

The Essential Spanish III Packet 2017-2018

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<p>Google Site</p>	<p>Here you will find important materials for your Spanish class.</p> <p>Write your teacher's Google Site here:</p> <p><u>http://</u> _____</p> <p>.site.portageps.org/</p>	<ul style="list-style-type: none"> On this site, you will find information on everything you need to know – Extra copies of the syllabus, final exam study guides, and where to find homework if you're absent (Either on the Calendar, or on their Google Classroom). If you are absent or you know you will be absent, you can access/print a copy of the notes, homework, etc. Read the instructions on the Google Site for how to find what you need and navigate properly. Your teacher has a limited copy budget so if you lose something, she requests that you print your extra copies from the Google Classroom.
<p>Google Classroom</p>	<p>Use the Google Classroom to find and submit homework assignments.</p>	<ul style="list-style-type: none"> Go to classroom.google.com, and Click on your current Spanish class. On the main page, you will find a list of homework assignments. The most recent are at the top. Go to the upper left hand corner and click on the menu button (3 horizontal dashes) Click Calendar. Here you will find all the homework assignments posted on the Google Classroom since the beginning of the year.
<p>Quizlet.com</p>	<p>Quizlet is an excellent resource to practice every vocabulary word that we learn this year.</p> <p>The Quizlet App allows you to practice vocab wherever you go.</p>	<ul style="list-style-type: none"> <u>Step 1</u>: Click sign-up and create your own username and password (unless you remember last year's and can write it below). Username: _____ Password: _____ <u>Step 2</u>: In search box, search "Portage Northern Spanish 2017-2018" <u>Step 3</u>: In the middle column ("Classes"), click on the Portage Northern Spanish 2017-2018 link. Click JOIN to become a member of this class. (If you were a member last year, you may already be one now.) <u>Step 3</u>: Throughout the year, click on your current chapter to practice, play and learn! Here are your options: <ul style="list-style-type: none"> <u>Cards</u>: Allows you to hear a native speaker say the word as you are studying this "virtual" flashcard. <u>Learn</u>: They give you English and you type the Spanish. <ul style="list-style-type: none"> Play this and print out your scores as an alternative to the traditional flashcards. <u>Test</u>: various practice tests to see if you're ready for a real quiz. <u>Speller</u>: Type the words you hear. <u>Scatter and Space Race</u>: fun games to practice the vocabulary! <u>OJOS</u>: <ul style="list-style-type: none"> Watch for spelling, accents and articles! Choose the "symbol" option. To really know the word, you should be able to go from English to Spanish.
<p>Conjuguemos.com</p>	<p>Conjuguemos is perfect for reviewing and practicing verb conjugations.</p> <p>There is also a vocabulary practice in different ways than Quizlet.</p>	<ul style="list-style-type: none"> <u>How to practice grammar/verbs</u>: <ol style="list-style-type: none"> Under Spanish, click on VERB LESSONS. You will find great online notes for nearly every grammar/verb topic in the language! Under Spanish, click on VERBS. Then select the tense that you would like to practice (you can even select different irregulars!). <ul style="list-style-type: none"> After selecting the desired tense, click on Graded Practice We suggest changing the time to 2-3 minutes. For each tense, you will also find Printable Notes and Games (Frog, Battleship, etc.). <u>How to practice vocabulary</u>: <ul style="list-style-type: none"> On the menu on the left, click "Spanish vocab (book)" and scroll down to Expresate III. From here, you can play all sorts games that Quizlet does not have.
<p>Duolingo.com</p>	<p>Duolingo allows you to practice many aspects of the language: vocabulary, grammar, listening and speaking. It increases levels as your skill increases, and covers aspects beyond what we are currently working on in class.</p>	<ul style="list-style-type: none"> <u>Step 1</u>: Create your username and password (We recommend the same one for quizlet). <u>Step 2</u>: Take the placement test to see where to start. <u>Step 3</u>: Practice your vocab and grammar! Duolingo has a great app for practice wherever you are. ***In order to get credit for Quizlet, Conjuguemos, Duolingo Extension Practice, be sure to screenshot your progress and add it to the Google Classroom Document.***

Verbos Comunes – Español III

- | | | | | | |
|------------------------|----------|----------------------|----------|---------------------|----------|
| 1. Abrir | to _____ | 36. Enseñar | to _____ | 73. Preparar | to _____ |
| 2. Acostarse | to _____ | 37. Entender | to _____ | 74. Probar(se) | to _____ |
| 3. Andar | to _____ | 38. Entrar | to _____ | 75. Querer | to _____ |
| 4. Apagar | to _____ | 39. Escribir | to _____ | 76. Recordar | to _____ |
| 5. Aprender | to _____ | 40. Escuchar | to _____ | 77. Regresar | to _____ |
| 6. Arreglar | to _____ | 41. Estar | to _____ | 78. Reirse | to _____ |
| 7. Ayudar | to _____ | 42. Explicar | to _____ | 79. Responder | to _____ |
| 8. Beber | to _____ | 43. Ganar | to _____ | 80. Romper | to _____ |
| 9. Buscar | to _____ | 44. Gustar(le) | to _____ | 81. Saber | to _____ |
| 10. Caber | to _____ | 45. Haber (Hay) | to _____ | 82. Sacar | to _____ |
| 11. Caminar | to _____ | 46. Hablar | to _____ | 83. Salir | to _____ |
| 12. Cerrar | to _____ | 47. Hacer | to _____ | 84. Saltar | to _____ |
| 13. Cocinar | to _____ | 48. Importar(le) | to _____ | 85. Seguir | to _____ |
| 14. Comenzar | to _____ | 49. Ir | to _____ | 86. Sentarse | to _____ |
| 15. Comer | to _____ | 50. Jugar | to _____ | 87. Sentirse | to _____ |
| 16. Comprender | to _____ | 51. Lastimar | to _____ | 88. Ser | to _____ |
| 17. Conocer | to _____ | 52. Lavar | to _____ | 89. Servir | to _____ |
| 18. Contestar | to _____ | 53. Levantarse | to _____ | 90. Subir | to _____ |
| 19. Copiar | to _____ | 54. Limpiar | to _____ | 91. Tener | to _____ |
| 20. Correr | to _____ | 55. Llamar | to _____ | 92. Tener que | to _____ |
| 21. Crear | to _____ | 56. Llegar | to _____ | 93. Terminar | to _____ |
| 22. Creer | to _____ | 57. Llevar | to _____ | 94. Tocar | to _____ |
| 23. Cuidar | to _____ | 58. Llorar | to _____ | 95. Tomar | to _____ |
| 24. Dar | to _____ | 59. Matar | to _____ | 96. Trabajar | to _____ |
| 25. Decir | to _____ | 60. Mentir | to _____ | 97. Traducir | to _____ |
| 26. Dejar | to _____ | 61. Mirar | to _____ | 98. Traer | to _____ |
| 27. Despertarse | to _____ | 62. Morir | to _____ | 99. Valer | to _____ |
| 28. Dibujar | to _____ | 63. Oír | to _____ | 100. Vender | to _____ |
| 29. Divertirse | to _____ | 64. Pagar | to _____ | 101. Venir | to _____ |
| 30. Doler | to _____ | 65. Pasar | to _____ | 102. Ver | to _____ |
| 31. Dormir | to _____ | 66. Pedir | to _____ | 103. Viajar | to _____ |
| 32. Empezar | to _____ | 67. Pensar | to _____ | 104. Visitar | to _____ |
| 33. Encantar(le) | to _____ | 68. Perder | to _____ | 105. Volver | to _____ |
| 34. Encontrar | to _____ | 69. Pintar | to _____ | | |
| 35. Enfermarse | to _____ | 70. Poder | to _____ | | |
| | | 71. Poner(se) | to _____ | | |
| | | 72. Practicar | to _____ | | |

