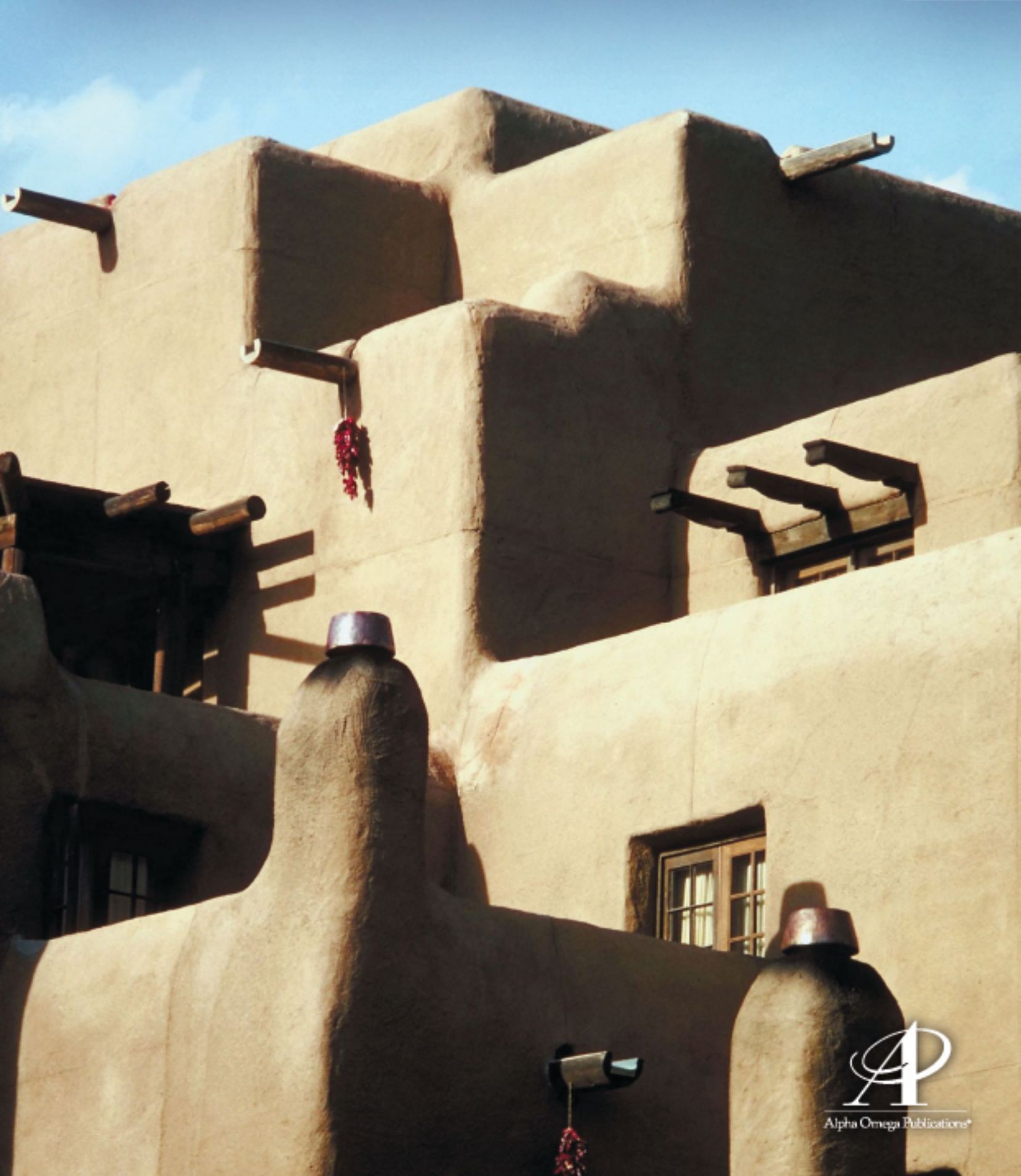




LIFE·PAC®

Spanish I



Alpha Omega Publications®

SPANISH 1 LIFEPAC TWO CONTENTS

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Note to Students: Whenever you are prompted to listen to an audio portion of an exercise (indicated by the  icon), a blank has been provided for you to record the audio CD track number. This will aid you in quickly locating the correct track number when you review.

