm going to ____ by ____.</i>
Voy a casa.	<i>I'm going home.</i>
Voy a visitar a mi familia.	<i>I'm going to visit my family.</i>
Voy de compras.	<i>I'm going shopping.</i>
Hago un viaje.	<i>I'm taking a trip.</i>

Money

Vocabulary

alto	<i>high (price)</i>
bajo	<i>low (price)</i>
los dólares	<i>dollars</i>
el precio	<i>price</i>
los precios	<i>prices</i>

Describing words

Vocabulary

alto/alta	<i>tall</i>
ancho/ancha	<i>wide</i>
bajo/baja	<i>short</i>
bonito/bonita	<i>handsome, pretty</i>
claro/clara	<i>light</i>
corto/corta	<i>short</i>
delgado/delgada	<i>thin</i>
duro/dura	<i>hard</i>
estrecho/estrecha	<i>narrow</i>
feo/fea	<i>ugly</i>
gordo/gorda	<i>fat</i>
grande	<i>big, large</i>
guapo	<i>handsome</i>
largo/larga	<i>long</i>
limpio/limpia	<i>clean</i>
lleno/llena	<i>full</i>
mediano/mediana	<i>medium-sized</i>
moreno/morena	<i>brunette</i>
nuevo/nueva	<i>new</i>
oscuro/oscura	<i>dark</i>
pelirrojo/pelirroja	<i>red-head</i>
pequeño/pequeña	<i>small</i>
primero/primera	<i>first</i>
rubio/rubia	<i>blond</i>
simpático/simpática	<i>friendly; nice</i>
suave	<i>soft</i>
sucio/sucia	<i>dirty</i>
último/última	<i>last</i>
vacío/vacía	<i>empty</i>
viejo/vieja	<i>old</i>

Weather expressions

Vocabulary

Hace buen tiempo.	<i>It's good weather./ The weather is nice.</i>
Hace mal tiempo.	<i>It's bad weather./ The weather is bad.</i>
Hace calor.	<i>It's hot.</i>
Hace frío.	<i>It's cold.</i>

Asking about the price of something

¿Cuánto es?	<i>How much is it?</i>
Es ____ dólares.	<i>It's ____.</i>
¿Cuánto cuesta?	<i>How much does it cost?</i>
¿Cuánto cuestan?	<i>How much do they cost?</i>
____ dólares.	<i>____ dollars.</i>

Describing people and objects

¿Cómo está?	<i>What is it like?</i>
Está ____.	<i>How is he/she feeling?</i>
¿Qué es?	<i>He/She/It is ____.</i>
Es ____.	<i>What is it?</i>
¿Cómo es ____?	<i>It's ____.</i>
Es ____.	<i>What is ____ like?</i>
El payaso es gordo.	<i>He/She/It is ____.</i>
Los payasos son pequeños.	<i>The male clown is fat.</i>
La payasa es gorda.	<i>The male clowns are small.</i>
Las payasas son pequeñas.	<i>The female clown is fat.</i>
El apartamento es grande.	<i>The female clowns are small.</i>
Los apartamentos son grandes.	<i>The apartment is large.</i>
La casa es grande.	<i>The apartments are large.</i>
Las casas son grandes.	<i>The house is large.</i>
	<i>The houses are large.</i>

Talking about the weather

En ____ hace ____.

Hace ____.

In ____ it's ____.

It's ____.

Picnic-related terms

Vocabulary

los árboles	<i>trees</i>
la canasta	<i>basket</i>
¡Caramba!	<i>Oh, my!</i>
el césped	<i>grass</i>
el campo	<i>countryside</i>
las hormigas	<i>ants</i>
el mantel	<i>tablecloth</i>
la mariposa	<i>butterfly</i>
el oso	<i>bear</i>

Talking about a picnic

(Yo) voy de campo.	<i>I'm going on a picnic.</i>
¿Qué ves tú?	<i>What do you see?</i>
(Yo) veo ____.	<i>I see ____.</i>
Tienen hambre.	<i>They're hungry.</i>
(Yo) pongo.	<i>I put, place, set.</i>
otra vez	<i>once again</i>
¡Un mal picnic!	<i>A bad picnic!</i>