*****Bolded verbs** will be utilized when we review Present Tense conjugations, but all of these Common Verbs are equally important to study and master for our first quiz!

Frases útiles - Español III

<p>Saludos</p> <p>¿Qué tal? _____</p> <p>¿Qué hay de nuevo? _____</p> <p>¡Qué gusto verte! _____</p>	<p>Despedidas</p> <p>Chao. / Adiós. _____</p> <p>Hasta mañana (etc.). _____</p> <p>Nos vemos. _____</p> <p>Cuídese. (Cúidate.) _____</p>
<p>Preguntas importantes</p> <p>¿Cómo se dice? _____</p> <p>¿Qué significa? _____</p> <p>¿Qué quiere decir? _____</p> <p>¿Qué es esto (eso)? _____</p> <p>¿Qué página? _____</p> <p>¿Me permite ir al baño? _____</p>	<p>Para preguntas</p> <p>Disculpe. (Disculpa.) _____</p> <p>Tengo una pregunta. _____</p> <p>No entiendo. / No comprendo. _____</p> <p>Repita (repite), por favor. _____</p> <p>¿Puede (Puedes) explicar...? _____</p> <p>¿Me puede (puedes) ayudar? _____</p>
<p>En la clase, necesito...</p> <p>_____ Pencil</p> <p>_____ Pen</p> <p>_____ Book</p> <p>_____ Page</p> <p>La tarea _____</p> <p>Una hoja de papel _____</p> <p>El archivo _____</p>	<p>Expresiones importantes</p> <p>_____ Please</p> <p>_____ Thank you</p> <p>_____ Good morning</p> <p>_____ Good afternoon</p> <p>De nada. _____</p> <p>Lo siento. _____</p> <p>¡Salud! _____</p>
<p>Expresiones idiomáticas</p> <p>¿De veras? ¿De verdad? _____</p> <p>¡No me digas! _____</p> <p>¡Chevere! / ¡Guay! / ¡Padre! / ¡Chido! _____</p> <p>Claro que sí. / Claro que no. _____</p> <p>¡Cómo no! _____</p> <p>¡Qué lástima! _____</p> <p>¡Qué suerte! / ¡Qué mala suerte! _____</p> <p>¡Qué va! _____</p> <p>(No) Estoy de acuerdo. _____</p> <p>¡Vale! / ¡Sale! / ¡Órale! _____</p>	<p>Los meses (OJO: Always lowercase!)</p> <p>_____ January</p> <p>_____ February</p> <p>_____ March</p> <p>_____ April</p> <p>_____ May</p> <p>_____ June</p> <p>_____ July</p> <p>_____ August</p> <p>_____ September</p> <p>_____ October</p> <p>_____ November</p> <p>_____ December</p>
<p>Los días (OJO: Always lowercase!)</p> <p>_____ Monday _____ Tuesday _____ Wednesday</p> <p>_____ Thursday _____ Friday _____ Saturday _____ Sunday</p>	
<p>Las estaciones</p> <p>_____ spring _____ summer _____ fall _____ winter</p>	

A. Para empezar. For each noun below, write the appropriate definite article (el, la, los, las) based on the gender and number of the noun. Use your instincts based on your years of Spanish and knowledge of gender and number. Then check your answers.

- | | | | |
|--------------|-----------------|----------------|-----------------|
| ___ tarea | ___ problemas | ___ calendario | ___ coche |
| ___ cantante | ___ estudiantes | ___ artista | ___ creatividad |
| ___ emisora | ___ imaginación | ___ inglés | ___ sistemas |
| ___ vestidos | ___ viajes | ___ arte | ___ cama |

Rules of engagement:

- In Spanish, every noun is either MASCULINE or FEMININE.
- Gender of a noun is important because it must agree with the article (el/la, un/una) and adjectives.
- Based on their endings, there are rules that allow us to know a word's gender. **These must be studied and memorized!!!** The better you know the rules of gender, the more you can sound like a native speaker.

B. **Write ONE more other nouns** for each ending that is either MASCULINE or FEMININE. Use Textbook page 252 to guide you in examples and explanations. Your dictionary and a friend can also help.

MASCULINE ENDINGS	FEMININE ENDINGS
<p>-AJE el mensaje el paisaje</p> <p>-AL el canal _____</p> <p>-ÉS el inglés _____</p> <p>-ÍN el botiquín (medicine cabinet)</p> <p>_____</p> <p>-MA el sistema _____</p> <p>_____</p> <p><u>IRREGULARES: (ending can be either masc. or fem.)</u></p> <p>-L, -N, -R</p> <p>El plan el árbol el sur</p> <p>Use p. 252 to write meanings of each:</p> <p>El radio: _____</p> <p>El cura: _____</p> <p>El capital: _____</p> <p>El mañana: _____</p> <p>El orden: _____</p>	<p>-DAD la universidad _____</p> <p>-IÓN la canción _____</p> <p>-Z la vez _____</p> <p>-IS la basis _____</p> <p>-IE la serie _____</p> <p>-UMBRE la muchedumbre (crowd)</p> <p>_____</p> <p><u>IRREGULARES: (ending can be either masc. or fem.)</u></p> <p>-L, -N, -R</p> <p>La piel la razón la flor</p> <p>Use p. 252 to write meanings of each:</p> <p>La radio: _____</p> <p>La cura: _____</p> <p>La capital: _____</p> <p>La mañana: _____</p> <p>La orden: _____</p>
<p>CAN BE MASCULINE OR FEMININE DEPENDING ON THE GENDER OF THE PERSON:</p> <p>-ISTA el/la artista el/la beisbolista _____</p> <p>-ANTE el/la cantante el/la representante _____</p> <p>El/la modelo: _____ El/la testigo: _____</p>	

¿POR

~o~

PARA?

