# **UNIDAD 5**

**La escuela**



ESCUELA SECUNDARIA ORCHARD PARK

El paquete de apuntes

Nombre: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Base: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Clase: \_\_\_\_\_\_\_\_\_\_\_\_

# pe03336_

# **Unidad 5: EN LA ESCUELA**

**Objectives: In this unit you will learn:**

Time (p. 8)

The 24-hour clock

School subjects (p. 74, 96)

Expressing opinions (pp. 79, 80, 96)

School Supplies and Classroom objects (p. 100, 120)

School Related Expressions

Numbers 101-1.000 (p. 323)

*-ar* verbs (p. 46) and present tense conjugation (p. 84-87)

Making a statement negative (p. 36)

Forming yes/no questions

Forming questions using interrogatives (p. 184)

Schools in Mexico / cultural information (p. 116)

Español 7 Unidad 5

***LA HORA:* TIME ON THE HOUR (libro página 8)**

***¿Qué hora es? - \_What time is it?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

**To say "It is \_\_\_ o'clock." / "It is noon/midnight.":** **el reloj**

   

NA02272_

**bd07831_ Es la una. Son las dos. Son las tres. Es mediodía.**

**Es medianoche.**

***¿A qué hora es? - At what time is it?***

**To say "At \_\_\_\_ o'clock." / "At noon/midnight."**

**NA02272_**   

**bd07831_ A la una. A las dos. A las tres. A mediodía.**

**A medianoche.**

**¿A qué hora empieza …? - \_\_\_\_At what time does it begin?\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Empieza a la / las … - \_\_\_It begins at .....\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**¿A qué hora termina …? - \_\_\_\_\_\_\_At what time does it end?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Termina a la / las … - \_\_\_It ends at .....\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

¿A qué hora empiezan las clases? - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Empiezan a las ocho. - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

¿A qué hora terminan las clases? - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Terminan a las dos y media. - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1

**Spanish speakers do not use "AM" or "PM". Instead they use;**

**A. In speech:**

*de la mañana \_\_\_\_\_\_a.m.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*de la tarde \_\_\_\_\_p.m. (afternoon)\_\_\_\_\_\_\_\_\_\_\_*

*de la noche \_\_\_\_p.m. (night)\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

**B. In print:** *the 24-hour clock (military time) is used.*

To figure out the time you should look at the hour and determine if it is greater or less than 12.

\*if the hour is greater than 12,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ex: 13.00 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*if the hour is less than 12,\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ex: 10.00 =\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\*\*\**note:* 24.00 is midnight (am) and 12.00 is noon (pm)

**C. Draw the hands on the clock to show the time stated by the teacher:**

1. 2. 3. 4. 5.

****

6. 7. 8. 9. 10.

****

2

**F. Write the times in Spanish:**

1. 3.00 \_\_\_\_\_\_\_Son las tres.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. bd07831_7.00 \_\_\_\_\_\_\_Son las siete.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. 12.00 \_\_\_\_Es medianoche.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. 4.00 \_\_\_\_\_\_\_Son las cuatro.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. 10.00 \_\_\_\_\_\_Son las diez.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. 1.00 \_\_\_\_\_\_Es la una.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. 9.00 \_\_\_\_\_Son las nueve.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

NA02272_

1. 12.00 \_\_\_\_Es mediodía.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. 6.00 \_\_\_\_\_\_\_Son las seis.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. 5.00 \_\_\_\_\_\_\_Son las cinco.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**G. Write the time in Spanish using "At....." and indicating the time of day *as it would be said.***

11. 2.00 (afternoon) \_\_\_\_\_Son las dos de la tarde.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

12. 8.00 (morning) \_\_\_\_\_\_Son las ocho de la mañana.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

13. 11.00 (night) \_\_\_\_\_\_Son las once de la noche.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

14. 6.00 (morning) \_\_\_\_\_\_Son las seis de la mañana.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3

## *La Hora*: Minutes After the Hour (*y*) (libro página 8)

**Important vocabulary in stating time after the hour:**

1. quarter after (15 minutes after the hour)- \_\_\_\_y cuarto\_\_\_\_\_\_

2. half past (30 minutes after the hour)- \_\_\_\_\_y media\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. What does ***y*** mean in English? \_\_\_\_\_\_\_\_and\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. Explain how you state the time including minutes after the hour (when not greater than 30)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Example:* ***5.20***\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. Fill in the correct punctuation used in Spanish when writing the time digitally. 3 05

