



SPANISH GRAMMAR CHEAT SHEET

PRONOMBRES PERSONALES		TO BE		TO HAVE (Aux)
Personal Pronouns		ser	estar	haber
I	Yo	soy (I am)	estoy (I am)	he (I have)
You (informal)	Tú	eres (you are)	estás (you are)	has (you have)
He	Él	es (he is)	está (he is)	ha (he has)
She	Ella	es (she is)	está (she is)	ha (she has)
You (formal)	Usted	es (you are)	está (you are)	ha (you have)
We	Nosotros/Nosotras	somos (we are)	estamos (we are)	hemos (we have)
You (plural)	Ustedes	son (you are)	están (you are)	han (you have)
They (feminine)	Ellas	son (they are)	están (they are)	han (they have)
They (masculine)	Ellos	son (they are)	están (they are)	han (they have)

PRESENTE			
When: If you want to say: I walk, you walk, he walks, we walk, they walk			
How: Drop the -ar, -er, -ir of the verb and replace with endings			
	ar verbs (caminar)	er verbs (correr)	ir verbs (vivir)
Yo	camin o	corr o	viv o
Tú	camin as	corr es	viv es
U/Ella/Usted	camin a	corr e	viv e
Nosotros (as)	camin amos	corr emos	viv imos
Ustedes	camin an	corr en	viv en
Ellos/Ellos	camin an	corr en	viv en

GERUNDIO			
When: When it is happening right now or I'm walking, you are walking, he is walking, we are walking, they are walking			
Subject + Verb + estar + verb drop -ar, -er, -ir + ando/ando			
	ar verbs (caminar)	er verbs (correr)	ir verbs (vivir)
Yo	estoy camin ando	estoy corr iendo	estoy viv iendo
Tú	estás camin ando	estás corr iendo	estás viv iendo
U/Ella/Usted	está camin ando	está corr iendo	está viv iendo
Nosotros (as)	estamos camin ando	estamos corr iendo	estamos viv iendo
Ustedes	están camin ando	están corr iendo	están viv iendo
Ellos/Ellos	están camin ando	están corr iendo	están viv iendo

IMPERATIVO			
When: What? (you) Let's walk! / Go!			
How: Drop the -ar, -er, -ir of the verb and replace with endings			
	ar verbs (caminar)	er verbs (correr)	ir verbs (vivir)
Tú	camin a	corr e	viv e
Usted	camin e	corr e	viv e
Nosotros	camin emos	corr amos	viv amos
Ustedes	camin en	corr an	viv an

IMPERFECTO			
When: Continuous actions in the past or I walked, I was walking, I used to walk, I was walking			
How: Drop the -ar, -er, -ir of the verb and replace with endings			
	ar verbs (caminar)	er verbs (correr)	ir verbs (vivir)
Yo	camin aba	corr ía	viv ía
Tú	camin abas	corr ías	viv ías
U/Ella/Usted	camin aba	corr ía	viv ía
Nosotros (as)	camin ábamos	corr íamos	viv íamos
Ustedes	camin aban	corr ían	viv ían
Ellos/Ellos	camin aban	corr ían	viv ían

Spanish Language Student Answer Sheet

**David McKeegan, Emma
Heyderman, Sue Elliott**



Spanish Language Student Answer Sheet:

Resources in Education ,2000-10 *Teaching Spanish, My Way* Dee L. Eldredge,2014-05-02 Professor Dee L. Eldredge's *Teaching Spanish My Way* is a treasure trove of information and a resource manual of over 370 pages to aid Spanish teachers professors in their efforts to help students learn Spanish It contains the author's philosophy of teaching suggestions for course and class preparation principles of teaching that he follows general linguistic syntax lexical phonetic and morphological explanations Spanish language rules Spanish historical cultural and geographical information handouts that have been used a lot by the professor and cards that have been utilized with great success to teach Spanish especially at the beginning of classes Would you like to read information about how to take charge of a class and more about the responsibilities of a teacher Chapter 1 of the book gives the reader the author's philosophy of teaching and much information on his perspectives relating to a teacher's responsibilities Topics such as being in charge of the class being prepared for everything grading practices using time efficiently during class presenting grammar implementing oral drills students speaking as much Spanish as possible during the class and before after class with the teacher being courteous and others will help you be a better teacher professor Would you like to be better organized and run your classes more smoothly Chapter 2 details many subjects important to course organization class preparation and class instruction As part of course organization syllabuses schedule of classes handouts marking up textbooks folders copies tests and examining classrooms are discussed Appertaining to class preparation planning of the activities for the next class grading recording and placing papers in folders handouts and tests are explained Concerning class instruction and activities the following topics are presented directing a class starting a class reviewing homework asking questions presenting new grammar practicing new grammar presenting new homework reading using handouts giving tests exams grading and reviewing tests and ending class Would you like to have some excellent rules that would help you teach your classes more suitably Chapter 3 lists the many rules that the author follows in teaching his classes Some deal with the interaction with students others with the organization of the classroom others with the preparation of classes and others with the way he organizes everything Would you like to have explanations of grammar and linguistics that very much help you teach more competently Chapter 4 which is by far the longest gives explanations of many items in linguistics that can greatly aid Spanish teachers such as synthetic and analytic languages declensions syntactical notation thematic relations and relators complementation arguments vocalic and consonantal languages adverbials markers a sentence moods voices raising pro forms noun phrases cases with pronouns pronouns after prepositions clitics le smo la smo and lo smo relative pronouns clitic doubling determiners homonyms verb phrases verbal complementation verbal particles verbal aspect verb forms the English dummy it usage comparison of auxiliary verbs in English and Spanish prepositional phrases prepositional complementation modifiers position of modifier adjectives conjunctions multiple meanings of English and Spanish verbs and other words affirmative and negative words

question words false cognates Spanish and English verb problems the silent h and u juncture phonemes diphthongs phonetic stress vowels and consonants representatives of sounds spelling problems cognates and usage of linguistics in the classroom This chapter aids the teacher to deliver the whys and wherefores to many grammatical problems as for example why the h became silent in Spanish where the name California came from and why the Spanish chose habla **Complete Key for Schools Student's Pack (Student's Book Without Answers with CD-ROM, Workbook Without Answers with Audio CD)** David McKeegan, Emma Heyderman, Sue Elliott, 2013-01-17 Complete Key for Schools is official preparation for the Cambridge English Key KET for Schools exam It combines the best in contemporary classroom practice with engaging topics aimed at younger students The information practice and advice contained in the course ensure that they are fully prepared for all parts of the test with strategies and skills to maximise their score Informed by Cambridge's unique searchable database of real exam candidates answers the Cambridge English Corpus Complete Key for Schools includes examples and exercises which tackle common problem areas at this level This Student's Pack includes the Student's Book without answers with CD ROM and Workbook without answers The Audio CD contains the Audio for the Workbook exercises *Forum*, 1980

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Assessing English Language Learners in the Content Areas Florin Mihai, 2010-06-11 Assessing English Language Learners in the Content Areas A Research into Practice Guide for Educators seeks to provide guidance to classroom teachers staff developers and test item designers who want to improve ELL assessment outcomes particularly in the areas of math science and social studies The first two chapters of the book establish the background for the discussion of content area assessment for ELLs examining several important characteristics of this rapidly growing student population as well as critical legislation affecting ELLs and providing a description of various forms of assessment including how ELL assessment is different from the assessment of English proficient students Important assessment principles that educators should use in their evaluation of tests or other forms of measurement are provided Other chapters review ELL test accommodations nationwide because surprisingly most teachers do not know what they can and cannot allow and the research on the effectiveness of these types of accommodations The book analyzes the characteristics of alternative assessment it discusses three popular alternative assessment instruments performance assessment curriculum based measurement and portfolios and makes recommendations as to how to increase the validity reliability and practicality of alternative assessments The book proposes fundamental assessment practices to help content area teachers in their evaluation of their ELL progress

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Objective Key Teacher's Book with Teacher's Resources Audio CD/CD-ROM Annette Capel, Wendy Sharp, 2012-12-28 Objective Key offers students complete official preparation for the Cambridge English Key KET exam This is a revised and updated edition of Objective KET Short units offer a variety of lively topics while providing training in exam skills and solid language development The Teacher's Book contains teaching notes extra teaching ideas to extend or shorten the length of the activities and clear comprehensive answer keys The Teacher's Resources Audio CD CD ROM contains two complete practice

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