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Primer A



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Spanish for Children: Primer A

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INTRODUCTION TO STUDENTS

¡Hola!

As a student of the Spanish language, you are in good company! More students in the United States are learning Spanish than any other foreign language. Spanish is one of the “Romance” languages, which means its roots come from Latin, the language spoken by the ancient Romans. Spanish, as it is now spoken, originated in Spain, and is the language of almost all of South and Central America. It is also the second-most widely spoken language in the United States!

In this book, you will learn more than 300 Spanish words. You will read conversations and stories, and study the grammar of the language. You will learn how to create a proper sentence, how to change words to talk about yourself or others, and how to change the tense of a word so that you can talk about things that happened yesterday or that will happen tomorrow.

Learning a new language takes practice, but we believe that it can be interesting and enjoyable. In this book, you will learn to “chant” your Spanish vocabulary words. Chanting is great fun, and you can even make up motions, or practice saying the words faster when you have them down. Practice in the car, practice before you go to bed, even practice in the shower! You will learn the words faster than you might think you could. You should also rehearse the **Frases** (little conversations and phrases) in each chapter with a friend, brother, sister, or your mom or dad. Be sure to complete each chapter’s worksheet and quiz as well.

Just think of all of the new people you will be able to speak to as you get better and better at Spanish. Listen closely when you hear someone speaking in Spanish and see if you can pick out any of the words you are learning. We look forward to seeing you again next year when you head into *Spanish for Children, Primer B*. ¡Adiós!



Christopher A. Perrin, Ph.D.
Publisher

A NOTE TO PARENTS

We believe that your child will develop greater confidence in speaking Spanish conversationally if he or she thinks of the language as a way to express his or her ideas, rather than merely as a set of exercises in a book. We have designed many of the exercises in this book to allow your child an opportunity to think creatively. Because of this, there are often many correct answers for each exercise, and you may have difficulty correcting your child's work unless you are learning the lessons right alongside him or her. Your child may find several of the exercises challenging and you will most likely need to coach him or her along a great deal. This cooperative approach will give your child an opportunity to speak Spanish words out loud, and to feel comfortable conversing in and about the language.

You can also support your child's learning by using the vocabulary glossaries provided at the back of this book to label things in your home (stick-on notes work well for this). In addition, a good quality Spanish-English dictionary (Harper Collins and Vox are both exceptional) can become a centerpiece of your child's Spanish class. Try looking up and teaching your child the words for his or her favorite toys, foods, or places.

Learning a new language as a family can be an exciting journey. ¡**Disfruten!** (*Enjoy!*)

PRONUNCIATION COACH

VOWELS

AEIOU (and sometimes Y): You have probably spent hours learning the different sounds that these vowels make. One great thing about Spanish is that learning the vowels is easy! Unlike English, you don't have to worry about silent vowels. In English, each vowel makes a long and a short sound, but in Spanish, each vowel only has one sound. Once you get the hang of the one Spanish sound for each vowel, you'll be on your way to sounding like a native speaker! Try saying the pronunciation words provided in this guide very slowly to train your mouth to make new sounds when it sees the old familiar letters.

A

An "a" in Spanish always makes the sound that you make when the doctor wants to see your tonsils. Try it. "Aaaaaahhhh." Now say the following Spanish words that have the letter "a" in them:

casa: caah – saah (house)

banana: baah – naah – naah (banana)

pata: paah – taah (paw)

E

The Spanish "e" sound is a lot like the "e" in "ballet" or the "ei" in "weight." In English, though, that "e" is what we would call a "long vowel"—we hold its sound out a little longer while we're saying it. In Spanish, an "e" isn't held out as long, and sounds clipped and a little fast. How can you get your mouth to make a Spanish "e" sound? Try this: say the "eh" sound in "pet"—"eh, eh, eh." Do you feel how you just let out a little burst of air to make that sound? Now say the "e" in "ballet"—it almost sounds like "aaaaaayyyyy aaaaaaayyyyy aaaaaaaayyyyy," doesn't it? When you say the "e" in "ballet," you draw the vowel out for a long time because it's a long vowel in English. Now let's make the Spanish "e" sound: get your mouth ready to say the "e" in "ballet." Your mouth thinks it's going to make that "aaaaay" sound again, doesn't it? But instead of the English sound, just let out that short puff of air you used to say, "eh eh eh." Your lungs make an "eh" sound and your mouth is in the shape of an "aaaaay" sound, and that's the Spanish "e!" (In our pronunciation examples, we'll write it "ei" so you can remember that it's close to the English sound "ei" in "weight.")

The "e" sound

mesa: mei - sah (table)

beso: bei - so (kiss)

I

In Spanish, an “i” always makes a long “e” sound!

escribir: es – kree – beer (to write)

vivir: vee – veer (to live)

O

Try saying a long English “o,” and your lips will probably tighten into a “w” at the end. The Spanish “o” sounds just like the English “o” but without the little “w.” Listen to the pronunciation CD and you will hear how it sounds!

noche: noh – chei (night)

U

The letter “U” in Spanish always makes the long “u” sound—just like in the English words “flute” and “boot.”

azul: aah – zool (blue)

usar: oo – saahr (to use)

Y

The letter “Y” usually makes the same sound in English and in Spanish, like the “y” in “you”. But sometimes you’ll see it as a Spanish word all by itself: “y.” “Y” is the Spanish word for “and,” and you pronounce it like a long English “e” sound. Try to make the different “y” sounds!

The “e” sound

y: ee (and)

The “y” sound

ayudar: aah – yu – daahr (to help)

playa: plaah – yaah (beach)

CONSONANTS

Most consonants make the same sounds in Spanish and in English. Here are a few that are different.

G

Just like in English, in Spanish the letters “i” and “e” make “g” change its sound. A “g” in Spanish will sound like the “g” in “grapes” unless it has an “i” or an “e” after it. An “i” or an “e” make a Spanish “g” say an “h” sound. Try to pronounce a few words and practice the difference.

The “h” sound

geografía: hei – o – graah – fee – aah (geography)

girasol: hee – raah – sol (sunflower)

The “g” sound

gato: gaah – to (cat)

grupo: groo – po (group)

H

The letter “h” is tricky in Spanish because it doesn’t make any sound at all (except when paired with a “c”)!

hola: o – laah (hello)

hace: aah – sei (he/she/it makes)

helado: ei – laah – do (ice cream)

The other job the letter “h” has in Spanish is making a “ch” sound, like in “chocolate” or “chihuahua.”

