|  |  |
| --- | --- |
| **Primer Paso CHAPTER 8 COMIDA**  1. Present tense of to bring, to serve and to ask for  2. FOOD VOCABULARY  **Culture**  **3. Cinco de mayo**  4.Tejano Music, birthday customs, San Antonio. | |
| **Objectives**   1. Discuss Hispanic food 2. Learn how to order food in a restaurant   Culture  **• Food/Tejano Music**  **• Birthday customs**  **• San Antonio** | **Essential Question and Essential Answers to the questions**  What would you like to eat?  I would like …  Would you like to order? Please bring me….  What’s the house specialty?  (answers vary) |

**Your notes should include your Cornell Notes.**

|  |  |
| --- | --- |
| **CORNELL NOTES**  **SHEET**  **CHAPTER 8 COMIDA** | **Name: KattyaRomero**  **Class:  Spanish I**  **Topic: Spanish**  **Date:   Hoy es              del dos mil diez y seis**  **Period  primero, tercero** |
| **PREGUNTAS** | **APUNTES** |
| **What are we studying?** |  |
| **What is our focus?** |  |
| **What are we reviewing?** |  |
| **What verbs you need to know in this chapter?** |  |
| **What is the vocabulary we are reviewing?** |  |
| **SUMMARY:  Write 4 or more sentences describing specific learning from** | |

**CINCO DE MAYO**

<http://www.history.com/topics/holidays/cinco-de-mayo/videos/ask-history-cinco-de-mayo>

<http://www.watchknowlearn.org/Video.aspx?VideoID=30624&CategoryID=437>

[**http://www.watchknowlearn.org/Video.aspx?VideoID=30624&CategoryID=437**](http://www.watchknowlearn.org/Video.aspx?VideoID=30624&CategoryID=437)

**Author: Jessica Shaw**

Cinco de Mayo, May 5th, is a national holiday for Mexico--second only to September 16, Independence Day. It was on this day, in 1862, that a small group of poorly trained Mexican peasants, under the command of General Ignacio Zaragoza, bravely and fiercely fought for their freedom against a regiment of 6,000 French soldiers under the command of Napoleon III.http://teacherlink.ed.usu.edu/tlresources/units/byrnes-celebrations/STONE.gif

**Historical Background**

"After Mexico gained it's independence from Spain in 1821, it faced internal power struggles that left it in a volatile state of rebellion and instability for years." (Internet: Pasmanick, 1992) In 1846, the Mexican government, under the dictator Santa Anna, went to war with the United States. As an outcome of that war, Mexico lost a large amount of land--the land we now know as Texas. In 1854, Juan Alvarez and his troops led a successful revolt to drive Santa Anna out of power. One of Alvarez's strongest supporters was a man by the name of Benito Juarez, a Zapotec Indian leader.

In 1855, Juarez became the minister of Justice under the new regime and issued two new controversial laws. One denied the right of the church and military courts to try civilian cases and the other made the sale and distribution of church lands legal. Many people disagreed with these laws and for three years a civil war raged between the two sides.

In 1861 Juarez took control of the capital, Mexico City, and put his new Constitution into effect. Not only had Juarez's laws split the country, they had caused the civil war that left Juarez in debt to Spain, England, and France. The three countries were concerned about the debt, so they held a meeting in London, at which Spain and Britain decided to waive the debt in exchange for military control of the Custom House in Vera Cruz. France did not agree to these terms and invaded Mexico in 1861 in hopes of defeating the country and disposing of Juarez.

The French troops--deemed among the best trained and equipped in the world--marched into the city of Puebla on May 5, 1862, expecting no resistance. The French army consisted of 6,000 men under the command of Marshal Lorencz. The French were met by an armed force of 2,000 peasants under the command of General Ignacio Zaragoza. The Mexican guerilla forces successfully defended their positions and attacked and drove back the French forces.

Victory, however, was short lived. Within a year, France had successfully conquered Puebla and the rest of Mexico, and went on ruling there until 1867 when Juarez was once again restored to power. He ruled the country until his death in 1872.

Cinco de Mayo, therefore, does not celebrate Mexico's independence, rather it symbolizes "the right of the people to self determination and national sovereignty, and the ability of non-Europeans to defend those rights against modern military organizations." (Internet: Pasmanick, 1992). This important victory of the few over the many is very meaningful to Mexico, a country that had been defeated over and over before.

