

UNIDAD 2



DESCRIBING CLASSES

la clase
la escuela
el examen, la prueba
la lección
la tarea

School Subjects

el arte
las ciencias
la computación
la educación física
el español, el inglés
la historia
la literatura
las matemáticas
la música

Classroom Activities

enseñar
escuchar
estudiar, preparar
hablar
mirar
sacar una buena nota

DESCRIBING CLASS OBJECTS

el borrador
la calculadora
el cuaderno
el diccionario
el escritorio
el lápiz, la pluma
el libro
la mochila
el papel
el pizarrón
la tiza

At the computer

la computadora
la impresora
la pantalla
el ratón
el teclado

SAYING HOW OFTEN

a veces, de vez en cuando
mucho
nunca
poco, rara vez
siempre, todos los días

DISCUSSING OBLIGATIONS

hay que, tener que

Actions

ayudar (a)
buscar
contestar
entrar (a, en)
esperar
llegar
llevar
necesitar
pasar
usar

OTHER WORDS AND PHRASES

¡Ahora mismo!
Con razón.
difícil
fácil
mismo(a)
pronto
la razón
tarde

class, classroom
school
test, quiz
lesson
homework

art
science
computer science
physical education
Spanish, English
history
literature
mathematics
music

to teach
to listen (to)
to study, to prepare
to talk
to watch, to look at
to get a good grade

eraser
calculator
notebook
dictionary
desk
pencil, pen
book
backpack
paper
chalkboard
chalk

computer
printer
screen
mouse
keyboard

sometimes, once in a while
often
never
a little, rarely
always, every day

one has to (one must), to have to
to help
to look for, to search
to answer
to enter
to wait for, to expect
to arrive
to wear, to carry
to need
to happen, to pass, to pass by
to use

Right now!
That's why.
difficult
easy
same
soon
reason
late

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TALKING ABOUT SCHEDULES

el almuerzo
la cita
el horario
el receso
el semestre

Activities

comprar
descansar
estar
terminar
tomar
visitar

ASKING AND TELLING TIME

¿A qué hora es...?
¿Qué hora es?
A la(s) ...
Es la.../Son las...
de la mañana
de la noche
de la tarde
la medianoche
el mediodía
menos
por la mañana
por la noche
por la tarde
el reloj
y cuarto
y media

ASKING QUESTIONS

adónde
cómo
cuál(es)
cuándo
dónde
por qué
qué
quién(es)

REQUESTING FOOD

¿Quieres beber...?
¿Quieres comer...?
Quiero beber...
Quiero comer...

Snacks

el agua (fem.)
la fruta
la hamburguesa
la merienda
las papas fritas
el refresco
la torta
el vaso de

SAYING WHERE YOU ARE GOING

ir
al

Places

el auditorio
la biblioteca
la cafetería
el gimnasio
la oficina

OTHER WORDS AND PHRASES

durante
por favor
la verdad

lunch
appointment
schedule
break
semester
to buy
to rest
to be
to finish
to take, to eat or drink
to visit

(At) What time is . . . ?
What time is it?
At . . . o'clock
It is . . . o'clock
in the morning
at night
in the afternoon
midnight
noon
to, before
during the morning
during the evening
during the afternoon
clock, watch
quarter past
half past

(to) where
how
which (ones), what
when
where
why
what
who

Do you want to drink . . . ?
Do you want to eat . . . ?
I want to drink . . .
I want to eat . . .

water
fruit
hamburger
snack
french fries
soft drink
sandwich
glass of

to go
to the

auditorium
library
cafeteria, coffee shop
gymnasium
office

during
please
truth

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DISCUSSING PLANS

ir a...

After-school Plans

andar en bicicleta
caminar con el perro
cenar
comer chicharrones
cuidar (a)
el animal
mi hermano(a)
el pájaro
el pez
hacer ejercicio
ir al supermercado
leer
la novela
el periódico
el poema
la poesía
la revista
mandar una carta
pasar un rato con los amigos
pasear
pintar
preparar
la cena
la comida
tocar el piano
tocar la guitarra
ver la televisión

SEQUENCING EVENTS

antes (de)
después (de)
entonces
luego
por fin
primero

ACTIVITIES

abrir
aprender
beber
compartir
comprender
hacer
oir
recibir
tener hambre
tener sed
vender
ver
vivir

PEOPLE YOU KNOW

conocer a alguien

Places

el museo
el parque
el teatro
la tienda

OTHER WORDS AND PHRASES

cada
el corazón
la gente
el problema
la vida

to be going to . . .