J

In Spanish, “j” makes the sound that an “h” makes in English.

caja: caah – haah (box)

mujer: mu – heir (woman)

Qu

You’ll almost never see the letter “k” in Spanish. Instead, “qu” makes the “k” sound. It never says the English “qu” sound you’ll find in “queen” or “quilt.”

qué: kei (what)

quién: kee – ein (who)

LL

Two “l”s in Spanish make a “y” sound! Did you know that in Spanish, you say the word “llama” like “yama?”

llegar: yei – gaahr (to arrive)

amarillo: aah – maah – ree – yo (yellow)

Ñ

The letter “ñ” in Spanish is a really fun one. Check out that squiggly line! It makes the “n”

sound like the “ny” in the English word “canyon.” Don’t forget that “ñ” is different from a regular “n” without a squiggly line above it—the regular “n” is the same as an “n” in English.

niña: nee – nyaah (girl)

enseño: ein – sei – nyo (I teach)

Señor: sei – nyor (Mr.)

RR

A double “r” in Spanish makes a special sound called a “rolled ‘r.’” A lot of kids (and grown-ups) have trouble getting their mouth to do it. Here’s a way to learn. Put your tongue behind your teeth, the place it would be if you were going to say a “d.” Make a few “d” sounds to get it in the right place. Now, slide the tip of your tongue around until it’s touching the bumpiest point of that big bump behind your top teeth. Take a really, really deep breath, and blow the air out really fast through your mouth. When you blow air out like that, try to keep your tongue touching the roof of your mouth. Your tongue will fight to stay up, and the air will keep pushing it down. You’ll get a little purring sound. If it doesn’t happen right away, experiment by trying it with your tongue in slightly different places along the top of your mouth. Once you get good at this, try making noise with your voice as you do it. Now you’re making a rolled “r.” A double “r” usually lasts long enough for your tongue to tap the top of your mouth about three times.

A single “r” in Spanish doesn’t sound much like an English “r.” You make it the same way you would make a rolled “r,” but you only let your tongue tap once. However, a single “r” at the beginning of a word gets a few extra taps, and sounds like a double “r.” Try some!

Rolled “r” – three taps

rojo: rrro – ho (red)

perro: pei – rrro (dog)

Regular “r” – just one tap

pero: pei – ro (but)

ACCENTS

When a letter in a Spanish word has an accent on it, it means you say that syllable louder than any other part of the word. Try saying the syllable with the accent, which is written in all capital letters in the pronunciation, really, really loudly, and whispering the rest of the word. By doing this, you’ll train your brain to know what to do with accents in no time.

tío: TEE – oh (uncle)

hablé: aahb – LEI (I spoke)

geografía: hei – o – graah – FEE – aah (geography)

Chapter 1

Frases:

Q: ¿Muchacha, caminas a tu casa?

A: No, camino a la iglesia.

(Q: Little girl, are you walking to your house?

A: No, I am walking to church.)

Conversación:

¡Hola! (*Hello!*)

¡Adiós! (*Goodbye!*)

¡Yo hablo español! (*I speak Spanish!*)

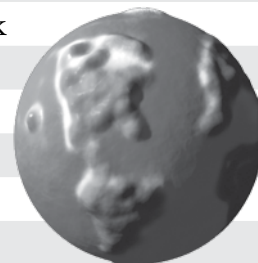
Canto:

Hablar (*to speak*) Present-Tense Forms

	Singular	Plural
1 st person	hablo: I speak	hablamos: we speak
2 nd person	hablas: you speak	habláis: you all speak ¹
3 rd person	habla: he/she/it speaks	hablan: they/you all speak

Vocabulario:

Spanish	English
hablar: hablo, hablé, hablaré	to speak: I speak, I spoke, I will speak
amar: amo, amé, amaré	to love: I love, I loved, I will love
mirar: miro, miré, miraré	to look at/watch: I look at/I watch, I looked at/I watched, I will look at/I will watch
entrar: entro, entré, entraré	to enter: I enter, I entered, I will enter
caminar: camino, caminé, caminaré	to walk: I walk, I walked, I will walk
la muchacha	young lady/girl
la niña	girl
la casa	house
la iglesia	church
la tierra	land/earth



1. The second-person plural form is only used in Spain. In Latin America, when people want to say, “you all,” they use the third-person plural form. From this point on, the second-person plural form will appear in gray text to remind you that you will only use it if you travel to Spain!

Introduction

Before we start the actual grammar lesson, let's become familiar with how this book works. At the beginning of every chapter, you will see **frases**, or sentences, in Spanish. Practice reading these **frases** in Spanish with the English translation covered up. Circle any words you don't know, and then uncover the English version to figure out what those missed words are. That way, your eyes won't accidentally read the English version and you'll learn the Spanish version more quickly.

Next, you will notice a **canto**, or chant, box. On the previous page is the **hablar canto**, which you will need to memorize. At the beginning of each class (after you say your chapter **frases**), you will repeat your **canto** several times. For example, you would say, "**Hablar: hablo, hablas, habla, hablamos, habláis, hablan...hablo, hablas, habla, hablamos, habláis, hablan...**" As you continue through this book, you will start with the newest **canto** and then chant all the others afterward. For example, if you are starting chapter 4, you would say the chapter 4 **canto**, and then recite the **cantos** for chapters 1-3 after that. Soon, you will get the hang of it and find that it only takes a few minutes each day.

Now, after the **frases** and the **canto** box, do you see the vocabulary list? In the first two units, each vocabulary list contains five verbs followed by five nouns (keep reading to find out what nouns and verbs are).² The nouns at the bottom of the list will probably be easier to memorize than the verbs because the verbs always have more parts to memorize. They may take a little more time to learn, but they are very important. Here's a hint: Make flash cards by writing a Spanish vocabulary word on one side of an index card and the English on the other. Then you can have your parents or classmates quiz you on the vocabulary words.

¡Comencemos! *Let's begin* the grammar lesson.

Verbs

Verbs? What are verbs? When we study words, we group them into categories, or *parts of speech*, in order to understand them better. **A verb is a very important part of speech that names the action or state of being in a sentence.** Verbs are words that describe an action, or something that someone can do, like "walk," "run," or "play."