Family members

la abuela	<i>grandmother</i>	el nené	<i>baby</i>
el abuelo	<i>grandfather</i>	el padre	<i>father</i>
los abuelos	<i>grandparents;</i> <i>grandfathers</i>	los padres	<i>parents; fathers</i>
la familia	<i>family</i>	el papá	<i>dad</i>
mi familia	<i>my family</i>	la prima	<i>female cousin</i>
la familia de ____	<i>____'s family</i>	el primo	<i>male cousin</i>
la hermana	<i>sister</i>	los primos	<i>cousins; male cousins</i>
el hermano	<i>brother</i>	la tía	<i>aunt</i>
los hermanos	<i>siblings; brothers</i>	el tío	<i>uncle</i>
la hija	<i>daughter</i>	los tíos	<i>aunt(s) and uncle(s); uncles</i>
el hijo	<i>son</i>		
los hijos	<i>sons and daughters;</i> <i>sons</i>		
la madre	<i>mother</i>		
la mamá	<i>mom</i>		

Professions and work

Vocabulary

el acróbata/la acróbata	<i>male/female acrobat</i>
los acróbatas	<i>acrobats</i>
el bailarín/la bailarina	<i>male/female dancer</i>
los bailarines	<i>dancers</i>
el basurero/la basurera	<i>male/female garbage collector</i>
los basureros	<i>garbage collectors</i>
el bombero/la bombera	<i>male/female firefighter</i>
los bomberos	<i>firefighters</i>
el camarero/la camarera	<i>waiter/waitress</i>
los camareros	<i>waitstaff</i>
el carnicero/la carnicera	<i>male/female butcher</i>

el cartero/la cartera	male/female letter carrier
los carteros	letter carriers
el cocinero/la cocinera	male/female cook
el director/la directora	male/female school principal
el director/la directora de circo	male/female ringmaster
el doctor/la doctora	male/female doctor
el domador/la domadora	male/female animal trainer
el dueño/la dueña	male/female owner (of a business)
el enfermero/la enfermera	male/female nurse
el/la florista	male/female florist
el frutero/la frutera	male/female fruit vendor
el jardinero/la jardinera	male/female gardener
los jardineros	gardeners
el jefe de la policía	police chief
el jinete/la jinete	male/female horseback rider
los jinetes	horseback riders
el mago/la maga	male/female magician
el maestro/la maestra	male/female teacher
el malabarista/la malabarista	male/female juggler
los malabaristas	jugglers
el mecánico/la mecánica	male/female mechanic
los mecánicos	mechanics
el médico/la médica	male/female medical doctor
el músico/la música	male/female musician
los músicos	musicians
el panadero/la panadera	male/female baker
el payaso/la payasa	male/female clown
el policía/la policía	policeman/policewoman
el secretario/la secretaria	male/female secretary
el tortillero/la tortillera	male/female tortilla cook
el trapecista/la trapecista	male/female trapeze artist
los trapecistas	trapeze artists
el vendedor/la vendedora	salesman/saleswoman
los vendedores	salespeople
la alarma	alarm
la boca de agua	fire hydrant
el camión de bomberos	fire truck
la estación de bomberos	fire station
la estación de policía	police station
el trabajo	job, work

Asking and talking about work

Trabajo.	I work.
Trabaja.	He/She works.
¿Qué quieres ser?	What do you want to be?
Quiero ser ____.	I want to be ____.
Quiere ser ____.	He/She wants to be ____.
¿Qué vende?	What does he/she sell?
Vendo ____.	I sell ____.