1. _____ (during, for, in)

⇒ Fuimos a Florida por dos semanas.

⇒ Hacemos la tarea por la tarde.

2. _____

⇒ La maestra no está aquí. La substituta está por ella.

⇒ No tengo tiempo. ¿Puedes hablar con Ana por mí?

3. _____

⇒ ¡Yo pagué \$100 por este carro!

4. _____ (by, through, by means of)

⇒ Ayer pasamos por tu casa.

⇒ Miguelito salió de la clase por la ventana.

5. _____

⇒ Mi madre vino por mí a las tres y media.

⇒ Fuimos a la tienda por pan y leche.

1. _____ (in order to, for)

⇒ Yo voy a clase para aprender español

⇒ Fuimos a la tienda para comprar pan y leche.

2. _____ (place or recipient) (for, to)

⇒ Este regalo es para mi madre.

⇒ El Club de Español saldrá para España.

3. _____ (for)

⇒ Ella es muy madura para una adolescente.

4. _____ (by, for)

⇒ Este ensayo es para el viernes.

⇒ Debemos estar allí para las ocho.

PRACTIQUEMOS. Decide si se necesita usar "por" o "para" en las frases siguientes. (Escribe el número.)

_____ 1. I have to finish this report by tomorrow afternoon.

_____ 2. We went to the store to buy tortillas for supper.

_____ 3. Good morning, class. I am subbing for Señor López today.

_____ 4. For such a small dog, he sure eats a lot!

_____ 5. We'll be here for six more hours.

_____ 6. I'll give you my apple for your Twinkie.



Escribe las terminaciones de los diferentes verbos en el Presente.

VERBOS -AR

VERBOS -ER

VERBOS -IR

From your "Verbos Comunes" list, organize the **bolded verbs** based on their conjugation in the Present.

-AR REGULAR	-ER REGULAR	-IR REGULAR	YO-CHANGER (ONLY IRREGULAR IN "YO")
O→UE (Boot verb)	E→IE (Boot verb)	E→I (Boot verb)	IRREGULAR (2+ Irregularities)

Conjuga estos verbos irregulares en el Presente:

DORMIR

PEDIR

TENER

SER

ESTAR

IR

SER

¿Cómo se conjuga?

presente:

pretérito:

imperfecto:

¿Cuándo se usa?

1. _____

Jaime es abogado y trabaja en Chicago.
Somos cubanos, pero ahora vivimos aquí.
 ¿Qué es eso? ¿Es un animal?

2. _____

Victoria es muy simpática.
 El español es _____.
 Mis padres son jóvenes.

3. _____

¿Qué hora es?
 _____ las tres y media.
 _____ la una menos cuarto.

4. _____

Éste es el libro de Miguel.
 Ellos son de Irlanda.
 Yo soy de _____.

ESTAR

¿Cómo se conjuga?

presente:

pretérito:

imperfecto:

¿Cuándo se usa?

1. _____

¿Dónde están ustedes?
 Mi teléfono está _____ mi casa.
Estamos en _____.

2. _____

¿Por qué estás triste hoy?
 Mario está muy cansado.
 Yo estoy _____ hoy.

3. _____

¿Qué estás haciendo en este momento?
Estoy _____.

4. _____

Mamá, ¡la cena está riquísima!
 El bistec anoche estuvo crudo.

Español III (Capítulo 8A) – Verbs with Indirect Object Pronouns

EJEMPLOS:

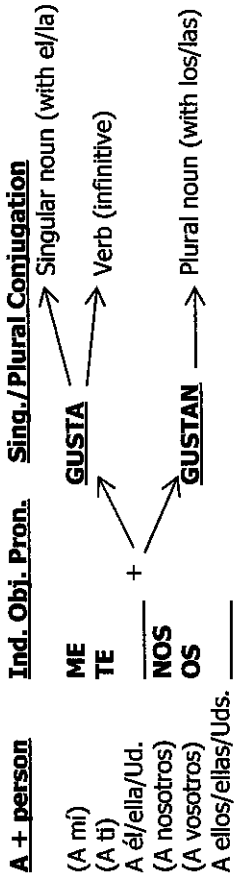
I like chocolate.
Me gusta el chocolate.

Vicente loves movies.
 A Vicente le encantan las películas.

Do you like to read?
 ¿Te gusta leer?

Cats bother us.
 Nos molestan los gatos.

FORMULA for Verbs with Indirect Object Pronouns:



EJEMPLOS:

SINGULAR: A Maddy le gusta la pizza.
VERBO: A mí me resulta difícil bailar.
PLURAL: A nosotros nos encantan los deportes.

OTROS VERBOS COMO GUSTAR:

- bastar to be sufficient/enough
- caber en la cabeza to _____
- costar trabajo (o→ue) to _____
- disgustar to "hate"/to be disgusting
- doler (o→ue) to ache/hurt
- encantar to _____
- faltar to be lacking/to "need"
- fascinar to be _____ ("to love")
- gustar to _____
- importar to be important
- interesar to be _____
- molestar to bother
- parecer to seem/to appear to
- resultar fácil(es)/difícil(es) to be _____/_____
- ser fácil(es)/difícil(es) to be _____/_____
- sobrar to be left over/to have too much

A. Conjugate the verb (in parenthesis) with the correct conjugation and appropriate Indirect Object Pronoun.

MODELO: A Emilia le duelen (doler) los pies.

- A ti _____ (faltar) el dinero para comprar.
- A mi amigo y a mí _____ (interesar) leer.
- ¿A ustedes _____ (molestar) los concursos?
- La biología _____ (fascinar) a mí.
- A Isabel _____ (disgustar) los candidatos.
- ¿ _____ (bastar) a ti tiempo para estudiar?
- A nosotros _____ (costar trabajo) escribir muchos ensayos.
- A las chicas _____ (sobrar) los novios.

B. TRADUCCIONES: Translate the sentences into English. OJO: Use the FORMULA and a "GUSTAR" expression to write every sentence!

- Money is important to you. _____
- My dad hates to kill insects. _____
- My hand hurts. I don't like to write! _____
- Do you guys have enough homework? _____
- We have too many books. _____
- The girls are fascinated by spring. They love to look at flowers. _____
- Dogs bother cats. _____
- Spanish seems fun to me! _____



A. Uso del Presente Progresivo

- Ejemplos de oraciones:
 Estamos escribiendo los apuntes en clase. Mi perro está jugando con su juguete.
 José, ¿estás escuchándome? Estoy pensando en comer en un restaurante peruano.
- The present progressive translates to: _____
- It is used to describe actions: _____

B. Conjugaciones del Presente Progresivo:

- Formula:

 + _____ / _____

- Irregular Present Participles:

HINT: They are all _____ Verbs in the Preterite. All have a _____ letter change!