Today, Cinco de Mayo is celebrated by native Mexican (and American) people everywhere. In several towns in Mexico, on the fifth of May, along with many speeches and parades, the Battle of Puebla is elaborately re-enacted in a whole day dramatization. In America, Cinco de Mayo is taken as an opportunity to celebrate Hispanic culture in general, and is celebrated with huge fairs, which include Mexican singing, dancing, feasting, costumes, sports activities, fireworks, and entertainment. Mariachi bands play while dancers perform native Mexican dances such as the Mexican Hat Dance and the Raspa. Speeches and parades encompass a large part of the celebration too. These events are one way in which people celebrate the friendship of the United States and Mexico. This observance of the Cinco de Mayo victory is a special symbol for all Mexican people who celebrate their rights of freedom and liberty, honoring those who fought, against the odds, for these principles

**Questions for Discussion**

1. What do you think motivated the group of Mexican peasants to fight against the superior forces of the of the French soldiers?  
   2) Do you know of anyone else who would defend their rights this way?  
   Do you believe that it is sometimes the best way to solve a problem?  
   3) What made Napoleon III think he could conquer the Mexicans and control the people?  
   Do you think he did it for the people of France or for himself?  
   4) Why do you think it's important to celebrate this holiday, even though the French  
   eventually conquered Mexico and ruled for a few years?  
   5) Do you think women should have the right to fight in battle? Explain.

**Spanish I: CHAPTER 8 COMIDA**

http://go.hrw.com/activities/frameset.html?main=1652.html

**QUIZLET Spanish I food review and verbs present tense:**

[**https://quizlet.com/43804507/ven-conmigo-1-chapter-8-primer-paso-flash-cards/**](https://quizlet.com/43804507/ven-conmigo-1-chapter-8-primer-paso-flash-cards/)

[**https://quizlet.com/11805863/paso-a-paso-1-chapter-12-servirpedirtraer-present-tense-flash-cards/**](https://quizlet.com/11805863/paso-a-paso-1-chapter-12-servirpedirtraer-present-tense-flash-cards/)

**QUIZLET Spanish I food review and verbs present tense:**

<http://quizlet.com/3208003/extending-and-accepting-invitations-vocab-ii-flash-cards/> [ch. 7 turning down invitations http://quizlet.com/3328525/turning-down-invitations-flash-cards/](http://quizlet.com/3328525/turning-down-invitations-flash-cards/)

[ch. 7 getting ready http://quizlet.com/1747485/getting-ready-flash-cards/](http://quizlet.com/1747485/getting-ready-flash-cards/)

Quizlet[: ch. 8 talking about food #1](http://quizlet.com/3648611/ch8-talking-about-food-31-flash-cards/)<http://quizlet.com/3648611/ch8-talking-about-food-1-flash-cards/>

Quizlet:[ch. 8 talking about food #2](http://quizlet.com/3648632/ch-8-talking-about-food-2-flash-cards/)

<http://quizlet.com/3648632/ch-8-talking-about-food-2-flash-cards/>

Quizlet:[ch. 8 talking about food #3 http://quizlet.com/3648667/ch-8-talking-about-food-3-flash-cards/](http://quizlet.com/3648667/ch-8-talking-about-food-3-flash-cards/)

Quizlet:[ch. 8 talking about food](http://quizlet.com/_11gqy)(full list of 42 terms)<http://quizlet.com/1747978/>

**VIDEO EXAMPLES:**

<https://www.youtube.com/watch?v=F7MCobVAZ_A>

https://www.youtube.com/watch?v=Me4RfKct6h8

[**https://www.youtube.com/watch?v=rnhLpTnWT1A**](https://www.youtube.com/watch?v=rnhLpTnWT1A)

[www.**youtube**.com/watch?v=uvrnmd6I0p](http://www.youtube.com/watch?v=uvrnmd6I0p)