Expressions for calling for help

¡Socorro!	<i>Help!</i>
¡Auxilio!	<i>Help!</i>
¡Ayuda!	<i>Help!</i>
¡Ayúdame!	<i>Help me!</i>

Words indicating location or position

Vocabulary

abajo de	<i>under, underneath, below</i>
al lado de	<i>next to, beside</i>
arriba de	<i>on top of, over, above</i>
cerca de	<i>close to, near</i>
con	<i>with</i>
debajo de	<i>under, underneath, below</i>
delante de	<i>in front of</i>
dentro de	<i>inside</i>
detrás de	<i>behind, in back of</i>
en	<i>in; on; at</i>
encima de	<i>on top of</i>
en medio de	<i>in the middle of</i>
entre	<i>between</i>
fuera de	<i>outside of</i>
lejos de	<i>far from</i>

Asking where someone is

¿Dónde está ____?	<i>Where is ____?</i>
____ está abajo de la mesa.	<i>____ is underneath the table.</i>
____ está fuera de la casa.	<i>____ is outside the house.</i>
Está aquí.	<i>He/She/It is here.</i>
¿Dónde estás (tú)?	<i>Where are you? (informal)</i>
Estoy en ____.	<i>I'm in/on/at ____.</i>

Articles of clothing

Vocabulary

el abrigo	<i>coat</i>	los pantalones cortos	<i>shorts</i>
la blusa	<i>blouse</i>	el pijama	<i>pajamas</i>
las botas	<i>boots</i>	la ropa	<i>clothes; clothing</i>
los calcetines	<i>socks</i>	las sandalias	<i>sandals</i>
la camisa	<i>shirt</i>	el sombrero	<i>hat</i>
el casco	<i>helmet</i>	los sombreros	<i>hats</i>
la chaqueta	<i>jacket</i>	el suéter	<i>sweater</i>
las chaquetas	<i>jackets</i>	el traje	<i>suit</i>
la corbata	<i>tie</i>	los trajes	<i>suits</i>
las corbatas	<i>ties</i>	el traje de baño	<i>bathing suit</i>
la falda	<i>skirt</i>	el vestido	<i>dress</i>
las gafas de sol	<i>sunglasses</i>	el zapato	<i>shoe</i>
los pantalones	<i>pants; trousers</i>	los zapatos	<i>shoes</i>

Talking about clothing

El vestido es rojo.	<i>The dress is red.</i>
La falda es roja.	<i>The skirt is red.</i>
Los vestidos son rojos.	<i>The dresses are red.</i>
Las faldas son rojas.	<i>The skirts are red.</i>

Animals and their habitats

Vocabulary

la ballena	<i>whale</i>	la jirafa	<i>giraffe</i>
las ballenas	<i>whales</i>	las jirafas	<i>giraffes</i>
el burro	<i>donkey</i>	la llama	<i>llama</i>
los burros	<i>donkeys</i>	el león	<i>lion</i>
el caballito de mar	<i>sea horse</i>	los leones	<i>lions</i>
los caballitos de mar	<i>sea horses</i>	el lagarto	<i>lizard</i>
el caballo	<i>horse</i>	los lagartos	<i>lizards</i>
la cabra	<i>goat</i>	el mamífero	<i>mammal</i>
la cebra	<i>zebra</i>	los mamíferos	<i>mammals</i>
las cebras	<i>zebras</i>	el mono	<i>monkey</i>
el cerdo	<i>pig</i>	los monos	<i>monkeys</i>
el conejo	<i>rabbit</i>	el oso	<i>bear</i>
la culebra	<i>snake</i>	los osos	<i>bears</i>
las culebras	<i>snakes</i>	el pájaro	<i>bird</i>
el delfín	<i>dolphin</i>	los pájaros	<i>birds</i>
los delfines	<i>dolphins</i>	el pato	<i>duck</i>
el elefante	<i>elephant</i>	los patos	<i>ducks</i>
los elefantes	<i>elephants</i>	el perro	<i>dog</i>
la estrella de mar	<i>starfish (singular)</i>	el pez	<i>fish (singular)</i>
las estrellas de mar	<i>starfish (plural)</i>	los peces	<i>fish (plural)</i>
la foca	<i>seal</i>	el rancho	<i>farm</i>
las focas	<i>seals</i>	el reptil	<i>reptile</i>
la gallina	<i>chicken, hen</i>	los reptiles	<i>reptiles</i>
el gallo	<i>rooster</i>	el tiburón	<i>shark</i>
el gato	<i>male cat</i>	los tiburones	<i>sharks</i>
la gata	<i>female cat</i>	el tigre	<i>tiger</i>
el gorila	<i>gorilla</i>	los tigres	<i>tigers</i>
los gorilas	<i>gorillas</i>	la tortuga	<i>turtle</i>
el guardián	<i>zookeeper</i>	las tortugas	<i>turtles</i>
el jardín zoológico	<i>zoo</i>	la vaca	<i>cow</i>

Asking and talking about animals

¿Qué animal es?

