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- Gramática - Saying what someone likes or likes to do using “gustar”  
- Gramática - Saying what someone has just done using “acabar de”  

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INSTRUCTIONS FOR USE

Spanish for You! Conversaciones

Note: When used for classes, your teacher will indicate to you when to use the lesson guide and which week to print and do for practice.

Now that you have your Spanish for You! book please do the following:
• Print page 1 of the lesson guide for the grades you need.
• Read page 1 of the lesson guide. Print any worksheets the lesson guide indicates for the week.
• Begin following the lesson guide. Go at your own pace. Just be sure to follow it in order.
• You will know when to print any flashcard/activity pictures as you go along.
• Repeat this process each week.

Additional Notes:
• The lesson guide plans for 4 days of work per week of 10-30 minutes per day. You can modify this to go at your own pace. Just be sure to do the work IN ORDER. Things are in a specific order to prepare students for what is next.
• Parents may need to assist at times. Each day the parent should read the lesson guide and help as needed. Older students will probably only need help in the beginning until they get the hang of how things work.
• Parents should feel free to adapt any of the activities to their child’s ability level. What is important is that the student progresses in learning Spanish and likes it.
• For grades 3 & 4 - younger students can take longer learning verb conjugations. Know that they may go through an entire school year and only consistently learn the “I” and “we” verb forms. THIS IS OK! What is important is that they learn about the patterns. Over time they will learn the others.
• To help build listening skills be sure to use the audio as instructed. This also helps pronunciation.
• To help build speaking, repeat vocabulary words as you listen to the audio.
• To help build reading, look at vocabulary words and say them aloud.
• To help build writing be sure to make flashcards as instructed for new vocabulary and phrases.
Lección 1 (Page 1 Sample)
En el parque
(At the Park)

Vocabulario (Vocabulary)

<table>
<thead>
<tr>
<th>el columpio (the swing)</th>
<th>el tobogán (the slide)</th>
<th>el subibaja (the teeter totter)</th>
<th>el banco (the bench)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Swing" /></td>
<td><img src="image" alt="Slide" /></td>
<td><img src="image" alt="Teeter Totter" /></td>
<td><img src="image" alt="Bench" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>el hoyo de arena (the sand box)</th>
<th>el césped (the grass)</th>
<th>el árbol (the tree)</th>
<th>la acera (the sidewalk)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Sand Box" /></td>
<td><img src="image" alt="Grass" /></td>
<td><img src="image" alt="Tree" /></td>
<td><img src="image" alt="Sidewalk" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>el picnic (the picnic)</th>
<th>el charco (the puddle)</th>
<th>los niños (the children)</th>
<th>la cometa (the kite)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Picnic" /></td>
<td><img src="image" alt="Puddle" /></td>
<td><img src="image" alt="Children" /></td>
<td><img src="image" alt="Kite" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>el perro (the dog)</th>
<th>el pato (the duck)</th>
<th>el pájaro (the bird)</th>
<th>la rana (the frog)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Dog" /></td>
<td><img src="image" alt="Duck" /></td>
<td><img src="image" alt="Bird" /></td>
<td><img src="image" alt="Frog" /></td>
</tr>
</tbody>
</table>

Mandatos (These are things we tell a person to do.)

juega = play       salta = jump       corre = run       sube = climb, go up, get on

Learning Your New Vocabulary

- Make flashcards for your new vocabulario and mandatos above. See Making Flashcards page for ideas on how to do this.
- Choose an activity from the Making Flashcards page to begin learning your new words.
Using Your New Vocabulary (Page 2 Sample)

• Listen to these sentences as you read along. Pretend to do what you hear.
• Then redo this activity with the audio without looking at your book.
• \( \text{en} = \text{in, on, at} \quad \text{con} = \text{with} \)

Juega en el columpio. (Play on the swing.)
Salta en el charco. (Jump in the puddle.)
¡Corre! (Run!)
Sube el tobogán. (Climb the slide.)
Sube el columpio. (Get on the swing.)
Juega en el subibaja. (Play on the teeter totter.)
Corre en el césped. (Run on the grass.)
Juega en el hoyo de arena. (Play in the sandbox.)
Sube el árbol. (Climb the tree.)
Juega con el perro. (Play with the dog.)
Juega con la rana. (Play with the frog.)
Corre con la cometa. (Run with the kite.)
Corre con los niños. (Run with the children.)
Sube el subibaja. (Get on the teeter totter.)
Salta. (Jump.)
Juega con la cometa. (Play with the kite.)