"Double Vowel" –ER/-IR Verbs

- caer _____
- construir _____
- destruir _____
- ir _____
- leer _____
- traer _____

-IR Verbs that are Irregular in the Present

- decir _____
- dormir _____
- mentir _____
- morir _____
- pedir _____
- repetir _____
- seguir _____
- sentir _____
- servir _____



C. The Present Progressive isn't just with the verb ESTAR! You can also use the verbs SEGUIR and ANDAR for different progressing actions:

SEGUIR

 + _____ / _____
 Means: _____

EJEMPLOS: *Sigo estudiando para el examen.* *¿Sigues viviendo en un apartamento?*

ANDAR

 + _____ / _____
 Means: _____

EJEMPLOS: *Mario anda buscando su libro.* *Ellos andan chismeando durante el almuerzo.*

OJO: When using object pronouns (lo/la/le/se) with the Present Progressive, place it **before the first verb**, or **after and attached to the present participle**. When the object pronoun is attached to the participle, an accent mark is added to the **letter before the "n."**

EJEMPLOS: *Nelson se está bañando.* *Lo estamos mirando.* *Me estás molestando.*
 Nelson está bañándose. *Estamos mirándolo.* *Estás molestándome.*

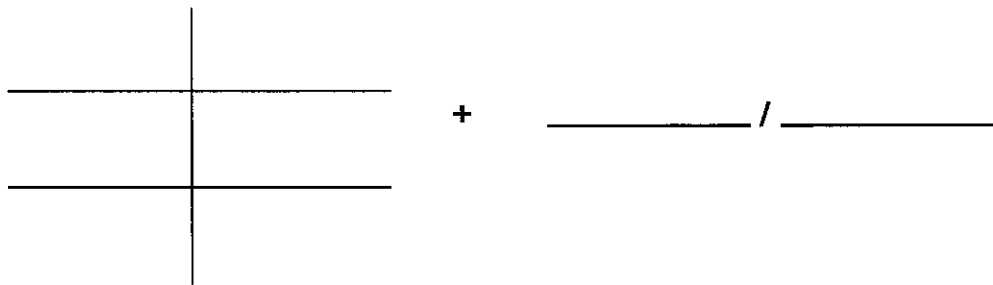
PRESENT PERFECT: CONJUGATIONS

The Present Perfect means: _____

Hemos visitado Madrid dos veces. _____

¿Has leído este libro? _____

Los maestros han dado muchos controles. _____



Have you eaten today? _____

We haven't traveled in three years. _____

We have learned this many times. _____

¿IRREGULARES? ¡CLARO QUE SÍ!

abrir	☐	to open	☐	_____	morir	☐	to die	☐	_____
caer	☐	to fall	☐	_____	oír	☐	to hear	☐	_____
creer	☐	to believe	☐	_____	poner	☐	to put/place	☐	_____
cubrir	☐	to cover	☐	_____	reír	☐	to laugh	☐	_____
decir	☐	to tell	☐	_____	resolver	☐	to solve	☐	_____
descubrir	☐	to discover	☐	_____	romper	☐	to break	☐	_____
escribir	☐	to write	☐	_____	sonreír	☐	to smile	☐	_____
hacer	☐	to do/make	☐	_____	traer	☐	to bring	☐	_____
imprimir	☐	to print	☐	_____	ver	☐	to see	☐	_____
leer	☐	to read	☐	_____	volver	☐	to return	☐	_____

EL PRETÉRITO

A. REGULAR PRETERITE ENDINGS:

-AR VERBS:

-ER/-IR VERBS:

B. PRETERITE WITH IRREGULAR STEMS:

- andar → _____
- caber → _____
- *conducir → _____ (ellos _____)
- *decir → _____ (ellos _____)
- estar → _____
- haber → _____
- *hacer → _____ (él/ella/Ud. _____)
- poder → _____
- poner → _____
- *producir → _____ (ellos _____)
- querer → _____
- saber → _____
- tener → _____
- *traer → _____ (ellos _____)
- venir → _____

IRREGULAR STEM ENDINGS

C. PRETERITE WITH SPELLING CHANGES

CHANGES IN THE ÉL/ELLA/USTED AND ELLOS/ELLAS/USTEDES (SANDAL VERBS).

VOWEL + -ER/-IR

LEER

OTROS VERBOS:

-IR VERBS THAT ARE IRREGULAR IN PRESENT TENSE ARE ALSO SANDAL VERBS IN THE PRETERITE.

SENTIR

OTROS VERBOS:

-CAR/-GAR/-ZAR ONLY CHANGE IN THE YO FORM. THEY ARE REGULAR IN ALL OTHER FORMS.

- buscar → Yo _____, tú _____, ...
- llegar → Yo _____, tú _____, ...
- empezar → Yo _____, tú _____, ...

D. OTHER IRREGULAR PRETERITES:

IR & SER:

DAR:

VER:

EL IMPERFECTO

A. REGULAR IMPERFECT ENDINGS:

-AR VERBS:

-ER/-IR VERBS:

B. IMPERFECT IRREGULARS (THERE ARE ONLY THREE!):

IR:

SER:

VER:

USOS: PRETÉRITO VS. IMPERFECTO

PRETÉRITO	IMPERFECTO
Used to say:	Used to say:
Key Phrases (OJO: Not 100% accurate):	Key Phrases:

¡Un nuevo tiempo verbal! EL FUTURO

- In English, the Future Tense means: _____

Ej.: We will do our homework after dinner. (We are going to do our homework after dinner.)

The train will depart at 3,15 sharp. (The train is going to depart at 3,15 sharp.)

- Para formarlo:

_____ +

- Inténtalo: hablar _____ yo _____ = _____
 vivir _____ Uds. _____ = _____

- Los irregulares:

{	caber:	_____	to _____
	haber:	_____	to _____
	poder:	_____	to _____
	querer:	_____	to _____
	saber:	_____	to _____

{	poner:	_____	to _____
	salir:	_____	to _____
	tener:	_____	to _____
	valer:	_____	to _____
	venir:	_____	to _____

{	decir:	_____	to _____
	hacer:	_____	to _____

Veo que tendrás un examen en el futuro. ¡Y sacarás una buena nota si estudias mucho!



****The future can also be used to express wonderment:**

I wonder what time it is?	¿Qué hora será?
I wonder where my books are?	¿Dónde estarán mis libros?
How old must he be now?	¿Cuántos años tendrá ahora?