Es ____.

¿Qué animal te gusta?

Me gusta ____.

¿Dónde vive ____?

En ____.

What animal is it?

It's ____.

What animal do you like?

I like ____.

Where does the ____ live?

On ____.

Circus-related vocabulary

el acróbata/la acróbata	<i>male/female acrobat</i>
los acróbatas	<i>acrobats</i>
los asientos (vacíos)	<i>(empty) seats</i>
los boletos	<i>tickets</i>
el circo	<i>circus</i>
el desfile	<i>parade</i>
el director/la directora de circo	<i>male/female ringmaster</i>
el domador/la domadora	<i>male/female animal trainer</i>

los globos
 el jinete/la jinete
 los jinetes
 el mago
 el malabarista/la malabarista
 los malabaristas
 el músico/la música
 los músicos
 las palomitas
 el payaso
 el público
 el trapecista/la trapecista
 los trapecistas

balloons
 male/female horseback rider
 horseback riders
 (male) magician
 male/female juggler
 jugglers
 male/female musician
 musicians
 popcorn
 (male) clown
 spectators, audience
 male/female trapeze artist
 trapeze artists

Parts of the body

la boca	<i>mouth</i>
el brazo	<i>arm</i>
los brazos	<i>arms</i>
la cabeza	<i>head</i>
el dedo	<i>finger</i>
los dedos	<i>fingers</i>
la garganta	<i>throat</i>
la mano	<i>hand</i>
las manos	<i>hands</i>

la nariz	<i>nose</i>
el ojo	<i>eye</i>
los ojos	<i>eyes</i>
la oreja	<i>ear</i>
las orejas	<i>ears</i>
el pie	<i>foot</i>
los pies	<i>feet</i>
la pierna	<i>leg</i>
las piernas	<i>legs</i>

Medical Terms

Vocabulary

el consultorio	<i>doctor's office</i>
el doctor/	<i>male/</i>
la doctora	<i>female doctor</i>
el médico/	<i>male/female</i>
la médica	<i>medical doctor</i>
el paciente/	<i>male/female</i>
la paciente	<i>patient</i>

Expressing pain

Estoy enfermo/	<i>I am sick.</i>
enferma.	
Me duele ____.	<i>My ____ hurts.</i>
Me duelen ____.	<i>My ____ hurt.</i>
Te duele ____.	<i>Your ____ hurts. (informal)</i>
Te duelen ____.	<i>Your ____ hurt. (informal)</i>
Le duele ____.	<i>His/Her ____ hurts.</i>
Le duelen ____.	<i>His/Her ____ hurt.</i>

Modes of transportation and traffic terms

Vocabulary

el autobús	<i>bus</i>	despacio	<i>slowly</i>
los autobuses	<i>buses</i>	las luces del tráfico	<i>traffic lights</i>
el avión	<i>plane</i>	la moto	<i>motorcycle</i>
los aviones	<i>planes</i>	las motos	<i>motorcycles</i>
el bote	<i>boat</i>	rápido	<i>rapid, fast</i>
los botes	<i>boats</i>	el taxi	<i>taxi</i>
la calle	<i>street</i>	los taxis	<i>taxis</i>
el camión	<i>truck</i>	el tren	<i>train</i>
los camiones	<i>trucks</i>	los trenes	<i>trains</i>
el coche	<i>car</i>	el yipi	<i>jeep</i>
los cochees	<i>cars</i>	los yipis	<i>jeeps</i>

Talking about street-crossing safety

Amarillo: ¡Espera!	Yellow: Wait!, Caution!
Rojo: ¡Alto!	Red: Stop!
Verde: ¡Sigue!	Green: Go!