<https://www.youtube.com/watch?v=E61dy43QA_A>

Música/Videos/Audio

* Canción/SONG “[Chocolate](http://youtu.be/bapO8qCaDyk)” de Jesse y Joy
* Canción/SONG  “Una en un millón” de Jesse y Joy ([Cloze lyrics](http://spanishplans.files.wordpress.com/2013/02/una_en_un_millon.doc) and [activity](http://spanishplans.org/2013/02/20/making-connections/))
* Youtube “[Archibaldo y las hamburguesas](http://www.youtube.com/watch?v=67VrTNAwGmM)” El mesero Groover sirve una hamburguesa chica y otra bien grande.
* Youtube “[Pancho pide agua](http://www.youtube.com/watch?v=-LWQZticGoY)” Pancho quiere agua pero tiene un mesero con muchas preguntas.
* Youtube “[Comer Galletas](http://youtu.be/Sh3bqvtWWSE)” Monstruo Comegalletas canta de galletas en todas las estaciones del año
* Videos de “[La Receta de la Abuelita](http://www.youtube.com/user/larecetadelaabuelita)” – How-to videos on how to make various Mexican dishes, in Spanish. Great input for students! Including how to make tacos de lengua, salsa, churros, mole, and more! Most videos approx. 5 minutes.
* <http://www.laits.utexas.edu/spe/int06.html> Video/Audio from [native speakers](http://www.laits.utexas.edu/spe/int06.html)        with ordering at a restaurant interviews. Students sure enjoyed José’s enthusiasm! These interviews also include transcript!

**VERB CONJUGATIONS:**

|  |  |  |  |
| --- | --- | --- | --- |
| * **PEDIR :** | | *to ask for, request* | |
| **Yo:** | pido | **Nosotros:** | pedimos |
| **Tú:** | pides | **Vosotros:** | pedís |
| **Ella:** | pide | **Ellos:** | piden |

|  |  |  |  |
| --- | --- | --- | --- |
| **SERVIR :** | | *to serve* | |
| **Yo:** | sirvo | **Nosotros:** | servimos |
| **Tú:** | sirves | **Vosotros:** | servís |
| **Ella:** | sirve | **Ellos:** | sirven |

|  |  |  |  |
| --- | --- | --- | --- |
| **TRAER : TO BRING** | | *to bring* | |
| **Yo:** | traigo | **Nosotros:** | traemos |
| **Tú:** | traes | **Vosotros:** | Traéis |
| **Ella:** | trae | **Ellos:** | traen |

**CHAPTER 8 COMIDA**  
HOW TO ORDER IN A RESTAURANT:

<http://www.rocketlanguages.com/spanish/learn/restaurant-in-spanish/>

After looking at the menu, you could get asked one of the following questions…

¿Qué desea comer?  What would you like to eat?

¿Qué desea tomar?   What would you like to drink?

¿Qué desea ordenar?  Would you like to order? Sometimes all you might get asked is…

¿Qué quiere?   Yes? What do you want?

You could answer by saying one of these phrases…

Un momento, por favor.                  One moment, please.

Como plato principal quiero…             For the main course, I would like...

De primero, quiero… / To start, I would like...

Para beber, quiero…                                        To drink, I would like...

Necesitamos más tiempo para decidir.             We need a little more time to decide.

Estamos listos para pedir.                                  We are ready to order.

**Not sure what you're in the mood for? Just ask the waiter what he recommends…**

¿Qué nos recomienda?           What do you recommend?

¿Puede recomendarnos algún plato típico de aquí?  Can you recommend a local dish?

¿Hay alguna especialidad de la casa?                          Is there a house specialty?

¿Cuál es el plato del día? What is the dish of the day?

¿Cuál es la sopa del día?                                           What is the soup of the day?

¿Tienen algún plato vegetariano?                              Do you have any vegetarian dishes?

¿Cuáles son los platos que no llevan carne / pescado?    Which dishes have no meat / fish?

¿Qué tipo de bocadillos tienes?                                       What types of sandwiches do you have?

¿Qué más trae el plato?                                                    What else is in the dish?

¿Viene con ensalada?                                                     Does it come with salad?

**CHAPTER 8**

**COMIDA**

***Due May 22th! 7:30 send via e-mail***

***PROYECTO – El Restaurante***

***OVERVIEW***

You will create a dialogue for a skit of a restaurant experience.

*Each student should speak for 1 minute and 1/2. Do not read! Memorize skit, please!*

***THE SKIT***

You are to create a skit in Spanish about a restaurant experience.

The dialogue must include:

* Entering the restaurant
* Asking for the special
* Ordering off the menu
* Asking the ingredients of the special
* Eating and paying for the meal.
* You must also include one problem, i.e. problem with the ordering of the food, problem with paying the bill, problem with the order etc.
* Each member of the group must choose one of the foods off a Mexican food restaurant menu. Everyone in the group must ask for a different dish.

All members of the group must speak equal amounts (1 and ½ min.) of time throughout the skit. You must include a backdrop (i.e. banner or poster etc.) with the name of the restaurant; you must include 5 props in addition to Spanish music.