¡Un nuevo tiempo verbal! EL CONDICIONAL

- In English, the Conditional Tense means: _____

Ej.: I would study my vocabulary...

The teacher would be famous...

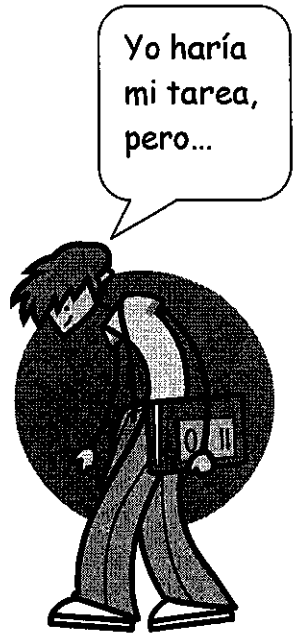
- Para formarlo:

_____ +

- Inténtalo: caminar → ella _____ = _____
 escribir → nosotros _____ = _____

- Los irregulares – Same as Future Tense!:

	<u>Inglés</u>	<u>Raíz</u>
{	cab <u>e</u> r:	_____
	hab <u>e</u> r:	_____
	pod <u>e</u> r:	_____
	quer <u>e</u> r:	_____
	sab <u>e</u> r:	_____
{	pon <u>e</u> r:	_____
	sal <u>i</u> r:	_____
	t <u>e</u> n <u>e</u> r:	_____
	val <u>e</u> r:	_____
	ven <u>i</u> r:	_____
{	dec <u>i</u> r:	_____
	hac <u>e</u> r:	_____



¿Cómo se conjuga?

hablar

conocer

vivir

- | | | | |
|------------|-------|-------|-------|
| 1. _____ - | _____ | _____ | _____ |
| 2. _____ - | _____ | _____ | _____ |
| 3. _____ - | _____ | _____ | _____ |

¿Terminaciones opuestas?

-AR		

-ER/-IR		

¿Hay irregulares? ¡Claro que sí!

- Dar... dé, des, _____, _____, deis, _____
- Ir... _____, vayas, _____, vayamos, vayáis, _____
- Ser... _____, _____, sea, seamos, seáis, _____
- Haber... _____
- Estar... esté, _____, _____, estemos, estéis, _____
- Saber... _____, _____, sepa, _____, sepáis, _____

¡Ojo con Stem-Changers!

- Pensar... piense, _____, _____, _____, penséis, piensen

-CAR, -GAR, -ZAR: Change in _____!

- CAR → _____ sacar → yo _____, tú _____, ...
- GAR → _____ jugar → yo _____, tú _____, ...
- ZAR → _____ comenzar → yo _____, tú _____, ...

¡Practiquemos!

tú

nosotros

- | | | |
|------------|-------|-------|
| estudiar | _____ | _____ |
| escribir | _____ | _____ |
| tener | _____ | _____ |
| pedir | _____ | _____ |
| poder | _____ | _____ |
| decir | _____ | _____ |
| conocer | _____ | _____ |
| * entregar | _____ | _____ |
| * tocar | _____ | _____ |
| * empezar | _____ | _____ |



LOS USOS DEL SUBJUNTIVO: Subjunctive sentences use the following formula:

_____ + _____ + _____ + _____ + _____

Mamá **espera** que yo **limpie** el baño.

Mom **hopes** (that) I **clean** the bathroom.

Katie **quiere** que tú **vayas** a la fiesta.

Katie **wants** (that) you **go** to the party.



• Subject 1 and Subject 2 must be _____

• **Verb 1 (THE TRIGGER)** is always in the _____

• **Verb 2** is in the _____ if, and only if, Verb 1 (THE TRIGGER) expresses...

1. _____
2. _____
3. _____
4. _____
5. _____



1. **SUBJUNCTIVE WITH HOPES/WISHES/WANTS:**

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

2. **SUBJUNCTIVE WITH UNKNOWN/NONEXISTENT (SEE OTHER NOTES):**

3. **SUBJUNCTIVE WITH FEELINGS:**



- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

4. **SUBJUNCTIVE WITH NEGATION/DENIAL:**

(INDICATIVE IS NEEDED FOR _____) **MENTIRA**



- _____
- _____
- _____
- _____
- _____
- _____

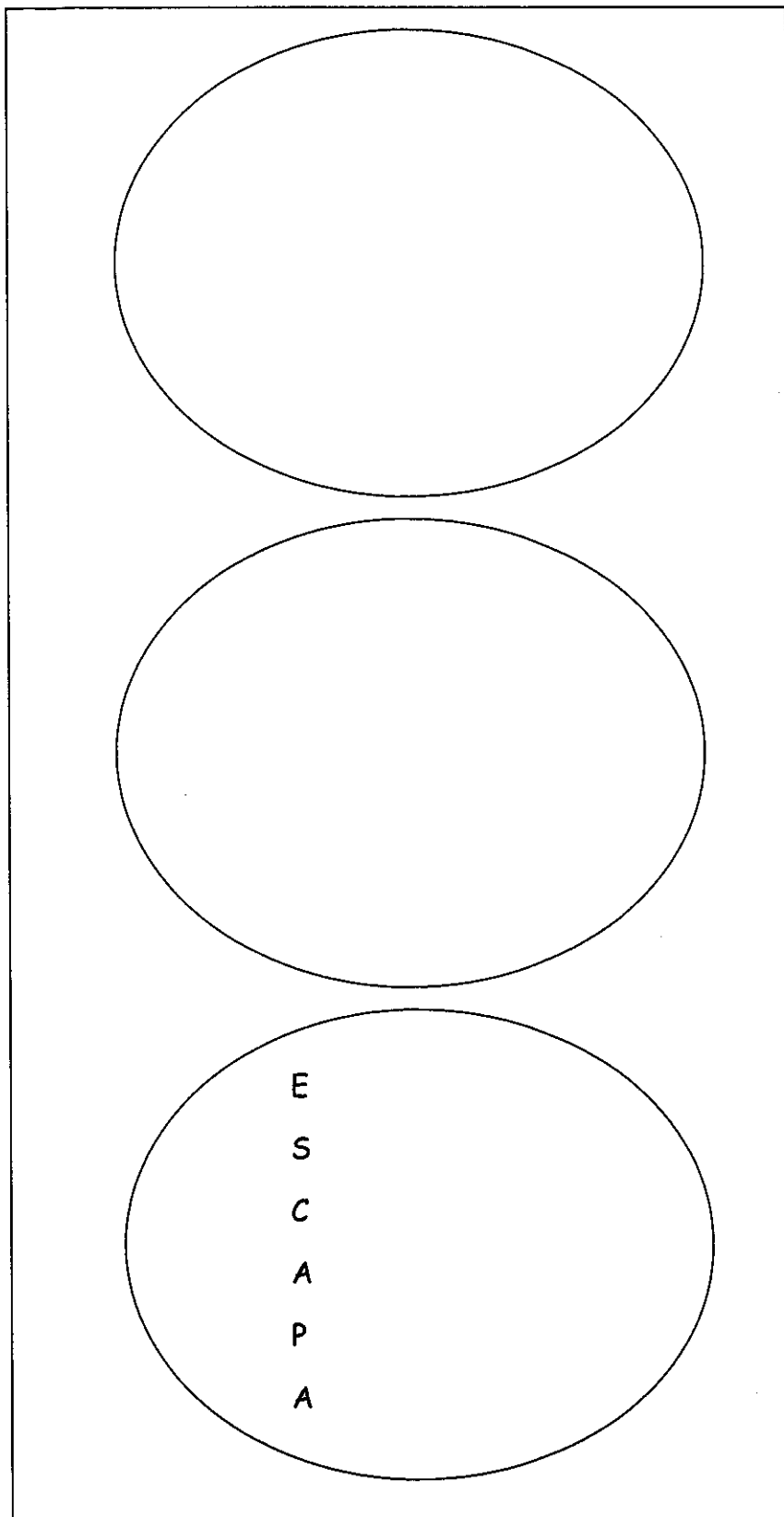
5. **SUBJUNCTIVE WITH DOUBT/DISBELIEF:**