The first five items on the vocabulary list on page 11 are verbs: **hablar, amar, mirar, entrar, and caminar.** Do you see that for each verb, we list four forms in Spanish, then the English translation of each form? You will need to memorize the four forms, along with their English translations, for all of the verbs covered in the vocabulary section of each chapter in this book.

2. Later in the book, the type of words in the vocabulary lists changes a bit, but you'll see that when you get there.

The first verb form is called the **infinitive**, and it is the way we name the verb. Think of it this way: you can have spaghetti with meat sauce, or you can have it with Parmesan cheese and butter. Either way, it's still spaghetti, right? The infinitive is like a bowl of spaghetti with no sauce or cheese. It's the "bottom line"—the basic version of your word. If you try to look up a verb in a Spanish dictionary, the infinitive is what you'll find. The other forms we've listed are the basic verb with some changes to it, like your spaghetti once you've covered it in cheese or sauce. Let's look at the verb **hablar**, which means "to speak." **Hablar** is the infinitive; it's the verb in its basic form. The other three forms are ways that you can use **hablar** to say something slightly different.

Here are the names for each of the four different verb forms:

Infinitive	Present	Preterit ³ /Past	Future
hablar	hablo : I speak	hablé : I spoke	hablaré : I will speak

Can you tell the difference between "to speak" and "I speak"? That's right, "I speak" tells you who is doing the action. Can you tell the difference between "I *speak*" and "I *spoke*"? You've got it: "I speak" is someone doing an action right now, in the **present**. "I spoke" is a way to express an action that already happened—an action that took place in the **past**. That's why we call these verb forms the present and past forms. I bet you can guess why we call "I *will speak*" the **future** form. That's right, it's because we're talking about an action that hasn't happened yet! Boy, you're good at this.

Nouns

Nouns are words used to name a person, place, or thing (or sometimes an idea). These are words like **la muchacha**, which means "the young lady," and **la niña**, which means "the girl." By learning and memorizing Spanish nouns and pairing them with the verbs you are also learning, pretty soon you'll be able to make sentences in Spanish all on your own.

You probably noticed the word "la" before each one of the Spanish nouns in your vocabulary list. This is called an "article," and it just means "the." That means that "la casa" means "the house," even though the English side of your vocabulary list just says "house." There are two reasons that you will see an article on the Spanish side of your vocabulario, but there won't be one on the English side. The first reason is that we use words like "the" more often in Spanish than we do in English. The second reason is that even though "la" only has two letters, those two little letters are full of all kinds of important information about your noun. You'll know how to crack the "article code" by the end of Chapter 4, so memorize those articles! Don't let them get away!

3. "Preterit" is just a fancy way of saying "past."

Endings, Endings, Endings

In Spanish, we will be translating many words and sentences. When translating sentences, it's helpful to recognize the verbs before any other words. In fact, it is not always necessary to translate the verb to know it is a verb. How can that be? It's quite easy, really! Spanish verbs are frequently recognizable by their **endings**.

Notice the **canto** on page 1. It shows one of the most common verbs—**hablar**—with its endings. **When we show a verb together with its endings, that is called *conjugating a verb*.**

One thing that you need to know about Spanish verbs is that they have many more endings than English verbs do. That may make things seem more complicated, but all of those verb endings are actually helpful because they allow us to use fewer words to say something.

For example, in Spanish we say, “**Hablo.**” In English, we say, “I speak.” In English, we have to use two words: one to describe the action, and another to say who is doing that action. In Spanish, a verb that has been conjugated, or joined with its different endings, tells you what the action is *and* who is doing it, so you only need one word. Let's take a look:

	Singular	Plural
1 st person	hablo: <i>I speak</i>	hablamos: <i>we speak</i>
2 nd person	hablas: <i>you speak</i>	habláis: <i>you all speak</i>
3 rd person	habla: <i>he, she or it speaks (or, you speak)</i>	hablan: <i>they speak (or you all speak)</i>

So, each ending replaces a pronoun,⁴ and the verb still makes complete sense all by itself. Because of this, we don't need to use pronouns nearly as often in Spanish as we do in English.

4. Pronouns are words that fill in for nouns. For example, instead of saying “Roberto wins,” we could say “He wins.” Don't worry—we'll study pronouns a lot more in this book!

A. Translation:

1. hablar	_____	6. la casa	_____
2. entrar	_____	7. la iglesia	_____
3. amar	_____	8. la muchacha	_____
4. mirar	_____	9. la niña	_____
5. caminar	_____	10. la tierra	_____

11. ¿Muchacha, caminas a tu casa? No, _____.

B. Canto:

Conjugate the verb **hablar** (*to speak*). See if you can remember how to label the boxes.

_____	_____	Plural
_____	hablo: I speak	_____:
2 nd person	_____:	_____:
_____	_____:	_____:



C. Grammar:

1. A part of _____ is a type of _____.
2. Spanish _____ have more _____ than English verbs.
3. A _____ names the _____ or state of being in a sentence.
4. To _____ a verb is to list it with its _____.

D. Cognados:⁵

1. A doorway or place for going in is an _____. (**entrar**)
2. A container enclosing a garden of small plants is a _____. (**tierra**)

-
5. **Cognados**, or “cognates,” are English words that are similar to Spanish words. You can find more information about **cognados** in chapter 5.



A. Translation:

Spanish	English
hablar: hablo, hablé, hablaré	
amar: amo, amé, amaré	
mirar: miro, miré, miraré	
entrar: entro, entré, entraré	
caminar: camino, caminé, caminaré	
la muchacha	
la niña	
la casa	
la iglesia	
la tierra	

B. Canto:

Conjugate the verb **hablar** (to speak). See if you can remember how to label the boxes.

		Plural
	hablo: I speak	
2 nd person		

C. Grammar:

Define the following words.

1. Conjugation: _____

2. Verb: _____

UNIT 1

Chapter 2

Frases:

Visito a mi abuela los sábados.

Ella siempre me prepara galletas y una taza de leche.

*(I visit my grandmother on Saturdays.
She always prepares me cookies and a cup of milk.)*

Conversación:

Me llamo _____.
(My name is _____.)

¿Cómo te llamas?
(What's your name?)