SPANISH 1: LIFE PAC 2

EN LA ESCUELA

OBJECTIVES

When you have completed this LIFE PAC®, you should be able to:

1. Use vocabulary related to school, including the classroom, subjects, **-ar** action verbs, and numbers 0–10.
2. Explain the concept of “person” and subject pronouns.
3. Explain the conjugation of **-ar** verbs.
4. Use basic sentence construction, including saying “not.”
5. Ask basic yes/no questions using inversion and tag questions.
6. Explain the geographical regions of Mexico.
7. Accurately pronounce Spanish sounds and form simple Spanish sentences.
8. Increase your ability to ask and answer basic yes/no questions.

I. VOCABULARY AND GRAMMAR: CLASSROOM OBJECTS, NUMBERS, & DEFINITE ARTICLES

Vocabulary: Classroom Objects



Listen and repeat these classroom objects. (CD Track # _____)

la bandera	the flag
el bolígrafo	the (ballpoint) pen
el borrador	the eraser
el cartel	the poster
la cinta	the tape
la computadora	the computer
el cuaderno	the notebook
el diccionario	the dictionary
el escritorio	the desk
el/la estudiante	the student (male/female)
la goma	the pencil eraser
el lápiz	the pencil
el libro	the book
el mapa	the map
la mesa	the table
la mochila	the backpack
el papel	the (piece of) paper
la pluma	the pen
el profesor	the teacher (male)
la profesora	the teacher (female)
la pizarra	the chalkboard
el pupitre	the student desk
la regla	the ruler
el sacapuntas	the pencil sharpener
la silla	the chair
la tiza	the chalk



el libro



el sacapuntas



el lápiz



el mapa

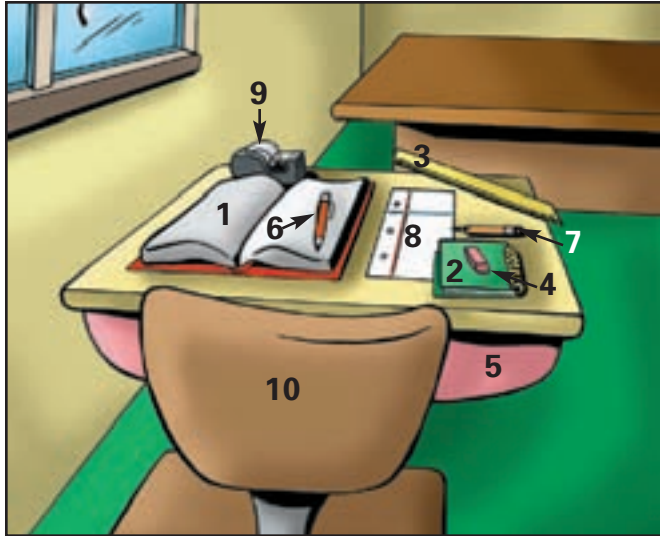


el escritorio



la profesora





PICTURE 1



PICTURE 2



Identify the numbered items in each picture, first in English, then in Spanish. Include the article.

1.1

PICTURE 1

PICTURE 2

English

Spanish

English

Spanish

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Grammar: Definite Articles and Agreement

Unlike English, Spanish nouns are either masculine or feminine. The articles that go with them are also either masculine or feminine. Look back at the vocabulary list on page 1, and notice that *el* is used with some words and *la* is used with others, yet they both translate as *the*. This is because some of the words in the list are masculine and some are feminine. *El* is the masculine article that means *the*. Do not confuse *el* (the) with *él* (he). *La* is the feminine article that means *the*. Therefore, as you learn new nouns, you must also memorize their article. If *el* is the article, the noun is masculine; if *la* is the article, the noun is feminine. It is the article that clarifies if the noun is masculine or feminine, and the articles are not interchangeable. For example, *la bandera* means the flag. *Bandera* is a feminine word and can be used only with a feminine article. This is called agreement—the noun and article must agree or “match” each other; *el bandera* is not grammatically correct. Now consider *el libro*. *Libro* is a masculine word and therefore can be used only with a masculine article; *la libro* is not correct.



Look at the following nouns, paying special attention to their articles. If they are masculine, write *M*. If they are feminine, write *F*.