**Practica: Write the times in Spanish. Refer to your notes/book for correct spelling.**

1. 8.15 A las ocho y cuarto.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. 11.30 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. 1.05 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. 2.25 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. 12.10 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. 1.30 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. 7.14 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. 3.13 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. 5.22 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. 4.15 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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4

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## *La Hora*: Minutes Before the Hour (*menos*) (libro página 8)

**Important vocabulary in stating time to the hour:**

1. quarter to (15 minutes to/before the hour) - \_\_\_\_\_menos cuarto\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. What does ***menos***  mean in English? \_\_\_\_minus\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. Explain how you state the time including minutes to/before the hour. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Example:* ***5.40***\_\_\_\_\_Son las seis menos veinte.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. ***¡OJO!*** What is the difference between ***cuatro*** and ***cuarto***? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Practica: Write the times in Spanish. Refer to your notes/book for correct spelling.**

1. 9,45 \_\_\_\_\_A las diez menos cuarto.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. 3,45 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. 12,45 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. 10,50 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. 2,35 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

6. 8,55 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. 7,40 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. 12,52 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. 11,31 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10. 1,59 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5

Español 7 Unidad 5

**LAS MATERIAS - \_\_\_the subjects\_\_\_\_\_\_\_\_\_\_\_\_- LAS ASIGNATURAS**

**(libro páginas 74 y 96)**

**el horario - \_the schedule\_\_\_\_\_\_\_\_**

**la clase de . . . - \_the class of\_\_\_\_\_\_\_\_**

las ciencias sociales - \_\_social studies\_\_\_\_\_\_\_\_\_

la historia - \_\_history\_\_\_\_\_\_\_

bd07214_

la geografía - \_\_geography\_\_\_\_\_\_\_\_\_\_\_\_

las matemáticas - \_\_math\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

las ciencias - \_\_science\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

el inglés - \_\_\_English\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

el español - \_Spanish\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

el francés - \_\_French\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

bd06375_

el latín - \_\_\_Latin\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la informática - \_computer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la salud - \_health\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

el arte - \_\_art\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la música - \_\_music\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

bd07208_

la educación física - \_\_gym\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la tecnología - \_\_technology\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

las ciencias domésticas - \_life and careers\_\_\_\_\_\_\_\_

el período de estudiar - \_\_studyhall\_\_\_\_\_\_\_\_\_\_\_\_

el almuerzo - \_\_lunch\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***FYI:***

el laboratorio de..... - \_...... lab\_\_\_\_\_\_\_\_\_ la lengua extranjera - \_foreign language\_\_\_\_

el coro - \_chorus\_\_\_\_\_\_\_\_\_\_\_\_\_ la banda - \_band\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la orquestra - \_orchestra\_\_\_\_\_\_\_\_\_\_\_\_

6

**después de las clases - after school**

☹

la detención - \_detention\_\_\_\_\_\_\_\_\_\_\_\_\_\_

☺

el club de *español* - \_Spanish club\_\_\_\_\_\_\_\_\_\_\_\_\_\_

el club de \_\_\_\_\_\_\_\_\_\_\_\_\_ - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***FYI*:**

el consejo de estudiantes - \_\_counseling center\_\_\_\_\_\_\_\_\_\_\_

la ayuda - \_help\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

el colegio - \_\_the high school\_\_\_\_\_\_\_\_\_\_\_

la nota - \_\_the grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

buena nota - \_\_good grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

mala nota - \_\_\_bad grade\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Ejemplos:*

*I got a good grade in Spanish class. –* ***Yo saqué buena nota en la clase de español****.*

*I got a bad grade on the test. –* ***Yo saqué mala nota en el examen.***

7

Español 7 Unidad 5 Fecha: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Vocabulario – Opiniones **(libro página 96)**

**los adjetivos**

MCj04324410000[1] MCj00890480000[1] MCj02920980000[1]

**Es divertido(a). Es fácil. Es interesante.**

**\_It’s fun.\_\_\_\_\_\_\_ \_\_It’s easy.\_\_\_\_\_\_ \_It’s interesting.\_\_\_\_**

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**Es difícil. Es aburrido(a). Es emocionante.**

**\_It’s difficult.\_\_\_\_ \_\_It’s boring. \_\_\_\_ \_\_It’s exciting.\_\_\_\_**

**Es imposible. \_\_It’s impossible.\_\_\_\_\_\_\_\_\_\_\_\_**

**Es fatal. \_\_It’s awful.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Es importante. \_\_It’s important.\_\_\_\_\_\_\_\_\_\_\_**