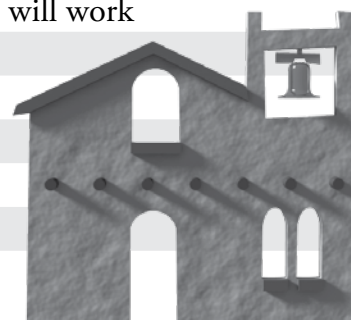
Canto:

Present Tense **-ar** Verb Endings

	Singular	Plural
1 st person	-o	-amos
2 nd person	-as	-áis
3 rd person	-a	-an

Vocabulario:

Spanish	English
usar: uso, usé, usaré	to use: I use, I used, I will use
visitar: visito, visité, visitaré	to visit: I visit, I visited, I will visit
preparar: preparo, preparé, prepararé	to prepare: I prepare, I prepared, I will prepare
llamar: llamo, llamé, llamaré	to call: I call, I called, I will call
trabajar: trabajo, trabajé, trabajaré	to work: I work, I worked, I will work
la taza	cup
la caja	box
la puerta	door
la escuela	school
la cosa	thing



Present-Tense **-ar** Verb Endings

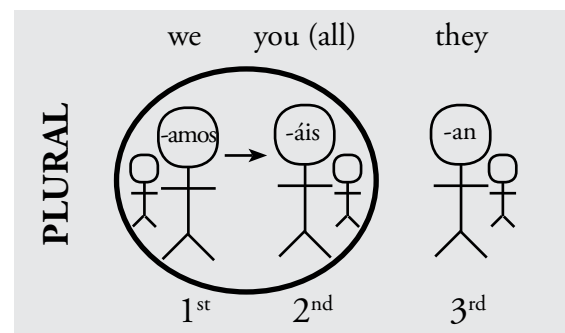
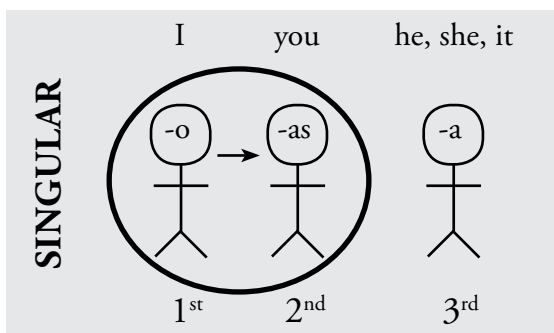
	Singular	Plural
1 st person	-o	-amos
2 nd person	-as	-áis
3 rd person	-a	-an

Number:

Take a look at the chart above. Notice that on the left side of the chart, under the word “singular,” all of the endings refer to one person, place, thing, or idea. On the right side of the chart, under the word “plural,” all the endings refer to more than one person, place, thing or idea. Therefore, “singular” means “one” and “plural” means “more than one.” Easy, right? **We call the difference between singular and plural “number.”** In Spanish, all verbs have this characteristic, and when we say a verb’s number, we are answering the question “How many?”.

Person

In addition to verbs having number, verbs have another characteristic called “person.” **Person is all about who is doing the action (or being talked about) in a sentence.** There are three different options for person. We know them as **first person**, **second person**, and **third person**. First person means that the person talking is the one doing the action. For instance, if you say “I go to the store,” or “we go to the store,” in both cases you are the one talking, and you are among the people going to the store. That means you, the speaker, are doing the action of the sentence. Pronouns of the first person are “I” and “we.” The second-person pronouns are “you” and “you (all).” Third-person pronouns are “he,” “she,” “it,” and “they.” This drawing may help you understand:



Tense

You have been memorizing the present-tense **-ar** chants, but we haven't talked about "tense" at all! What is tense? Remember this definition: **Tense is time**. Chant that definition over and over. Tense tells you *when* something happens. All Spanish verbs, like English verbs, have tense.

Present Tense

If tense is time, what time is the "present tense"? You've got it: generally, the **present tense is for actions that are happening right now**. And what part of speech do we use to express those action? That's right! **Verbs**.

Now, let's look back at the chart at the beginning of the grammar section. It shows us six different verb endings. In order to use those endings, we first have to learn a little bit more about infinitives. Do you remember what you learned about them in chapter 1? That's right: **an infinitive is a verb in its most basic form**, like spaghetti without any sauce or cheese. When working with verbs, you should consider the infinitive your starting point. In English, an example of an infinitive would be "to speak." Who is doing the speaking? No one in particular—the verb in its infinitive form does not supply person (*who* is doing the action), tense (*when* the action is being done), or number (*how many* people are doing the action).

In Spanish, every infinitive consists of a stem and an ending. Using the verb **hablar** (*to speak*) as an example, the last two letters—**-ar**—form the ending, while the rest of the word forms the stem—**habl-**. The stem carries the basic meaning of the word, while the endings indicate person, tense, and number. In other words, the stem—**habl-**—tells us that someone is speaking, while the ending tells us *who* is speaking, *when* that person is speaking, and *how many* people are speaking. In order to give an infinitive verb person, tense, and number, we need to remove the infinitive ending from the stem and attach different endings to it.

The following chart shows the endings for **-ar** verbs in the present tense, using **hablar** as the example:

	Singular	Plural
1 st person	hablo: <i>I speak</i>	hablamos: <i>we speak</i>
2 nd person	hablas: <i>you speak</i>	habláis: <i>you all speak</i>
3 rd person	habla: <i>he/she/it speaks (or, you speak¹)</i>	hablan: <i>they speak (or, you all speak¹)</i>

Now, to practice your knowledge, ask yourself some questions. What is the first-person singular ending? If you answered "**-o**," you are correct. What is the second-person plural ending? Your answer should be "**-áis**." What is the third-person singular ending? It is "**-a**." If you can understand these questions and how to answer them, you are ready to start practicing them on the following pages. **¡Buena suerte!** (*Good luck!*)

1. You will learn about this irregularity of the third person in chapter 9.

A. Parts of Speech

In the list below, circle the verbs. Next, underline the verb endings. Finally, translate all of the nouns and verbs. (Hint: the nouns have **el** or **la** before them):

1. usar	_____	6. la escuela	_____
2. trabajas	_____	7. la caja	_____
3. preparo	_____	8. visitamos	_____
4. la cosa	_____	9. la taza	_____
5. llaman	_____	10. la puerta	_____

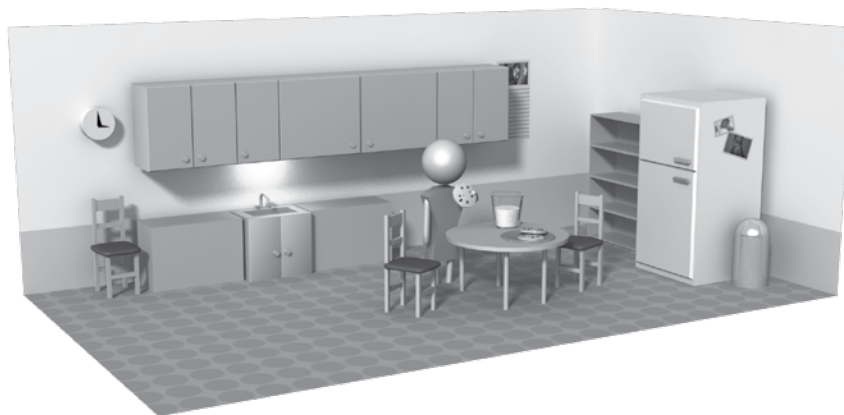
11. Visito a mi abuela los _____.