**RUBRIC**

<http://education.ohio.gov/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages>

<http://education.ohio.gov/getattachment/Topics/Ohios-Learning-Standards/Foreign-Language/World-Languages-Model-Curriculum/World-Languages-Model-Curriculum-Framework/Instructional-Strategies/Scoring-Guidelines-for-World-Languages/1-Presentational-Speaking-Rubric_unit_august_2015.pdf.aspx>

**GOOD VOCABULARY**

|  |  |  |  |
| --- | --- | --- | --- |
| **ENGLISH** |  |  | **SPANISH** |
| 1. to eat breakfast | 1. desayunar |
| 2. to eat lunch | 2. almorzar |
| 3. to eat dinner | 3. cenar |
| 4. strawberries | 4. fresas |
| 5. beans | 5. frijoles |
| 6. milk | 6. leche |
| 7. coffee | 7. café |
| 8. juice | 8. jugo |
| 9. milk shake | 9. batido |
| 10. tea | 10. té |
| 11. rice | 11. arroz |
| 12. tuna | 12. atún |
| 13. sugar | 13. azúcar |
| 14. steak | 14. bistec |
| 15. shrimp | 15. camarón |
| 16. meat | 16. carne |
| 17. beef | 17. carne de res |
| 18. onion | 18. cebolla |
| 19. cereal | 19. cereal |
| 20. chocolate | 20. chocolate |
| 21. peanut butter (3 words) | 21. crema de mani |
| 22. candy | 22. dulces |
| 23. salad | 23. ensalada |
| 24. custard | 24. flan |
| 25. cookies | 25. galletas |
| 26. hamburger | 26. hamburguesa |
| 27. eggs | 27. huevos |
| 28. jelly | 28. jalea |
| 29. ham | 29. jamón |
| 30. lettuce | 30. lechuga |
| 31. vegetables | 31. legumbres |
| 32. lemon | 32. limón |
| 33. corn | 33. maíz |
| 34. apple | 34. manzana |
| 35. orange | 35. naranja |
| 36. bread | 36. pan |
| 37. sweet roll | 37. pan dulce |
| 38. toast | 38. pan tostado |
| 39. potatoes | 39. papas |
| 40. fries | 40. papas fritas |
| 41. chips | 41. papitas |
| 42. cake | 42. pastel |
| 43. hot dog | 43. perro caliente |
| 44. fish | 44. pescado |
| 45. pineapple | 45. piña |
| 46. banana | 46. plátano |
| 47. chicken | 47. pollo |
| 48. cheese | 48. queso |
| 49. soft drink | 49. refresco |
| 50. sandwich | 50. sándwich |
| 51. soup | 51. sopa |
| 52. bacon | 52. tocino |
| 53. tomato | 53. tomate |
| 54. grapefruit | 54. toronja |
| 55. grapes | 55. uvas |
| 56. carrot | 56. zanahoria |
| 57. spoon | 57. cuchara |
| 58. fork | 58. tenedor |
| 59. knife | 59. cuchillo |
| 60. plate | 60. plato |
| 61. bowl (2 words) | 61. plato hondo |
| 62. napkin | 62. servilleta |
| 63. glass | 63. vaso |
| 64. I'm hungry | 64. tengo hambre |
| 65. I'm thirsty | 65. tengo sed |

**SPANISH II CHAPTER 6.3 more info.**

|  |  |
| --- | --- |
| 1. to have dinner | cenar |
| 2. to leave a tip | dejar una propina |
| 3. specialty of the house | especialidad de la casa |
| 4. waiter | mesero |
| 5. just the check | sólo la cuenta |
| 6. to order food | pedir la comida |
| 7. What would you like for...? | ¿Qué desea de...? |
| 8. What shall I bring you for..? | ¿Que le traigo de...? |
| 9. What do you recommend? | ¿Qué me recomienda? |
| 10. Would you care for anything else? | ¿Se le ofrece algo más? |
| 11. to serve dessert | servir el postre |
| 12. to bring the meal | traer la comida |
| 13. Do you know what you're going to order? | ¿Ya sabe qué va a pedir |

**OLD MATERIAL THAT YOU NEED TO KNOW IN ORDER TO DO UNDERSTAND THE 7.2 MATERIAL**

**Quizlet Vocabulary :**

**Video conjugation of IR: (fun)**

<http://www.senorwooly.com/video/ir-presente>

Video story using the verb IR (fun):