**Es práctico, -a. \_\_It’s practical.\_\_\_\_\_\_\_\_\_\_**

**Es más . . . que . . . \_\_\_It’s more ...... than ......\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

8

**otras expresiones:**

**\*¿Te gusta(n)......? \_\_\_Do you like?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**¿Por qué? - \_\_Why\_\_\_\_\_\_\_\_\_\_\_\_**

**¿Por qué no? - \_\_Why not\_\_\_\_\_\_\_\_\_\_**

***FYI :***

***porque.... - \_\_*because*\_\_\_\_\_\_\_\_***

**Un diálogo**

**Pepe:** Julia, ¿te gusta la clase de español?

**Julia:** ¡Claro qué sí! Me encanta la clase de español.

**Pepe:** ¿Por qué?

**Julia:** Es muy divertida. ¿Y tú, te gusta el español?

**Pepe:** ¡Ay, no! No me gusta la clase de español.

**Julia:** ¿Por qué no?

**Pepe:** Es muy aburrida.

9

**Las cosas en la clase - \_the things in the class**

en la sala de clase - \_in the classroom\_\_

\*¿Qué es? - \_\_What is it?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Es….

el pupitre - \_\_\_the student desk\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

escritorio - \_\_\_the teacher desk\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la mesa - \_\_the table\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



la silla - \_\_\_the chair\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la pizarra - \_\_the chalkboard\_\_\_\_\_\_\_\_\_\_\_\_\_\_

el mapa - \_\_the map\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

el cartel - \_\_the poster\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

el diccionario - \_the dictionary\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la computadora - \_the computer\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

el teclado – \_the keyboard\_\_\_\_\_\_\_\_\_\_\_

el ratón - \_\_the mouse\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la pantalla - \_\_the screen\_\_\_\_\_\_\_\_\_\_

la Red / el internet - \_the internet\_\_\_\_\_

la ventana - \_\_the window\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la puerta - \_\_the door\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

el reloj - \_\_the clock\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la página - \_\_the page\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

los apuntes - \_\_the notes\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

10

MCj02331610000[1]

\*el profesor / la profesora

el maestro - \_\_the teacher\_\_\_\_\_\_\_\_\_\_\_\_\_ - la maestra

\*el estudiante / la estudiante

el alumno - \_\_the student\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ la alumna

el compañero / la compañera - \_\_the partner\_\_\_\_\_\_\_\_\_\_\_

la mochila - \_the backpack\_\_\_\_\_\_\_\_\_

\*el libro

\*el cuaderno

\*la carpeta

\*el papel

\*el lápiz

\*el bolígrafo/la pluma

\*la agenda \*el examen \*la tarea

la goma – \_\_the eraser\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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la regla – \_\_the ruler\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

las tijeras – \_\_the scissors\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

la cola - \_\_the glue\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

FYI:

la perforadora - hole punch

la grapadora – stapler

la cinta - tape

los refuerzos – reinforcements

el marcador - marker

el resaltador / marcador fluorescente - highlighter

el retroproyector - overhead projector

la tiza - chalk

la papelera - waste basket

el director / la directora - principal

11

**Hay … No hay … ¿Hay …?**

“Hay …” is a very useful expression to know in Spanish! Read the following sentences /questions and think about what they mean in English.

\**Hay* escuela hoy. \**Hay* 6 personas en mi familia.

\**No hay* tarea hoy. \**No hay* exámenes.

\**¿Hay* una fiesta hoy*? \*¿Hay* estudiantes inteligentes*?*

Write the 2 meanings for each phrase below.

**“Hay”** .......................................... ..........................................

**“No hay”** .......................................... ..........................................

**“¿Hay?”** .......................................... ..........................................

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**Actividad 1:** Escriban las frases en inglés.

1. Hay dos gatos en mi casa.
2. Hay seis chicos en la familia.
3. ¿Hay un examen hoy?
4. No, no hay un examen hoy. Es mañana.

12

1. ¡Hay mucha tarea!
2. ¡Hay un perro en mi armario!
3. ¿Cuántas chicas hay en la clase?
4. Hay tres hermanos en la familia.

**Actividad 2:** Escriban en español.

1. There is a horse in the house!
2. How many people are in your family?
3. There are 12 boys in the class.
4. Is there school today?
5. There isn’t school today!!!
6. Is there homework today?
7. There are 11 girls in the family!