Ella siempre me prepara galletas y una _____ de leche.

B. Canto:

Fill in the present-tense **-ar** verb endings.

	Singular	Plural
1 st person	_____	_____
2 nd person	_____	-áis
3 rd person	_____	_____



C. Grammar:

1. Singular endings refer to one _____.
2. The number of a verb answers “_____?”
3. Write the **-ar** ending that fits the description below:

Description	Ending
1 st -person singular	_____
3 rd -person plural	_____
2 nd -person singular	_____

4. Number is the difference between _____ and _____.

D. Cognados

1. A harbor or _____ is an entryway by water for boats. (**puerta**)
2. A _____ is someone who studies hard in school. (**escuela**)



A. New Vocabulary:

Spanish	English
usar: uso, usé, usaré	
visitar: visito, visité, visitaré	
preparar: preparo, preparé, prepararé	
llamar: llamo, llamé, llamaré	
trabajar: trabajo, trabajé, trabajaré	
la taza	
la caja	
la puerta	
la escuela	
la cosa	

B. Review Vocabulary:

Spanish	English
hablar: hablo, hablé, hablaré	
mirar: miro, miré, miraré	
caminar: camino, caminé, caminaré	
la niña	
la muchacha	

C. Canto:

Give the present-tense **-ar** verb endings.

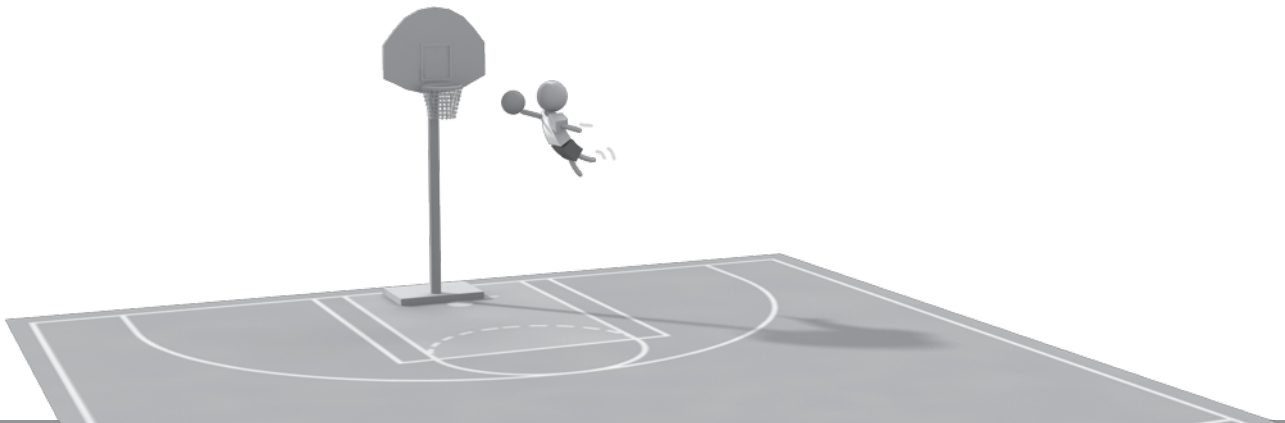
	Singular	Plural
1 st person	-o	_____
2 nd person	_____	_____
3 rd person	_____	_____

D. Grammar:

Define the following terms.

1. Number: _____

2. Person: _____



Chapter 3

Frases:

La niña pone la mesa antes de cenar.

Toma una taza de café con la cena.

Después de la cena, descansa en la cama.

(The girl sets the table before eating.

She drinks a cup of coffee with dinner.

After dinner, she rests in bed.)

Conversación:

¡Buenos días! *(Good morning!)*

¡Buenas tardes! *(Good afternoon!)*

¡Buenas noches! *(Good night!/Good evening!)*

Canto:

Gendered and Numbered Endings for the Noun **Muchacho**

Noun gender	Singular	Plural
Masculine	muchacho: boy	muchachos: boys
Feminine	muchacha: girl	muchachas: girls

Vocabulario:

Spanish	English
cenar: ceno, cené, cenaré	to have supper: I have supper, I had supper, I will have supper
descansar: descanso, descansé, descansaré	to rest: I rest, I rested, I will rest
necesitar: necesito, necesité, necesitaré	to need: I need, I needed, I will need
observar: observo, observé, observaré	to notice/observe: I notice/I observe, I noticed/I observed, I will notice/I will observe
tomar: tomo, tomé, tomaré	to take/have something to eat or drink: I take/I have something to eat or drink, I took/I had something to eat or drink, I will take/I will have something to eat or drink
la cena	supper
la mesa	table
la silla	chair
la cama	bed
la luna	moon



1. The word **días** means “days,” but this phrase is only used in the morning.

Number

Do you remember what a noun is? Just in case you forgot, **a noun is a word that names a person, place, thing or sometimes an idea.** Do you remember how in the last chapter we found that verbs have all sorts of different endings? Well, nouns have a set of endings, too.

Notice how, just like with the verb charts, the chart you memorized as your **canto** for this chapter has two “columns” going up and down. Just like with the verbs, the column on the left is for the singular forms of the noun (“singular” means just one, remember?) and on the right are all the plural forms. No problem so far, right? We call the difference between singular and plural in nouns their “number,” just like we do for verbs.