(INDICATIVE IS NEEDED FOR _____)



- _____
- _____
- _____
- _____
- _____
- _____

THE STOPLIGHT OF ADVERBIAL CONJUNCTIONS



RED LIGHT means

YELLOW LIGHT means

GREEN LIGHT means

REPASITO:



I. ¿Cómo conjugamos el subjuntivo?

ESGRIMIR

1. _____
2. _____
3. _____

II. Escribe la forma yo de los DISHES:

D I S H E S

III. The subjunctive is used to conjugate for 3 types of commands:

1. _____ = _____
2. _____ = _____
3. _____ = _____

Ir (nosotros) is extra irregular... it becomes:

_____ When reflexive (irse), it becomes:

_____ (like Dora!)

A. Conjuga el verbo como MANDATO. Después, traduce al inglés. OJO: Muchos verbos están en la lista de verbos comunes.

INFINITIVO	Usted Command	Ustedes command	Nosotros Commands
Hablar	Hable – Please talk	Hablen – Guys, talk!	Hablemos – Let’s talk!
1. Remar			
2. Esgrimir			
3. Dar			
4. No salir			
5. No mentir			
6. Pagar			
7. Acostarse			
8. No traer			
9. Ir (NO Ir)			
10. Dormir			

THREE STEPS TO CONJUGATING THE IMPERFECT (PAST) SUBJUNCTIVE

nadar

comer

1. _____

2. _____

3. _____

Since this tense originates from the ELLOS form of the PRETERITE, here are some irregular preterites to be aware of. Study them!

Andar _____ anduvieron

Estar _____

Tener _____

Caber _____

Haber _____

Poder _____

Poner _____

Saber _____

Hacer _____

Querer _____

Venir _____

*Traer _____

*Decir _____

*Conducir _____

Dar _____

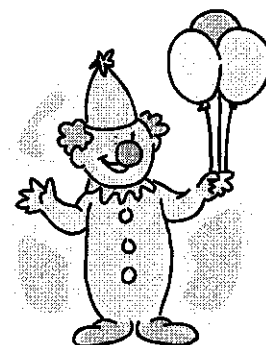
Ir/Ser _____

Dormir _____

Mentir _____

Pedir _____

Leer _____



payaso

(similar to producir, reducir)

(similar to morir)

(similar to sentir, preferir)

(similar to repetir, servir)

(similar to caer, oír, creer)

*These verbs change from "-ieron" to "-eron" in the preterite ellos.

Spanish Verb Tenses

Preterite Perfect

Yo **hube hablado**
had spoken

huba
hubiste
hubo
hubimos
hubisteis
hubieron

+ **past participle**

(see Preterite Perfect section for more info on the use of the preterite perfect)

Preterite

Yo **hablé**

-ar -er / -ir
-é -iste
-o -iste
-amos -imos
-asteis -isteis
-aron -ieron

andar, conducir, dar, decir, estar, hacer, ir, poner, poder, querer, saber, ser, tener, traer, venir, ver, yo-form

Spelling changes, stem changes, i-y spelling changes

Present Perfect

Yo **he hablado**

he
has
ha
hemos
habéis
han

+ **past participle**

stem changes:
e→ie: cerrar, empezar, entender, pensar, perder, presentir, querer, recomendar, sentir, tener, venir
o→ue: almorzar, contar, dormir, encontrar, morir, mover, mostrar, poder, probar, resolver, volver
e→i: corregir, decir, elegir, medir, pedir, repetir, seguir, servir, vestir

irregular yo form:
caber, dar, estar, saber, ver
-go verbs: caer, caer, hacer, poner, salir, tener, traer, valer, venir
-zco verbs: conducir, conocer, obedecer, ofrecer, parecer, traducir

spelling changes:
-cer/-cir→-zo, -ger/-gir→-jo, -guir→-go, -guir→-co, -guir→-uy

other irregulars:
adquirir(-íe), jugar(-u/e), leer(-í), hacer, ir, ser, estar, oír, salir, traer, ir, ir, ir, ir

Present

Yo **hablo**

-ar -er -ir
-o -o -o
-as -es -es
-a -e -e
-amos -emos -imos
-ais -éis -ís
-an -en -en

caber→caber, decir→decir, haber→haber, hacer→hacer, poder→poder, poner→poner, querer→querer, saber→saber, salir→salir, tener→tener, valer→valer, venir→venir

Future

Yo **hablaré**

add to infinitive:
-é -ás -á -emos -éis -án

Yo **voy a hablar**
I am going to speak

voy
vas
va
vamos
vais
van

+ a + **infinitive**

Future Perfect

Yo **habré hablado**

habré
habrás
habrá
habremos
habréis
habrán

+ **past participle**

Pluperfect

Yo **había hablado**

había
habías
había
habíamos
habíais
habían

+ **past participle**

Imperfect

Yo **hablaba**

-ar -er / -ir
-aba -ía
-abas -ías
-aba -ía
-abais -íais
-aban -ían

only three irregulars:
ir→iba, ser→era, ver→veía

past participles

-ado, -ido, -ado, -ido, -ido, -ido

if a vowel precedes the ending, add an accent, e.g. leer→leído

abierto, cubierto, dicho, escrito, hecho, impreso, muerdo, puesto, resuelto, roto, visto, vuelto

the verb "haber"

Used by itself, Haber means "there is" or "there are." It can only be conjugated in the third-person singular regardless of the number of subjects in the sentence.
hay → there is, there are
hubo → there was, there were
había → there was, there were
habrá → there will be
habría → there would be

Haber is also used as an auxiliary verb when forming the perfect tense. In that case it means "to have."