- 1.2
- | | |
|------------------------|----------------------|
| a. _____ el grado | e. _____ la religión |
| b. _____ la literatura | f. _____ la pregunta |
| c. _____ el francés | g. _____ el mapa |
| d. _____ la clase | h. _____ el arte |

There are a few nouns that can be either masculine or feminine, depending on if they refer to males or females. For example, notice the word *estudiante* in your vocabulary list on page 1. If the student is a boy, use *el estudiante*, and if it's a girl, use *la estudiante*. Another example is *dentista*. Both *el dentista* and *la dentista* mean the dentist, but *el dentista* refers to a male dentist, while *la dentista* refers to a female dentist.

As with English, Spanish nouns are either singular or plural. The basic rule for making Spanish nouns plural is very simple. If the noun ends in a vowel, add *s*; if it ends in a consonant, add *es*. For example, *libro* becomes *libros*, and *cartel* becomes *carteles*. However, unlike English, Spanish articles are also singular and plural. The plural of *el* is *los*, and the plural of *la* is *las*. Consider these examples:

el libro = the book

los libros = the books

la bandera = the flag

las banderas = the flags

Notice that Spanish has four different words for “the.”

Singular

el (masculine)

la (feminine)

Plural

los (masculine)

las (feminine)

Just as the masculine and feminine articles are not interchangeable, the singular and plural forms are not interchangeable either. When the noun becomes plural, its article must also be plural; otherwise, it isn't grammatically correct.



Look at the following articles and nouns. In the first blank, write *M* if they are masculine and *F* if they are feminine. In the second blank, write *S* if they are singular and *P* if they are plural.

- 1.3
- | | |
|-------------------------|--------------------------|
| a. _____ el examen | e. _____ las profesoras |
| b. _____ la historia | f. _____ la página |
| c. _____ los bolígrafos | g. _____ el pupitre |
| d. _____ las reglas | h. _____ los escritorios |

***NOTE:** One important rule to remember when making nouns plural is that if the noun ends in the letter *z*, the *z* is changed to *c* and then you add *es*. For example, *el lápiz* means “the pencil,” and the plural is *los lápices* (the pencils).



Look at the following singular articles and nouns. In the space provided, make each of them plural. Remember that you must change both the article and the noun.

- 1.4
- | | |
|-----------------------|-------|
| a. el cuaderno | _____ |
| b. la clase | _____ |
| c. el borrador | _____ |
| d. la cinta | _____ |
| e. el profesor | _____ |
| f. la luz (the light) | _____ |

Vocabulary: Numbers 0–10



Listen and repeat the following numbers. (CD Track # _____)

- 1.5 Repeat these numbers, saying them in groups of two, then three, four, and five. Repeat them backwards, then odd and even. Look at things around the room and say how many there are of each.

zero	cero
one	uno – masculine (shortened to un before a noun) una – feminine (“one” has a gender difference)
two	dos
three	tres
four	cuatro
five	cinco
six	seis
seven	siete
eight	ocho
nine	nueve
ten	diez



Adult check _____

Initial _____

Date _____



Look at the following pictures and the number they represent. Practice reading them out loud.

1.6



1. un lápiz y una pluma



2. dos mochilas



3. tres estudiantes



4. cuatro carteles



5. cinco pupitres



6. seis libros



7. siete cuadernos



8. ocho rollos de cinta



9. nueve banderas



10. diez sillas



Adult check

Initial

Date



Label the following pictures, including the quantity of each object.

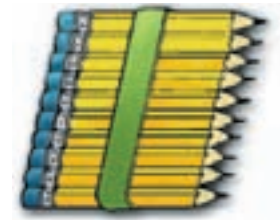
1.7



a. _____



b. _____



c. _____



d. _____



e. _____



f. _____



g. _____



h. _____



i. _____



j. _____



Write out the following math problems. The math terms are *más* for “plus,” *menos* for “minus,” *son* for “equals.” **For example:** $3 + 4 = 7$ would be written *Tres más cuatro son siete*.

1.8

a. $3 + 5 = 8$ _____

b. $2 + 7 = 9$ _____

c. $10 - 4 = 6$ _____

d. $9 - 1 = 8$ _____

e. $3 + 7 = 10$ _____

f. $4 + 5 = 9$ _____

g. $6 - 2 = 4$ _____

h. $1 + 7 = 8$ _____

i. $5 + 1 = 6$ _____

j. $8 - 4 = 4$ _____