Gender

Are you a boy or a girl? The answer to that tells you your gender—whether you are male or female. Did you know that nouns have gender, too? In English, “boy” is a **masculine** noun and “girl” is a **feminine** noun. “Table” in English is a **neuter** noun, meaning that it’s not really either a “boy-table” or a “girl-table” because tables aren’t boys or girls...they’re just tables. However, this may surprise you: in Spanish, all tables are girls! At least they are in Spanish grammar. In fact, all of the nouns from this week are feminine, which means that they’re “girl-nouns” (Don’t worry, boys; we’ll give you lots of masculine nouns next chapter.) In Spanish, nouns ending in “**-a** or **-as**” are almost always feminine. Nouns ending in “**-o** or **-os**” are almost always masculine. Make sure that you learn those endings and whether they are masculine or feminine, because in Spanish it’s important to always know a noun’s gender.

A. Translation:

1. cenar		6. la cama	
2. observar		7. la cena	
3. descansan		8. la mesa	
4. tomar		9. la luna	
5. necesito		10. la silla	

11. La niña pone _____ antes de _____.

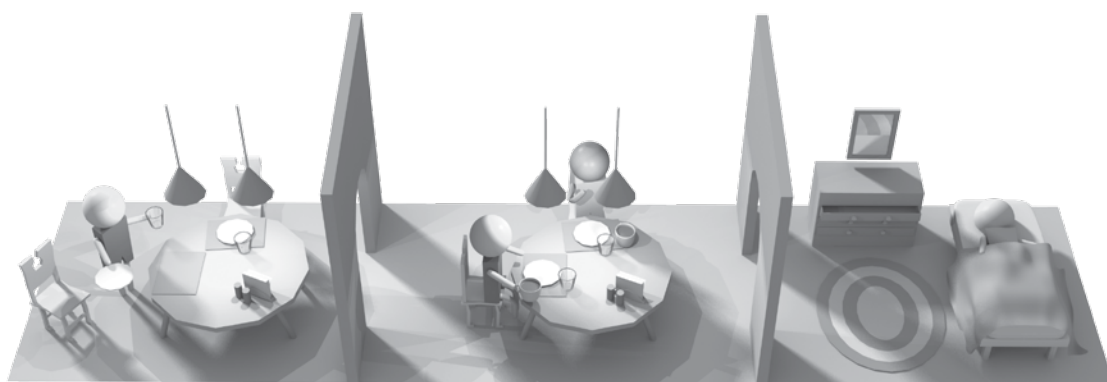
_____ una taza de café _____ la cena.

_____ la cena, descansa _____ la cama.

B. Canto: Noun Endings

Fill in the gender endings and their English translation for the noun **muchacho**.

	Singular	Plural
Masculine	muchach_____:	muchach_____:
Feminine	muchach_____:	muchach_____:



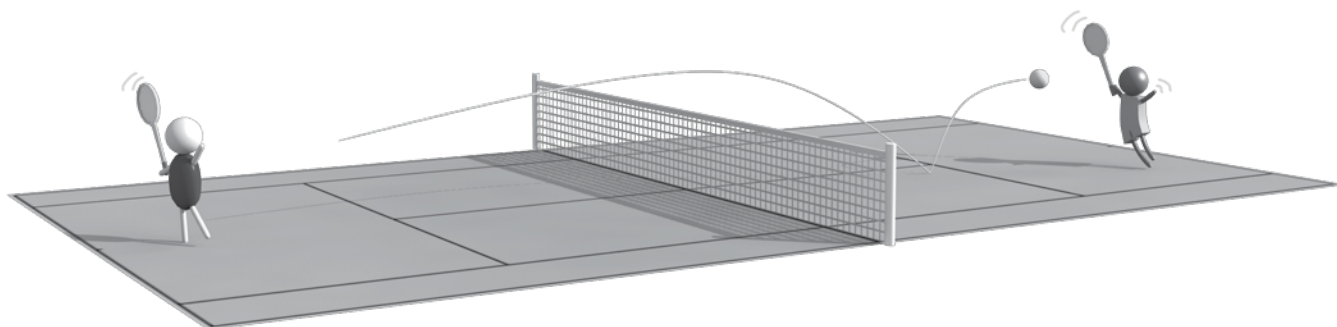
C. Grammar:

1. _____ tells you if a noun is singular or plural.
2. _____ tells you if a noun is masculine or feminine.
3. Finish filling in the gender endings in the boxes below:

	Singular	Plural
Masculine	_____	_____
Feminine	_____	_____

D. Cognados:

1. A _____ eclipse is an eclipse of the moon. (**luna**)



A. New and Review Vocabulary:

Spanish	English
cenar: ceno, cené, cenaré	
descansar: descanso, descansé, descansaré	
necesitar: necesito, necesité, necesitaré	
observar: observo, observé, observaré	
tomar: tomo, tomé, tomaré	
amar: amo, amé, amaré	
la cena	
la mesa	
la silla	
la cama	
la luna	
la muchacha	
la escuela	

B. Canto: Noun Endings

Fill in the gender endings and their English translation for the noun **muchacho**.

	Singular	Plural
Masculine	muchach_____	muchach_____
Feminine	muchach_____	muchach_____

C. Grammar: Define the following term.

1. Gender: _____
2. Singular: _____

Chapter

4

Frases:

A. Mi madre me pregunta si compré la carne del vendedor en la calle.

B. Estudio para mi clase de español por la noche.

(A. My mother asks me if I bought meat from the seller in the street.

B. I study for my spanish class at night.)

Conversación:

Por favor (please)

Gracias (thank you)

Repita, por favor. (Please repeat.)

Más despacio, por favor. (More slowly, please.)

Un vaso de agua (a glass of water)

Un vaso de agua, por favor. (A glass of water, please.)¹

Canto:

Definite and Indefinite Articles

Definite Articles

Noun gender	Singular	Plural
Masculine	el	los
Feminine	la	las

Indefinite Articles

Noun gender	Singular	Plural
Masculine	un	unos
Feminine	una	unas

Vocabulario:

Spanish	English
comprar: compro, compré, compraré	to buy: I buy, I bought, I will buy
escuchar: escucho, escuché, escucharé	to listen (to): I listen (to), I listened (to), I will listen (to)
preguntar: pregunto, pregunté, preguntaré	to ask: I ask, I asked, I will ask
enseñar: enseño, enseñé, enseñaré	to teach: I teach, I taught, I will teach
estudiar: estudio, estudié, estudiaré	to study: I study, I studied, I will study
la madre	mother
la calle	street
la carne	meat
la noche	night
la clase	class

1. You can use this **conversación** section to practice asking for the nouns you already know! You can ask your mom or dad to help you with this, but remember to say "thank you" when you get what you asked for.