Future

Yo **hablaré**

add to infinitive:
-é -ás -á -emos -éis -án

Yo **voy a hablar**
I am going to speak

voy
vas
va
vamos
vais
van

+ a + **infinitive**

Future Perfect

Yo **habré hablado**

habré
habrás
habrá
habremos
habréis
habrán

+ **past participle**

Pluperfect

...que yo **hubiera hablado**
or
...que yo **hubiese hablado**

hubiera
hubieras
hubiera
hubiéramos
hubierais
hubieran

+ **past participle**

(see endings are primarily used in Spain)

Imperfect

...que yo **hablara**
or
...que yo **hablase**

...
third-person plural preterite, drop -ron, add:
-ra -se
-ras -ses
-ra -se
-ramos -seamos
-rais -seais
-ran -sen

(see endings are primarily used in Spain)

Present Perfect

...que yo **haya hablado**

haya
hayas
haya
hayamos
hayáis
hayan

+ **past participle**

Present

...que yo **hable**

...
first-person present, drop -o, add:
-er / -ir
-a -as
-e -es
-a -amos
-ais -áis
-an -án

dar, estar, haber, ir, saber, ser
-car→-que, -gar→-que, -zar→-ca
-cer→-za, -ger/-gir→-ja, -guir→-ga, -guar→-goc, -uir→-ya, -uir→-ca

Conditional

Yo **hablaría**

add to infinitive:
-ía -ías -ía -íamos -íais -ían

same irregulars as future tense

Conditional Perfect

Yo **habría hablado**

habría
habrías
habría
habríamos
habríais
habrían

+ **past participle**

INDICATIVE

SUBJUNCTIVE



Español III: Essay Types of Text

Type of text	Purpose	Essential components for this type of text	Register / Tone	Recipient/Reader

Each chapter essay must include three or more (3+) Conectores. Every time you use one, it must be underlined. Plan so that you use them throughout your essays, they will flow much better!

INGLÉS	ESPAÑOL
Actually	De hecho / en realidad
After	Después de (que + verb)
Again	Otra vez
Along with / Together with	Junto con
Also / Too	También (Tampoco = neither)
Although	Aunque
Another (<u>noun</u>)	Otro (<u>noun</u>) / Otra (<u>noun</u>)
As a result	Como resultado
As well as	Así como / Además de
At first	Al principio
At the same time	A la vez
Because of	A causa de (que)
Before	Antes de (que + verb)
Certainly	Seguramente / Ciertamente
Consequently	Por consecuencia
Even though	Aunque
Eventually	Eventualmente
Finally	Finalmente
First / Second / Third	Primero (En primer lugar) / Segundo / Tercero
For example	Por ejemplo
For this reason	Por esta razón
Fortunately	Afortunadamente
Generally	Generalmente
However	Sin embargo
In addition	Además
In conclusión	En conclusión
In fact	De hecho

INGLÉS	ESPAÑOL
In other words	En otras palabras
Instead of	En lugar de
Later	Más tarde
Mainly	Principalmente
Maybe	Quizás / Tal vez
Most of all	Sobretudo
Undoubtedly	Sin duda
Obviously	Obviamente
Of course	Por supuesto / Claro que
On the contrary	Al contrario
On the other hand	Por otro lado
Still	Todavía
Suddenly	De pronto / De repente
That is why / For this reason	Por eso / Por esta razón
Then	Entonces / Luego
The next (<u>noun</u>)	El (la) próximo(a) (<u>noun</u>)
To begin with	Para empezar
Unfortunately	Desafortunadamente
While	Mientras (que + verbo)

The following expressions are good to use to form your ideas, but do not count as Conectores and will not be underlined.

About - Sobre/De
 Already (yet) – ya
 And – y (e + "i" word)
 Around - alrededor de
 Because – porque
 But – pero
 Here - aquí
 Inside - dentro de
 Next to - junto a
 Or – o (u + "o" word)
 Outside - fuera de
 There - Allí
 When - cuando

Writing is fun.

It allows you to respond to an idea, express your opinion, use your creativity and defend your perspectives. Throughout this year in Spanish III, we will have a "formal" essay after each chapter, and for each Final Exam. These essays will be graded out of 25 points (Special Assignments) and will be assessed on Language Message and Format.

Los Párrafos Informales. Between each "formal" Chapter Essay, you will have various opportunities to express yourself about different topics that we are studying, without being formally assessed on Language. Here are your instructions for your "Párrafos Informales:"

- **Be interesting:** Connect with the topic and share about yourself and your thoughts.
- **Be creative:** Have fun and try to express your ideas in interesting ways. Entertain your teacher!
- **Use your Spanish:** Find ways to utilize the grammar and vocabulary concepts from this chapter, and incorporate structures you know from the past.
- **Link your ideas:** "Conectores" help to make writing flow. Use 2+ underlined in each paragraph.
- **Formatting:** As this will help us practice for upcoming essays, each Párrafo will have a format that you will have to carry out (Letter, Diary, Email, etc.).
- **Word Count = 50-75 words:** Write the # once at the end, and make sure your Párrafo falls within the limits. If you are in the middle of a sentence and reach the maximum count, you may finish your sentence. (OJO: Only words within the paragraph count in the word count.)
- **Grading:** 8 points (Special Assignments):
 - 1 pt: Name/Hour at top of paper, and Word Count written once at the end.
 - 1 pt: Appropriate components for each type of text (Letter, Diary, etc.)
 - 1 pt: 2 or more different Conectores, underlined
 - 5 pts: Content of the Párrafo. Is it complete and written with good effort?
 - Your teacher will not make corrections on your paper, but will give you a couple of tips to help you improve ("OJOS"). Use these to keep improving your writing!