to ride a bike
to walk the dog
to have dinner, supper
to eat pork rinds
to take care of
animal
my brother (sister)
bird
fish
to exercise
to go to the supermarket
to read
novel
newspaper
poem
poetry
magazine
to send a letter
to spend time with friends
to go for a walk
to paint
to prepare
supper, dinner
food, a meal
to play the piano
to play the guitar
to watch television

before
after, afterward
then, so
later
finally
first

to open
to learn
to drink
to share
to understand
to make, to do
to hear
to receive
to be hungry
to be thirsty
to sell
to see
to live

to know, to be familiar with someone

museum
park
theater
store

each, every
heart
people
problem
life

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ETAPA 3

Saying What You Are Going to Do: ir a...

To talk about the future, you say what you are going to do. Use the phrase: **ir + a + infinitive**

voy a	vamos a
vas a	vais a
va a	van a

Present Tense of Regular -er and -ir Verbs

Regular verbs that end in **-er** or **-ir** work like **-ar** verbs.

Regular **-er** verbs have the same endings as **-ir** verbs except in the **nosotros(as)** and **vosotros(as)** forms. The letter change matches the verb ending: **-er** verbs = *emos, éis* / **-ir** verbs = *imos, is*

comer to eat

como	comemos
comes	coméis
come	comen

vivir to live

vivo	vivimos
vives	vivís
vive	viven

Regular Present Tense Verbs with Irregular *yo* Forms

These verbs have regular present tense forms except for an irregular **yo** form.

conocer to know, to be familiar with

conozco	conocemos
conoces	conocéis
conoce	conocen

hacer to make, to do

hago	hacemos
haces	hacéis
hace	hacen

When a person is the object of a verb, the personal **a** is used after the verb, except for the verb **tener**.

Using the Verb *oír*

Like **hacer** and **conocer**, **oír** (to hear) has an irregular **yo** form in the present tense.

Three of its forms require a spelling change where the **i** becomes a **y**. The **nosotros(as)** and **vosotros(as)** forms have accents.

oigo	oímos
oyes	oís
oye	oyen

Oye! is used to get someone's attention, like *Hey!* In English.

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ETAPA 2

Saying Where You Are Going: the Verb *ir*

When you talk about where someone is going, use the verb **ir** (to go).

voy	vamos
vas	vais
va	van

Use **adónde** to mean *where* when there is a verb indicating motion, such as **ir**.

Use **dónde** to ask where someone or something is.

Telling Time

To talk about the current time, use

¿Qué hora es?

Son las + hour.

Es la una.

Use **y + minutes** for the number of minutes **after** the hour.

Use **menos + minutes** for the number of minutes **before** the hour.

To talk about when something will happen, use

¿A qué hora + verb + event? ¿A qué hora es la clase?

A las + hour A las dos.

A la + one o'clock A la una.

Describing Location with the Verb *estar*

To say where people or things are located, use **estar**.

estoy	estamos
estás	estáis
está	están

Asking Questions: Interrogative Words

To create a simple yes/no question, use rising voice intonation or switch the position of the subject and verb.

Here are more interrogative words to add to **(a)dónde** and **cuántos(as)**.

cómo	how	por qué	why
cuál(es)	which, what	qué	what
cuándo	when	quién(es)	who

Interrogative words have an **accent** on the appropriate vowel.

All questions are **preceded** by an **inverted question mark** and **followed** by a **question mark**.

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ETAPA 1

Saying What You Do: Present of -ar Verbs

To talk about things you do, use the present tense. To form the present tense of a regular verb that ends in **-ar**, drop the **-ar** and add these endings:

-o, -as, -a, -amos, -áis, -an

yo	estudio	nosotros(as)	estudiamos
tú	estudias	vosotros(as)	estudiáis
usted,	estudia	ustedes,	estudian
él, ella		ellos, ellas	

Expressing Frequency with Adverbs

To talk about how often someone has done something, you use expressions of frequency.

siempre	always
todos los días	every day
mucho	often
a veces	sometimes
de vez en cuando	once in a while
poco	a little
rara vez	rarely
nunca	never

These expressions usually go before the verb:

siempre rara vez nunca

These usually go after the verb:

mucho poco

Longer phrases can be placed at the beginning or the end of the sentence.

Expressing Obligation with *hay que* and *tener que*

To talk about things someone must do, use these phrases.

Use the impersonal phrase

hay que + infinitive

if there is **no specific subject**.

Use a form of **tener**

tener que + infinitive

if there is a specific subject.