13

Español 7 Unidad 5

LOS NÚMEROS 100 -1.000 **(libro página 323)**

100 cien

101 ciento uno

110 \_\_ciento diez\_\_\_\_

121 \_\_ciento veintiuno\_

200 doscientos

201 \_doscientos uno\_\_\_\_\_\_

232 \_doscientos treinta y dos\_\_

300 trescientos

400 cuatrocientos

500 quinientos

600 seiscientos

700 setecientos

800 ochocientos

900 novecientos

1.000 mil\*

2.000 dos mil

3.000 \_tres mil\_\_\_\_\_\_

10.000 \_diez mil\_\_\_\_

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FYI:

1.000.000 un millón

2.000.000 dos millones

1.000.000.000 un billon

MCj03391980000[1] ***¡Ojo!***

When saying 1.000 it is simply ***mil***. There is no *un* or *uno* before it. However when saying 1.000.000, you do say ***un*** *millón*.

**Now you try this challenge!**

5.627.215 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

[](http://en.wikipedia.org/wiki/File:Mexicanbanknotes.jpg)

Español 7 Unidad 5

**los verbos –ar\_=\_-ar verbs\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

(infinitivos - \_\_infinitives\_\_\_\_\_\_ libro página 46)

**Here are the –ar verbs you have already learned**:

**Be sure to make notes next to any you have trouble remembering!!**

j0078766

\*dibujar to draw \*pescar to fish \*escuchar (música) to listen

\*patinar to skate \*usar to use \*hablar (por teléfono) to talk

\*esquiar to ski \*bailar to dance \*pasar (tiempo con amigos)to pass

\*cantar to sing \*practicar to practice\*montar (en bicicleta / a caballo)

to ride

\*nadar to swim

1. estudiar \_\_\_to study\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. tomar \_\_to take, to drink \_\_\_\_\_\_\_\_\_\_

pe03336_

3. sacar fotos \_\_to take pictures\_\_\_\_\_\_\_\_\_\_

4. caminar \_\_to walk\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. mirar \_\_to look at, to watch\_\_\_\_\_\_\_\_\_\_\_\_

6. visitar \_\_to visit\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

7. viajar \_\_to travel\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

8. trabajar \_\_to work\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9. buscar \_\_to look for\_\_\_\_\_\_

10. \*odiar \_to hate\_\_\_\_\_\_\_\_\_\_

11. comprar \_to buy\_\_\_\_\_\_

**\*Repaso /Review**

~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~

*FYI:*

*ganar \_\_to earn, to win\_\_\_\_\_\_\_\_\_\_\_\_\_ necesitar \_\_\_to need\_\_\_\_\_\_\_\_\_\_\_\_*

*enseñar \_to teach \_\_\_\_\_\_\_\_\_\_\_\_\_\_ cocinar \_\_to cook\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*sacar apuntes \_to take notes\_\_\_\_\_\_\_\_ ayudar \_\_to help\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

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# *CONJUGATION OF –AR VERBS (libro página 84)*

A. Read the following groups of words.

*necesitar – to need comer – to eat escribir – to write*

*patinar – to skate leer – to read vivir – to live*

*dibujar – to draw beber – to drink abrir – to open*

1. In Spanish there are \_3\_\_\_\_ types of verbs: \_\_ar\_\_ verbs, \_\_er\_\_ verbs, and

\_\_ir\_\_ verbs.\*

2. The form of the verb that ends in ***ar***,  ***er***, or  ***ir***  is called the \_infinitive\_. It is the simplest form of the verb and the only form you will find in

the dictionary. (In English, an infinitive is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

3. The **stem** of a verb is found by \_\_dropping off the ending - ar, er, ir\_\_\_\_\_\_\_\_\_

pe02752_

4. What are the stems of these verbs?

trabajar \_\_trabaj\_\_\_\_\_\_\_

pe07281_

escuchar \_escuch\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

esquiar \_\_esqui\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

mirar \_\_mir\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

bailar \_\_bail\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

5. The stem communicates the \_\_meaning\_\_\_\_\_\_\_\_\_ of the verb.

6. The stem cannot be used alone. It needs to have an \_\_ending\_\_\_\_\_\_\_\_\_\_\_\_\_.

This tells who is doing the action. A verb in Spanish can therefore be used

alone, it is not always necessary to use the subject pronoun.

\*In seventh grade, we will concentrate on verbs that end in “ar”. We will learn more about the other two in grade 8.