• Now listen to the vocabulary words you hear. See if you can say them in English or lay out your flashcards and point to each one as you hear it.
• Now listen to the vocabulary words you hear in English. See if you can say them in Spanish.
• Now listen to the vocabulary words in Spanish. Write them in Spanish and then check your spelling. See if you spelled them correctly.

Interactive Use of Vocabulary - See Games & Activities for instructions.
• Play Memory with someone or by yourself.
• Play Draw and Guess Activity and/or Frío y caliente.

Master what you have learned.
As you follow the lesson guide you will do the self-checking worksheets and other activities for your grade level for this new vocabulary.
Interactive Use of Verbs (Page 5 Sample)
› Listen to the questions and answer them using your new verbs.
› Cover the possible answers in the column to the right.
› Or do this with a partner. One person asks. The other answers.
› (sí = yes, no = no)

Examples:
¿Saltas en el césped? Sí, salto en el césped. OR No, no salto en el césped.
(Do you jump on the grass?) (Yes, I jump on the grass.) (No, I don’t jump on the grass.)

¿Saltáis mucho? Sí, saltamos mucho. OR No, no saltamos mucho.
(Do you all jump a lot?) (Yes, we jump a lot.) (No, we don’t jump a lot.)

Possible Answers

1. ¿Saltas en el charco? Sí, salto en el charco.
2. ¿Corres rápido? No, no corro rápido.
3. ¿Subes el árbol? Sí, subo el árbol.
4. ¿Juegas en el columpio? Sí, juego en el columpio.
5. ¿Saltáis en la acera? Sí, saltamos en la acera.
6. ¿Corréis rápido? No, no corremos rápido.
7. Subís el tobogán? Sí, subimos el tobogán.
8. ¿Jugáis en el parque? Sí, jugamos en el parque.

Now let’s ask some questions about other people.

Examples:
¿Corre rápido?* Sí, corre rápido. OR No, no corre rápido.
(Does he/she run fast?) (Yes, he/she runs fast.) (No, he/she doesn’t run fast.)

¿Corren rápido?** Sí, corren rápido. OR No, no corren rápido.
(Do they run fast?) (Yes, they run fast.) (No, they don’t run fast.)

* The question can also mean “Do you (formal) run fast?” Possible Answer: Sí, corro rápido.
** The question can also mean “Do you all run fast?” Possible Answer: Sí, corremos rápido.

Try to answer the following questions. Just do your best!
Saying What Someone Wants to Do:
We use the verb “querer” to say what someone wants to do. Take a look:

\[
\begin{align*}
\text{querer} &= \text{to want} \\
\text{Quiero} & \text{ correr. I want to run.} \\
\text{Quieres} & \text{ correr. You want to run.} \\
\text{Quiere} & \text{ correr. He/She/You (f) want to run.} \\
\text{Queremos} & \text{ saltar. We want to jump.} \\
\text{Queréis} & \text{ saltar. You all want to jump.} \\
\text{Quieren} & \text{ saltar. They/You all want to jump.}
\end{align*}
\]

- Did you notice that “querer” gets conjugated?
- Then you add any un-conjugated verb to say what someone wants to do.
- If you just want to say what someone wants, you do this:

\[
\begin{align*}
\text{Quiero la cometa.} & \text{ I want the kite.} \\
\text{Quieres el columpio.} & \text{ You want the swing.} \\
\text{Quiere el tobogán.} & \text{ He/She/You (f) want the slide.} \\
\text{Queremos la cometa.} & \text{ We want the kite.} \\
\text{Queréis el pato.} & \text{ You all want the duck.} \\
\text{Quieren el perro.} & \text{ They/You all want the dog.}
\end{align*}
\]

Using Your New Grammar
Write or say what each wants to do. Then listen to the audio for the answers.