

ESPAÑOL 101

TO TALK ABOUT YOURSELF

Me gusta _____	I like/it pleases me
Yo soy _____	I am (permanent/long-term)
Yo estoy _____	I am (related to place and feelings)
Yo quiero _____	I want
Yo puedo _____	I can/I am able to
Yo hago _____	I don't make
Tengo _____ años _____	I have _____ years/I am _____ years old
Yo necesito _____	I need
Yo pienso (sobre) _____	I think (about)
Yo voy (a) _____	I go (to)

SER VS. ESTAR

Both verbs mean "to be."

"Ser" describes **WHAT** something is.

"Estar" describes **HOW** something is.

SER

Yo soy de Maryland _____	I am from Maryland
Tú eres alto/a _____	You are tall
Ella es una mujer _____	She is a woman
Nosotros somos estudiantes _____	We are students
Son las 2 y media _____	It is 2:30

ESTAR

Estoy cansado/a _____	I am tired
Tú estás en la playa _____	You are at the beach
Ellos están fríos _____	They (plural) are cold
Nosotros estamos en España _____	We are in Spain
¿Dónde están ellos? _____	Where are they?

QUESTION WORDS

¿Qué? _____	What?	¿Cuándo? _____	When?
¿Cómo? _____	How?	¿Cuánto? _____	How much?
¿Quién? _____	Who?	¿Cuántos? _____	How many?
¿Dónde? _____	Where?	¿Cuánta cantidad? _____	How much
¿De dónde? _____	From where?	¿Qué? _____	What? it cost?
¿Adónde? _____	To where?	¿Qué? _____	What?
¿Por qué? _____	Why?	¿Cuál? _____	Which? (plural)

TO TALK ABOUT OTHERS

Te gusta _____	You like/it pleases you
Tú eres _____	You are (permanent/long-term)
Tú estás _____	You are (related to place and feelings)
Tú puedes _____	You can/you are able to
Le gusta _____	He/she/it (singular) likes
Está en _____	He/she/it (singular) is/are
_____ (permanent/long-term)	
Está en _____	He/she/it (singular) is/are (place and feelings)
Nos gusta _____	We like/it pleases us
Nosotros somos _____	We are (permanent/long-term)
Nosotros estamos _____	We are (place and feelings)
Les gusta _____	They like/it pleases them
Ellos/ellas/ustedes son _____	They are (permanent/long-term)
Ellos/ellas/ustedes están _____	They are (place and feelings)

IN CONVERSATION

Me gusta jugar deportes _____	I like to play sports
Te gustan los deportes _____	You like sports
Nos gusta ir al cine _____	We like to go to the movies
Le gustan los galletas _____	He/she/they love cookies
Yo puedo ir contigo _____	I am able to go with you
¿Vienes conmigo a la fiesta? _____	Are you coming with me to the party?
Nosotros queremos estudiar _____	We want to study
Van a cocinar juntos _____	They are going to cook together
¿Estás listo? _____	Are you ready?
La tarea es muy difícil _____	The homework is very difficult
¿Qué hora es? _____	What time is it?
Son las 4 y media _____	It is 4:30

Estoy de acuerdo _____	I am in agreement
Creo que sí _____	I think so
No estoy seguro/a _____	I am not sure
Tengo hambre _____	I have hunger/I am hungry
Tengo sed _____	I have thirst/I am thirsty

Spanish 101 Study Guide

**Lena A. Ely, Edith King, Martin James
Stormzand**



Spanish 101 Study Guide:

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Guide to Independent Study Through Correspondence Instruction, 1980-1982 Joan Hunter,1980 **University of Michigan Official Publication** University of Michigan,1994 Each number is the catalogue of a specific school or college of the University

Modules ,2005 **Non-Western Educational Traditions** Timothy G. Reagan,2004-09-22 This text provides a brief yet comprehensive overview of a number of non Western approaches to educational thought and practice Its premise is that understanding the ways that other people educate their children as well as what counts for them as education may help us think more clearly about some of our own assumptions and values and to become more open to alternative viewpoints about important educational matters The value of this informative mind opening text for preservice and in service teacher education courses is enhanced by Questions for Discussion and Reflection and Recommended Further Readings included in each chapter New in the Third Edition Chapter 2 Conceptualizing Culture I We and The Other is new to this edition It is a response to feedback about the problems inherent in our general discourse about culture and in addition provides an example of a culture that is near to us but nevertheless alien the culture of the Deaf World Chapter 9 which deals with Islam and traditional Muslim education has been substantially revised The subtitle of the Third Edition has been changed to Indigenous Approaches to Educational Thought and Practice reflecting not so much a change in the emphases found in the book but rather a recognition of the growing scholarly interest in indigenous peoples their languages cultures and histories Various points throughout the text have been expanded and clarified and chapters have been updated as needed

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