Voy a cruzar la calle.	I'm going to cross the street.
Miro a la derecha.	I look to the right.
Miro a la izquierda.	I look to the left.
Cruzo la calle.	I cross the street.

Classroom objects

Vocabulary

el bolígrafo (el boli)	pen
los bolígrafos (los bolis)	pens
los colores	crayons
el cuaderno	notebook
la goma	eraser
las gomas	erasers
el globo	globe
el lápiz	pencil
los lápices	pencils
el libro	book
el papel	paper
la regla	ruler
las reglas	rulers
el sacapuntas	pencil sharpener
las tijeras	scissors

Asking about a person or object

¿Quién es?	Who's this?
Es ____.	It's ____.
¿Quiénes son?	Who are they?
Son ____.	They are ____.
¿Qué necesitas?	What do you need? (inf.)
Necesito ____.	I need ____.
Necesitas ____.	You need ____ (informal)
¿Qué más necesitas?	What else do you need? (inf.)
¿Qué tienes tú?	What do you have? (inf.)
Tengo ____.	I have ____.
¿Es ____ o es ____?	Is it ____ or is it ____?
Es ____.	It's ____.
¿Son ____ o son ____?	Are they ____ or are they ____?
¿Qué es esto?	What is this?
¿Cuál falta?	What's missing?
¿Dónde está ____?	Where is ____?
¿Dónde estás (tú)?	Where are you? (informal)
Está en ____.	He/She/It is in ____.
En ____.	In ____.
Aquí estoy ____.	Here I am.

Musical instruments

Vocabulary

el clarinete	clarinet
los clarinetes	clarinets
la flauta	flute
las flautas	flutes
la guitarra	guitar
las guitarras	guitars
los instrumentos musicales	musical instruments
la pandereta	tambourine
las panderetas	tambourines
el piano	piano
los pianos	pianos
el tambor	drum
los tambores	drums
la trompeta	trumpet
las trompetas	trumpets
el violín	violin
los violines	violins

Asking about musical instruments

¿Qué instrumento (musical) es?	What (musical) instrument is it?
Es ____.	It's ____.
Toca ____.	Play ____.
¿Qué toca?	What does he/she play?/ What is he/she playing?
¿Cuál es tu instrumento musical favorito?	What is your favorite musical instrument? (inf.)
Mi instrumento musical favorito es ____.	My favorite musical instrument is ____.

Miscellaneous

ahora	now	por favor	please
¡Bravo!	Terrific! Very, very good!	¿Por qué?	Why?
¡Buena suerte!	Good luck!	Porque ____.	Because ____.
la caja	box	¡Qué bueno/buena es!	How nice he/she is!
la calle	street	¡Qué buenos/	How nice they are!
¡Caramba!	Oh, my!	buenas son!	
la concha	shell	¿Qué es esto?	What is this?
de habla hispana	Spanish-speaking	¡Qué extraño!	How strange!
el departamento	department	¡Qué lástima!	What a pity!
en	in, on	¿Qué necesitas?	What do you need? (inf.)
¡Excelente!	Excellent!	¿Qué tienes tú?	What do you have? (inf.)
¡Fabuloso!	Fabulous!	Tengo ____.	I have ____.
las flores	flowers	¡Qué suave!	Isn't that nice!;
hispano	of Hispanic origin		How soft!
los juguetes	toys	la siesta	nap
el libro	book	Sí.	Yes.
los libros	books	¡Silencio!	Silence!
No.	No.	tengo	I have
¿Necesitas ____?	Do you need ____? (inf.)	tiene	he/she/it has
Necesito ____.	I need ____.	un/una	a, an, one
No necesito ____.	I don't need ____.	Vamos de compras.	Let's go/
¡Olé!	Hurray!		We're going shopping.
¡Perfecto!	Perfect!	y	and