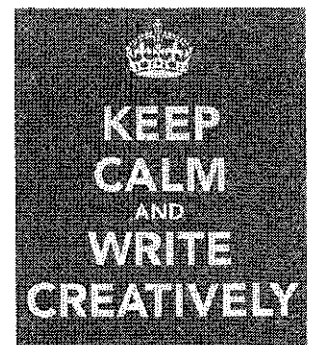
PÁRRAFO INFORMAL #1

Write a Familiar Letter to your partner. In this paragraph you can share about and describe yourself, but the possibilities are endless...:

- What you enjoy doing, playing, watching...
- Something interesting about yourself, friends, family...
- Something you would like to do in the future...
- Just share about yourself! It's better to focus in and go deeper on specific ideas, rather than just writing a list. ☺

Format of Familiar Letter:

- Date in Spanish (el # de month, YEAR)
- Querido(a) Name of Partner,
- Paragraph(s)
- Informal "Goodbye" (NO: "Adiós")
- Your Signature (First Name only)



The biggest factor in having a good "Message" in your essays is to make a good plan. Too often students rush through their plan (or even worse, write it *after* their Essay), leaving the essay feeling unorganized and lacking flow. For each essay this year, you are required to plan for 10-12 minutes and will receive a grade for it (4 pts.: Special Assignments).

Essentials of a good Plan:

- Take 10-12 minutes to plan the main ideas for each paragraph of the essay.
- Do NOT write full sentences or paragraphs. Rather, write 3-6 key words for each idea.
- As you plan, focus on Spanish you know: **Vocabulary, Varied Verb Conjugations, and Ideas**. If you can't say it in Spanish, don't plan for it.
- Include in your Plan: Conectores (underlined), Varied Verb Tenses, Formatting (usually at beginning/end).
- An example of organization for a Plan is below. Each paragraph should be clearly laid out. See your teacher to discuss an effective alternative way that you plan that carries out all of the essential elements.
- **To get full points (4/4) on your Plan, you need:**
 - Only Spanish (meaning zero English words)
 - No full sentences or paragraphs: A brief idea for each main idea for each paragraph
 - Formatting, Conectores, Varied Verbs
 - Clear evidence how your paragraphs are organized

I. **Format** (needed components at the beginning): _____

II. **Introducción** (By the end you should have grabbed the reader's attention and introduced the "thesis" or main idea of the essay.)

1. _____
2. _____
3. _____

III. **Cuerpo** (One or two fully developed paragraphs that give details, tell stories, and go into depth. Be sure that your ideas fully carry out the prompt!)

- a. _____
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

- b. _____
1. _____
 2. _____
 3. _____
 4. _____
 5. _____

IV. **Conclusión** ("Wrap it up" and leave the reader thinking. Do not just repeat your main points!)

1. _____
2. _____
3. _____

V. **Format** (needed components at the end): _____

Many students don't realize how valuable rubrics are for success on any assignment: Not only do they give rationale for the score received, but they also give suggestions for improvement on future assignments. **When it comes to Spanish Essays, those who receive the top scores aren't always the best students; they are the students who learn from feedback and improve on each Essay.**

Suggestions to utilize the Essay Rubric:

- Learn it. Read each "Description of Criteria" in the middle for Language, Message, and Format.
- Identify details on the right that would "Exceed Expectations" (raising your score).
- Identify details on the left that are common areas for "Needs Improvement."
 - Notice that there are codes that the teacher will use (Gender/# will have double underline, Vocabulary errors will be circled, grammar will be underlined, you'll see abbreviations like Ser/Estar use: "S/E").
- Let the Rubric guide you as you plan and edit each Essay!
- When you receive the graded Essay, use the Rubric to generate your "Essay Improvement Page." Then, read the essay and reflect on what your teacher marked (grammar/vocabulary errors, good areas, suggestions).
- Below is an example of a Spanish 3 Essay Rubric. Familiarize yourself with it!

LANGUAGE:

1 2 3 4 5 6 7 8 9 10

Needs Improvement	Description of Criteria	Exceeds Expectations
Conjugations: accents, stem, endings	1-2: Command of the language is generally inadequate. Very limited vocab. with many basic errors. Sentence structure unclear. Limited use of basic tenses (present, present progressive, etc.).	Verb conjugations are precise
Use of Verb Tenses:	3-4: Command of the language is limited. Limited vocab. with many basic errors. Sentence structure sometimes clear with use of basic tenses (present, preterite, imperfect).	Good use of multiple verb tenses
Subject/Verb Agreement (S/V)	5-6: Command of the language is generally adequate. Range of vocab. with some errors. Simple sentence structure usually clear with a range of tenses (present, pret./ imp., progressives, etc.).	Good use of Preterite/Imperfect
<u>Gender/# Agreement</u>	7-8: Command of the language is effective. Range of vocab used accurately. Sentence structure is clear with a range of tenses (present, pret./ imp., progressives, subjunctive, etc.).	Good use of Subjunctive/Indicative
Ser/Estar/Haber Use (S/E/H)	9-10: Command of the language is good and effective. Wide range of accurate vocab. Complex structure is clear/effective with a wide range of verb tenses from this level.	Range of appropriate vocab used correctly
Preterite/Imperfect Use (P/I)	OJO:	Lots of vocabulary related to topic/chapter
Subjunctive/Indicative Use (S/I)		
Needs different verb tenses (subj)		
<u>Vocabulary</u> choice of words, repetitive		

MESSAGE:

1 2 3 4 5 6 7 8 9 10

Needs Improvement	Description of Criteria	Exceeds Expectations
Paragraphs (3+) are unclear or not divided	1-2: The message has not been communicated. Ideas are irrelevant and/or repetitive. Development is unclear; supporting details are very limited and/or not appropriate.	Introduction is developed/engaging
Ideas need more organization	3-4: The message has barely been communicated. Ideas are sometimes irrelevant and/or repetitive. Development is sometimes confusing; supporting details are limited and/or not appropriate.	Ideas well-structured/organized
Ideas: lacking detail, unrelated to prompt, repetitive	5-6: The message has been partially communicated. Ideas are relevant to some extent. Development is evident at times; supporting details are sometimes appropriate.	Good development of paragraphs
More development with stories/descriptions	7-8: The message has been communicated fairly well. Ideas are mostly relevant. Development is coherent and complete; supporting details are mostly appropriate.	Details are appropriate and enhance the essay
Introduction: Develop, engage reader more	9-10: The message has been communicated well. Ideas are relevant. Development is coherent and effective with creativity; supporting details are appropriate.	Effective job of: Storytelling, describing situations
Conclusion: Develop, wrap up more		Ideas are creative
Does not meet word count (100-150)		Conclusion "wraps it up" well
Outline: ____ not in Spanish, structure unclear, not fully developed		

FORMAT:

1 2 3 4 5

Needs Improvement	Description of Criteria	Exceeds Expectations
<u>Type of Text:</u>	Format contains all elements for type of text.	
Essential Components	Word count written once at end.	Additional elements are provided that enhance the type of text.
Word count: missing, not used once	'Conectores' (transitions) are included and underlined.	
Conectores: not enough, not underlined	First use of each verb tense is circled.	
Verb Tenses: not circled (first use)	Skipped lines (for feedback).	
Skipped Lines		