<http://www.senorwooly.com/video/adonde-va>

**Conjugation practice tener, venir and other irregular verbs:**

<http://www.studyspanish.com/verbs/lessons/pitenven.htm>

<http://users.ipfw.edu/jehle/courses/PRESENT1.HTM>

**e** > **ie** (the stem vowel **e** changes to **ie** when stressed):

The verbs tener and venir are irregular, meaning they do not follow the standard rules for conjugating -er and -ir verbs. They do, however, share a pattern of conjugation:

|  |  |
| --- | --- |
| **tener - to have** | **venir - to come** |
| tengo tienes tiene tenemos tenéis tienen | vengo vienes viene venimos venís vienen |

|  |  |  |
| --- | --- | --- |
| [**empezar**](http://users.ipfw.edu/jehle/courses/verbs/EMPEZAR.HTM) | (*begin*) | empiezo, empiezas, empieza, empezamos, empezáis, empiezan |
| [**querer**](http://users.ipfw.edu/jehle/courses/verbs/QUERER.HTM) | (*want*) | quiero, quieres, quiere, queremos, queréis, quieren |

Preferir (to prefer) prefiero prefieres, prefiere, preferimos, preferís, prefieren

**Present Tense**

http://users.ipfw.edu/jehle/courses/present1.htm

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Before we begin...  **Reminders**:   1. Most present tense verb forms have several equivalents in English. For example, the form **hablo** may be translated in numerous ways:  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  | *I speak* |  | (customary action) | |  | *I am speaking* | (action in progress) | | **hablo** | *I do speak* | (emphatic form) | |  | *I will speak* | (near future action) | |  | *do I speak* | (interrogative form) | |  | *I have been speaking* | (action started in the past but still in progrerss) |  1. The subject pronouns that accompany these verbs are:  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | singular | | |  | plural | | | | **Yo** | *I* |  |  | **nosotros**, **nosotras** | *we* |  | | **Tú** | *you* | (familiar) |  | **vosotros**, **vosotras** | *you* | (familiar pl., Spain) | | **usted** | *you* | (formal) |  | **ustedes** | *you* | (formal) | | **Él** | *he* |  |  | **ellos** | *they* | (masculine or mixed) | | **Ella** | *she* |  |  | **ellas** | *they* | (feminine) |  1. The formal second-person forms (**usted** and **ustedes**) take third-person forms of a verb:  |  |  |  |  | | --- | --- | --- | --- | | **Ustedes hablan bien.** |  |  | *You (plural) speak very well.* | | **Usted es norteamericana, no?** |  |  | *You (sing.) are an American, right?* | |

**http://users.ipfw.edu/jehle/courses/present1.htm**

**Present Indicative of Verbs - Review of Forms**

1. **Regular verbs**. To form the present indicative of regular verbs, drop the infinitive ending (**-ar**, **-er**, or **-ir**) and add the endings given below:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| -ar | |  | -er | |  | -ir | |
| [**hablar**](http://users.ipfw.edu/jehle/courses/verbs/HABLAR.HTM) (*to speak*) | | [**comer**](http://users.ipfw.edu/jehle/courses/verbs/COMER.HTM) (*to eat*) | | [**vivir**](http://users.ipfw.edu/jehle/courses/verbs/VIVIR.HTM) (*to live*) | |
| hablo | hablamos | como | comemos | Vivo | vivimos |
| hablas | habláis | comes | coméis | Vives | vivís |
| habla | hablan | come | comen | Vive | viven |

1. In the above examples, note that the endings for the **-er**and **-ir** verbs are identical **except for the nosotros and vosotros forms**.
2. **Stem changing verbs**. These verbs are also referred to as “radical changing verbs”; the word **radical** in Spanish means “stem” or “root”. The stem vowel undergoes a change when it is stressed in the present tense. [These verbs do **not** so change in any other tense —except for **-ir**verbs, which experience a stem change in the **-ndo** form, in the present subjunctive and in the preterit.]
   1. **o** > **ue** (the stem vowel **o** changes to **ue** when stressed)

|  |  |  |
| --- | --- | --- |
| [**acostar**](http://users.ipfw.edu/jehle/courses/verbs/ACOSTAR.HTM) | (*put to bed*) | acuesto, acuestas, acuesta, acostamos, acostáis, acuestan |
| [**volver**](http://users.ipfw.edu/jehle/courses/verbs/VOLVER.HTM) | (*return, go back*) | vuelvo, vuelves, vuelve, volvemos, volvéis, vuelven |
| [**dormir**](http://users.ipfw.edu/jehle/courses/verbs/DORMIR.HTM) | (*sleep*) | duermo, duermes, duerme, dormimos, dormís, duermen |