Numbers 1–1000

uno	one	veintisiete	twenty-seven
dos	two	veintiocho	twenty-eight
tres	three	veintinueve	twenty-nine
cuatro	four	treinta	thirty
cinco	five	treinta y uno	thirty-one
seis	six	treinta y dos	thirty-two
siete	seven	treinta y tres	thirty-three
ocho	eight	treinta y cuatro	thirty-four
nueve	nine	treinta y cinco	thirty-five
diez	ten	treinta y seis	thirty-six
once	eleven	treinta y siete	thirty-seven
doce	twelve	treinta y ocho	thirty-eight
trece	thirteen	treinta y nueve	thirty-nine
catorce	fourteen	cuarenta	forty
quince	fifteen	cuarenta y uno	forty-one
dieciséis	sixteen	cuarenta y dos	forty-two
diecisiete	seventeen	cuarenta y tres	forty-three
dieciocho	eighteen	cuarenta y cuatro	forty-four
diecinueve	nineteen	cuarenta y cinco	forty-five
veinte	twenty	cuarenta y seis	forty-six
veintiuno	twenty-one	cuarenta y siete	forty-seven
veintidós	twenty-two	cuarenta y ocho	forty-eight
veintitrés	twenty-three	cuarenta y nueve	forty-nine
veinticuatro	twenty-four	cincuenta	fifty
veinticinco	twenty-five	cincuenta y uno	fifty-one
veintiséis	twenty-six	cincuenta y dos	fifty-two

cincuenta y tres	<i>fifty-three</i>	ochenta y dos	<i>eighty-two</i>
cincuenta y cuatro	<i>fifty-four</i>	ochenta y tres	<i>eighty-three</i>
cincuenta y cinco	<i>fifty-five</i>	ochenta y cuatro	<i>eighty-four</i>
cincuenta y seis	<i>fifty-six</i>	ochenta y cinco	<i>eighty-five</i>
cincuenta y siete	<i>fifty-seven</i>	ochenta y seis	<i>eighty-six</i>
cincuenta y ocho	<i>fifty-eight</i>	ochenta y siete	<i>eighty-seven</i>
cincuenta y nueve	<i>fifty-nine</i>	ochenta y ocho	<i>eighty-eight</i>
sesenta	<i>sixty</i>	ochenta y nueve	<i>eighty-nine</i>
sesenta y uno	<i>sixty-one</i>	noventa	<i>ninety</i>
sesenta y dos	<i>sixty-two</i>	noventa y uno	<i>ninety-one</i>
sesenta y tres	<i>sixty-three</i>	noventa y dos	<i>ninety-two</i>
sesenta y cuatro	<i>sixty-four</i>	noventa y tres	<i>ninety-three</i>
sesenta y cinco	<i>sixty-five</i>	noventa y cuatro	<i>ninety-four</i>
sesenta y seis	<i>sixty-six</i>	noventa y cinco	<i>ninety-five</i>
sesenta y siete	<i>sixty-seven</i>	noventa y seis	<i>ninety-six</i>
sesenta y ocho	<i>sixty-eight</i>	noventa y siete	<i>ninety-seven</i>
sesenta y nueve	<i>sixty-nine</i>	noventa y ocho	<i>ninety-eight</i>
setenta	<i>seventy</i>	noventa y nueve	<i>ninety-nine</i>
setenta y uno	<i>seventy-one</i>	cien	<i>one hundred</i>
setenta y dos	<i>seventy-two</i>	doscientos	<i>two hundred</i>
setenta y tres	<i>seventy-three</i>	trescientos	<i>three hundred</i>
setenta y cuatro	<i>seventy-four</i>	cuatrocientos	<i>four hundred</i>
setenta y cinco	<i>seventy-five</i>	quinientos	<i>five hundred</i>
setenta y seis	<i>seventy-six</i>	seiscientos	<i>six hundred</i>
setenta y siete	<i>seventy-seven</i>	setecientos	<i>seven hundred</i>
setenta y ocho	<i>seventy-eight</i>	ochocientos	<i>eight hundred</i>
setenta y nueve	<i>seventy-nine</i>	novcientos	<i>nine hundred</i>
ochenta	<i>eighty</i>	mil	<i>one thousand</i>
ochenta y uno	<i>eighty-one</i>		

Asking about numbers and letters

¿Qué número es?	<i>What number is it?</i>
Es ____.	<i>It's ____.</i>
¿Cuántos son?	<i>How many are there?</i>
Son ____.	<i>There are ____.</i>
más	<i>plus</i>
menos	<i>minus</i>
por	<i>times</i>
son	<i>equal</i>
¿Qué letra es?	<i>What letter is it?</i>