Articles

In chapter 3 you learned that nouns have certain endings depending on their gender and number. Another important part of speech related to nouns are **articles**. **Articles are words that go before a noun to show if the noun is referring to something specific or something general.** Articles that indicate a specific noun are called **definite articles**, and the ones that indicate a general category of nouns are called **indefinite articles**. Please don't let these fancy words fool you; articles are some of the most common and basic words we use. In English, these words are: "the," "a," "an," and "some."

Definite Articles

Noun gender	Singular	Plural
Masculine	el: the	los: the
Feminine	la: the	las: the

As you can see, there are many more definite articles in Spanish than there are in English. All four of the Spanish definite articles mean "the" in English! Using all of these different ways to say "the" in Spanish allows us to be more specific about the gender and number of the noun we are describing. If you don't know the gender or number of a noun, the article before it will give you a good clue!¹

Indefinite Articles

Noun gender	Singular	Plural
Masculine	un: a/an	unos: some
Feminine	una: a/an	unas: some

These indefinite articles will also tell you the gender and number of a noun. We will talk more about gender and number in a few chapters. For now, all you need to be able to do with articles is recognize and translate them.

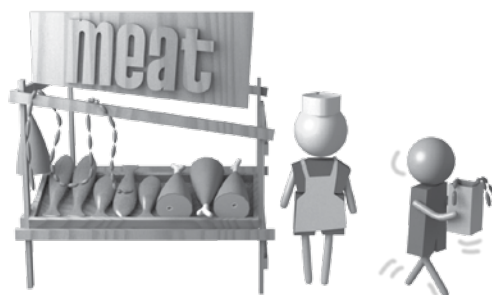


1. Article/noun gender agreement is discussed in chapter 8.

A. Translation:

1. comprar	_____	6. la madre	_____
2. escuchar	_____	7. la calle	_____
3. preguntar	_____	8. la carne	_____
4. enseñar	_____	9. la noche	_____
5. estudiar	_____	10. la clase	_____

11. Mi madre _____ si _____ del vendedor en la calle.
 _____ para _____ de español por la noche.



B. Canto: Fill in the articles.

Definite Articles

Noun gender	Singular	Plural
Masculine	_____	los
Feminine	la	_____

Indefinite Articles

Noun gender	Singular	Plural
Masculine	un	_____
Feminine	_____	unas

C. Grammar:

Draw a line between the matching noun and article so they agree.

- | | |
|---------------------|---------------|
| 1. muchachos | A. los |
| 2. niño | B. una |
| 3. iglesia | C. el |

D. Cognados:

1. A bird that is awake only at night is _____. (**noche**)
2. An animal that eats only meat is called a _____. (**carne**)



A. New Vocabulary:

Spanish	English
comprar: compro, compré, compraré	
escuchar: escucho, escuché, escucharé	
preguntar: pregunto, pregunté, preguntaré	
enseñar: enseño, enseñé, enseñaré	
estudiar: estudio, estudié, estudiaré	
la madre	
la calle	
la carne	
la noche	
la clase	

B. Canto:

Conjugate the verb **hablar**. Be sure to label all of the boxes.

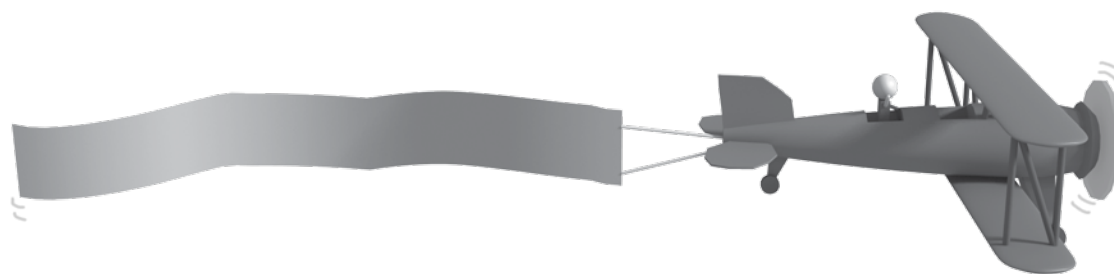
		Plural
2 nd		
	habla:	

C. Grammar:

Define the following terms.

1. Article: _____

2. Number: _____



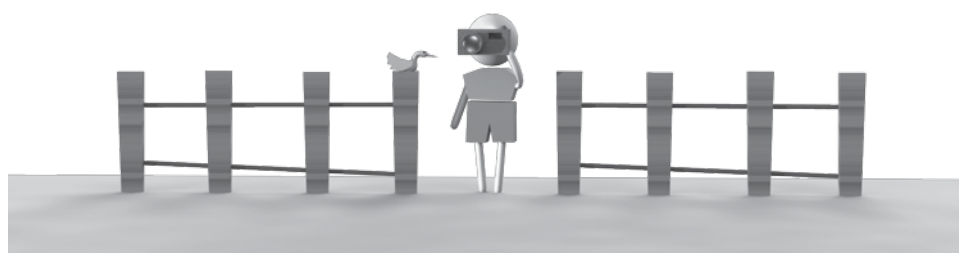
Chapter 5

Now that you have learned forty Spanish words (twenty verbs and twenty nouns), it is time to review them to make sure you won't forget them. Remember to practice reciting these words for five to ten minutes every day. Even better, sing or chant them!

Try to supply the English meaning for each Spanish word on the list below. For each word that you miss, put a check in the box next to that word. Then work really hard on those "checked" words until you have them mastered. If you want to, write any words that stump you on a separate piece of paper with the English beside them and practice them until you have them memorized. You may even want to make yourself flash cards of the words that you missed and practice them with a friend or your parents. Review the list below at least once every day this week.