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B. In order to use a verb with a pronoun, it must be conjugated. Conjugation means \_\_Taking the stem and adding the appropriate ending.\_\_\_\_\_\_\_\_\_\_

Each subject pronoun has its own special ending. The endings for –ar verbs are:

yo \_\_\_O\_\_\_\_\_\_\_\_\_\_ nosotros(as) \_\_AMOS\_\_\_\_\_\_\_

tú \_\_\_AS\_\_\_\_\_\_\_\_\_ vosotros(as) \_\_ÁIS\_\_\_\_\_\_\_\_\_\_\_

usted \_A\_\_\_\_\_\_\_\_\_\_\_ ustedes \_\_AN\_\_\_\_\_\_\_\_\_\_\_

él \_\_A\_\_\_\_\_\_\_\_\_\_\_ ellos \_\_AN\_\_\_\_\_\_\_\_\_\_\_

ella \_\_A\_\_\_\_\_\_\_\_\_\_\_ ellas \_\_AN\_\_\_\_\_\_\_\_\_\_\_

pe03321_

C. Let’s look at a verb with all its forms.

cantar = to sing

yo canto = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ nosotros cantamos = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

nosotras cantamos = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

tú cantas = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ vosotros cantáis = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

vosotras cantáis = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

usted canta = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ustedes cantan = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

él canta = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ellos cantan = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ella canta = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ellas cantan = \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Notice that the endings are attached to the root. It becomes *one* word.**

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## Español 7 Unidad 5

### NEGATIVE STATEMENTS AND ASKING QUESTIONS

#### A. When making a statement negative in Spanish, (ie: I don’t sing.)

#### put the word no before the verb. (libro página 36)

Yo no comprendo. - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

El no baila bien. - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Nosotros no estudiamos. - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now you try. Write the following in Spanish.

You don’t need a pencil. - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We don’t swim a lot. - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

They don’t sing well. - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I am not patient. - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

B. ***When forming a question***, ***the verb and the subject***

**reverse order**. \*Do not try to translate do/does. (¡*Es imposible!*)

¿Baila él? - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

¿Hablas tú mucho? - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

¿Trabajan ellos los sábados? - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

¿Por qué necesitáis vosotros estudiar? –

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Now you try. Write the following in Spanish.

Do you watch T.V.? - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Does she study a lot? - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

When do we visit the park? - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Español 7 Unidad 5 Fecha \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿¿**

# **LOS INTERROGATIVOS - \_\_Interogatives\_\_\_\_**

# **(libro página 184)**

\*¿Qué? \_\_What\_\_\_\_\_\_\_\_\_\_

¿Qué día es hoy? ..........................................................................

¿Qué es? .....................................................

\*¿Dónde? \_\_Where\_\_\_\_\_\_\_

¿Dónde está...? ................................................................

¿De dónde eres? ..............................................................

\*¿Adónde? \_To where\_\_\_\_\_\_\_

¿Adónde vas? ....................................................................

\*¿Por qué? \_Why\_\_\_\_\_\_\_

¿Por qué te gusta la clase de ciencias? ................................................................

\*¿Cómo? \_How or What\_\_\_\_\_\_\_\_\_

¿Cómo estás? .............................................................................

¿Cómo te llamas? ........................................................................

¿Cuánto? \_How much or How many\_\_\_

¿Cuánto es? ...................................................

\*¿Cuántos/as? How much or How many

¿Cuántos años tienes? ...................................

¿Cuántas personas hay en tu familia? ...................................................................

\*¿Cuándo? \_\_\_When\_\_\_\_\_\_

¿Cuándo es tu cumpleaños? ........................................................................

\*¿Cuál? \_\_What or Which\_\_\_\_\_\_\_

¿Cuál es tu clase favorita? ...............................................................................

¿Cuál es la fecha de hoy? ................................................................................

¿Quién? \_Who\_\_\_\_\_\_\_\_\_\_\_

¿Quién está ausente hoy? ...............................................................................

**???????????????????????????????????????????????????????????????**

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HERE IS AN EXAMPLE OF HOW YOU COULD ASK QUESTIONS RELATING TO A STATEMENT USING ITERROGATIVES **(libro página 184)**:

1. Mañana, hay un partido de hockey.

a) ¿Cuándo es el partido? (When)

b) ¿Dónde está el partido? (Where)  
c) ¿A qué hora es el partido? (What)

NOW YOU TRY!!! Make two (2) different questions about the information given: Suggestions are given in fine print.

1. Cesar, Ignacio y Pedro estudian el vocabulario.

a) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Where?)

b) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (What?)

2. El señor Galindo camina por el parque.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Why?)
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (When?)

3. Juanito habla por teléfono con su primo.

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Where?)
2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Why?)

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