ESPAÑOL PARA TI

COMPONENT INFORMATION

LEVEL ONE MATERIALS CENTER

17 Videocassettes
Teacher's Manual
Resource Book
Activities Audiocassettes (2)
Song and Assessment
Audiocassette
Materials Center Box
#EL0207-X

LEVEL TWO MATERIALS CENTER

17 Videocassettes
Teacher's Manual
Resource Book
Activities Audiocassettes (3)
Song and Assessment
Audiocassette
Materials Center Box
#EL0210-X

LEVEL THREE MATERIALS CENTER

20 Videocassettes
Teacher's Manual
Resource Book
Activities Audiocassettes (2)
Song and Assessment
Audiocassette
Materials Center Box
#EL0305-X



LEVEL FOUR MATERIALS CENTER

20 Videocassettes
Teacher's Manual
Resource Book
Activities Audiocassettes (2)
Song and Assessment
Audiocassette
Materials Center Box
#EL0319-X

LEVEL FIVE MATERIALS CENTER

20 Videocassettes
Teacher's Manual
Resource Book
Activities Audiocassettes (2)
Song and Assessment
Audiocassette
Materials Center Box
#EL0322-X

LEVELS 1-4 VISUALS PACKAGE

Gold Flash Cards
Red Flash Cards
Classroom Poster
Animals Poster
Party Poster
Rosco Puppet (wolf)
Dora Puppet (cow)
#EL0224-X

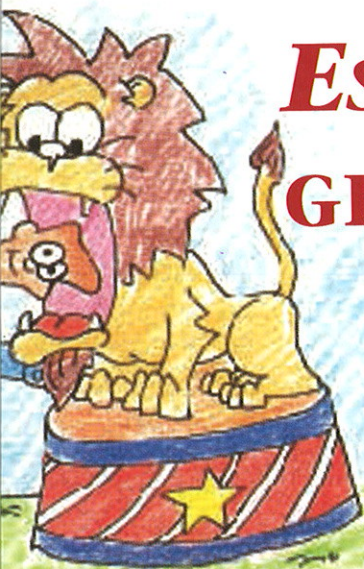
LEVEL FOUR READER LAS AVENTURAS DE FREDO

#EL0328-9
Set of 20: **#EL2958-X**

LEVEL FIVE READER FREDO, ¿QUÉ PASA?

#EL0320-3
Set of 20: **#EL2961-X**

**FLASHCARDS
FOR LEVEL FIVE**
#EL0366-X



ESPAÑOL PARA TI IS GETTING GREAT REVIEWS . . .

"Bravo to NTC for providing a brain-compatible, participatory program that opens new possibilities for early language learning."

—Fran Maples
COORDINATOR OF FOREIGN LANGUAGES
GARLAND INDEPENDENT SCHOOL DISTRICT
GARLAND, TEXAS

"Español para ti...places the teacher into the role of facilitating the lessons...the materials are thoughtfully organized and sequential...the program can stand alone or be used as a springboard into additional Spanish language and cultural activities."

—Anita M. Gaskill
PRINCIPAL
EAST ORIENT GRADE SCHOOL
GRESHAM-BARLOW SCHOOL DISTRICT
GRESHAM, OREGON

"Español para ti is an integrated, interactive program that succeeds through demonstration and song. Me gusta Español para ti!"

—Nicole L. McLaughlin
3RD GRADE TEACHER
GREENBRIER ELEMENTARY SCHOOL
GLENDALE, ARIZONA

"Español para ti allows a school district to put a trained Spanish teacher in every elementary classroom for a very affordable cost. Teachers and students alike learn from fast-moving lessons that are taught with great enthusiasm. Material is reintroduced and spiraled throughout the five levels so that student proficiency continues to increase. It is a top-notch program!"

—Bonnie Elliott
SECOND LANGUAGE PROGRAM DEVELOPER
BEND LA PINE PUBLIC SCHOOLS
OREGON
(FORMER OREGON TEACHER OF THE YEAR)