Verbs:			Verbs:		
<input type="checkbox"/>	hablar		<input type="checkbox"/>	cenar	
<input type="checkbox"/>	amar		<input type="checkbox"/>	descansar	
<input type="checkbox"/>	mirar		<input type="checkbox"/>	necesitar	
<input type="checkbox"/>	entrar		<input type="checkbox"/>	observar	
<input type="checkbox"/>	caminar		<input type="checkbox"/>	tomar	
<input type="checkbox"/>	usar		<input type="checkbox"/>	comprar	
<input type="checkbox"/>	visitar		<input type="checkbox"/>	escuchar	
<input type="checkbox"/>	preparar		<input type="checkbox"/>	preguntar	
<input type="checkbox"/>	llamar		<input type="checkbox"/>	enseñar	
<input type="checkbox"/>	trabajar		<input type="checkbox"/>	estudiar	

Nouns			Nouns:		
<input type="checkbox"/>	la muchacha		<input type="checkbox"/>	la cena	
<input type="checkbox"/>	la niña		<input type="checkbox"/>	la mesa	
<input type="checkbox"/>	la casa		<input type="checkbox"/>	la silla	
<input type="checkbox"/>	la iglesia		<input type="checkbox"/>	la cama	
<input type="checkbox"/>	la tierra		<input type="checkbox"/>	la luna	
<input type="checkbox"/>	la taza		<input type="checkbox"/>	la madre	
<input type="checkbox"/>	la caja		<input type="checkbox"/>	la calle	
<input type="checkbox"/>	la puerta		<input type="checkbox"/>	la carne	
<input type="checkbox"/>	la escuela		<input type="checkbox"/>	la noche	
<input type="checkbox"/>	la cosa		<input type="checkbox"/>	la clase	



Let's Go On a Field Trip!

It's time for a field trip. Let's climb into an imaginary time machine and travel back 2,000 years to ancient Rome. Picture the huge, beautiful stone buildings rising above you. Feel the hot stones of the busy city streets beneath your feet, and the Mediterranean breezes through your toga as we walk through the marketplace. Listen: all the people bustling around you with baskets of grapes and olives are speaking a language called Latin. In fact, "Mediterranean," the name of the sea nearest Rome, is made up of two Latin words, *medi* and *terra*, meaning "middle" and "earth." Here in the year AD 8, the Roman Empire is the most powerful force in the world, and the Mediterranean Sea is at its center.

Now let's climb back into our time machine and set the dial forward 1,000 years. The glorious Roman Empire is gone. In its place, many smaller kingdoms have formed. Over the past thousand years, people mixed the Latin language with new words, or changed the old words just a little and began to say them differently. We are witnessing the birth of the modern "Romance" languages: languages that come from the language of the Romans. In Italy, people are beginning to speak a new language that will some day be called "Italian." In France, people are beginning to speak a new language that will some day be called "French." And in a small part of Spain, people are beginning to speak a new language that will some day be spoken all over the world, called "Spanish."

Let's hop back in our time machine and come back to the present. We're back at our desks with our Spanish primer in front of us. Let's think about our field trip. What does what we learned mean to us? We traveled to the middle of the ancient Roman Empire near the Mediterranean Sea—the middle of the earth. But wait! Look at the Latin word for "earth": *terra*. Does that look like a Spanish word you know? If you're thinking of **tierra**, you're right. Looking at the words *terra* and **tierra**, you can see how the Latin language lives on in Spanish. That's because these two words are **cognates**. **Cognates are words that come from the same original word in Latin.**¹ At the first stop on our field trip, everyone in the Roman Empire would have said the word "terra" for earth. But by our second stop, Spanish people might have been saying **tierra**, while their French neighbors were using a different cognate: *terre*.

Why does this matter? Because there's another language made up of many words that are cognates of words in Spanish and Latin. You're reading that language right now. That's right, approximately fifty percent (one-half) of the words in your own language—English—are cognates of words in Latin or in Spanish. You've seen some cognates already: words like **usar**, **luna**, **visitar**, and many more. Learning to spot cognates is one of the best tools you have as you learn a new language. After all, it's much easier to guess the meaning of a Spanish word if it looks just like one you know in English, isn't it? Sometimes it works the other way around: really big and difficult words in English, like "territory," "terrarium," and "terrestrial," are

1. The word "cognate" itself comes from the Latin words that mean "born together."

cognates of an easy Spanish word: **tierra**. So, once you learn Spanish, English will even be easier! Other languages will be easier to learn if you look for cognates, too. Imagine walking into Latin class and seeing that your first vocabulary list includes the words *terra*, *amāre* (to love), and *cena* (dinner). You would already in good shape for that vocabulary test, wouldn't you?

Let's put your new understand of cognates to work. Below, draw a line to match the English words on the left with their Spanish cognates on the right.

Profesiones (professions)

- | | |
|----------------------|--------------|
| 1. doctor | a. artist |
| 2. actor | b. pianist |
| 3. artista | c. florist |
| 4. pianista | d. doctor |
| 5. florista | e. president |
| 6. presidente | f. actor |

Sustantivos (nouns)

- | | |
|--------------------|-------------|
| 1. música | a. fruit |
| 2. medicina | b. problem |
| 3. fruta | c. medicine |
| 4. problema | d. animal |
| 5. animal | e. music |
| 6. color | f. family |
| 7. familia | g. color |

Adjetivos (adjectives, describing words)

- | | |
|-----------------------|-----------------|
| 1. rápido | a. athletic |
| 2. atlético | b. intelligent |
| 3. interesante | c. famous |
| 4. inteligente | d. difficult |
| 5. famoso | e. rapid (fast) |
| 6. curioso | f. interesting |
| 7. difícil | g. curious |

Using the Spanish cognates in parenthesis, draw a line to match the big English words on the left to their definitions on the right.

- | | |
|--------------------------------|--|
| 1. territory (tierra) | a. acting like a mother |
| 2. amicable (amigo) | b. an animal that eats meat |
| 3. maternal (madre) | c. relating to the moon |
| 4. carnivore (carne) | d. treating other people in a friendly manner |
| 5. lunar (luna) | e. the earth or land that belongs to a person or a country |

Verbs: Writing P, N, T, and Translating

In the exercise below, first identify the person, number and tense of the verbs by looking at their *endings*. When you have finished, go back and translate them into English. (You can use the two verb charts provided at the end of the grammar lesson in chapter 4 for help.)

Spanish Verb	Person	Number	Tense	Translation
Example: Hablamos	first	plural	present	we speak
1. Estudiamos				
2. Estudian				
3. Necesitan				
4. Necesito				
5. Entro				
6. Entras				
7. Preguntas				
8. Pregunta				
9. Llaman				
10. Cenan				

Latin's Family Tree of Cognates

From the family tree below, you can learn some more interesting facts about cognates. The tree trunk lists the history of the development of the Latin language. The oldest language is listed on the bottom of the tree, and our language (English!) is listed on the top. From Latin, “branches” sprout, which are the Romance languages. In this book, we will only study English words that are cognates with Spanish, but, as you can see from the other “branches” of the tree, English has many cognates with French and Italian, too.