* 1. Similar verbs: **[acordarse](http://users.ipfw.edu/jehle/courses/verbs/acordarse.htm)** (*remember*), **[almorzar](http://users.ipfw.edu/jehle/courses/verbs/ALMORZAR.HTM)** (*eat lunch*)
  2. **e** > **ie** (the stem vowel **e** changes to **ie** when stressed):

|  |  |  |
| --- | --- | --- |
| [**empezar**](http://users.ipfw.edu/jehle/courses/verbs/EMPEZAR.HTM) | (*begin*) | empiezo, empiezas, empieza, empezamos, empezáis, empiezan |
| [**querer**](http://users.ipfw.edu/jehle/courses/verbs/QUERER.HTM) | (*want*) | quiero, quieres, quiere, queremos, queréis, quieren |
| [**sentir**](http://users.ipfw.edu/jehle/courses/verbs/SENTIR.HTM) | (*feel*) | siento, sientes, siente, sentimos, sentís, sienten |

* 1. **e** > **i** (the stem vowel **e** changes to **i** when stressed; **-ir** verbs only):

|  |  |  |
| --- | --- | --- |
| [**pedir**](http://users.ipfw.edu/jehle/courses/verbs/PEDIR.HTM) | (*request, ask for*) | pido, pides, pide, pedimos, pedís, piden |

* 1. Similar: [**repetir**](http://users.ipfw.edu/jehle/courses/verbs/REPETIR.HTM) (*repeat*), [**vestir**](http://users.ipfw.edu/jehle/courses/verbs/VESTIR.HTM) (*dress*).
  2. **u** > **ue** (the stem vowel **u** changes to **ue** when stressed [in the verb **[jugar](http://users.ipfw.edu/jehle/courses/verbs/JUGAR.HTM)** only]):

|  |  |  |
| --- | --- | --- |
| [**jugar**](http://users.ipfw.edu/jehle/courses/verbs/JUGAR.HTM) | (*play* [a game or sport]) | juego, juegas, juega, jugamos, jugáis, juegan |
|  |  |  |

1. **Verbs with an irregular first person singular (yo) form**. [Note that all of these verbs will also have special forms for the present subjunctive, since present subjunctive forms are based on the first person singular.]
   1. **c** > **zc** in the **yo** form:

|  |  |  |
| --- | --- | --- |
| [**conocer**](http://users.ipfw.edu/jehle/courses/verbs/CONOCER.HTM) | (*know, be aquainted with* [people or places]) | conozco, conoces, conoce, conocemos, conocéis, conocen |

* 1. appearance of **g** in the **yo** form:

|  |  |  |  |
| --- | --- | --- | --- |
| [**caer**](http://users.ipfw.edu/jehle/courses/verbs/CAER.HTM) | (*fall*) | caigo, caes, cae, caemos, caéis, caen | |
| [**traer**](http://users.ipfw.edu/jehle/courses/verbs/TRAER.HTM) | (*bring*) | traigo, traes, trae, traemos, traéis, traen | |
|  | | | |
| [**decir**](http://users.ipfw.edu/jehle/courses/verbs/DECIR.HTM) | (*say, tell*) | \*digo, dices, dice, decimos, decís, dicen | |
| [**hacer**](http://users.ipfw.edu/jehle/courses/verbs/HACER.HTM) | (*do, make*) | hago, haces, hace, hacemos, hacéis, hacen | |
| [**poner**](http://users.ipfw.edu/jehle/courses/verbs/PONER.HTM) | *(put, set*) | pongo, pones, pone, ponemos, ponéis, ponen | |
| [**salir**](http://users.ipfw.edu/jehle/courses/verbs/SALIR.HTM) | (*leave, go out*) | salgo, sales, sale, salimos, salís, salen | |
| [**tener**](http://users.ipfw.edu/jehle/courses/verbs/TENER.HTM) | (*have*) | \*tengo, tienes, tiene, tenemos, tenéis, tienen | |
|  |  | |
| [**venir**](http://users.ipfw.edu/jehle/courses/verbs/VENIR.HTM) | (*come*) | \*vengo, vienes, viene, venimos, venís, vienen | |

* 1. \*These are also stem changing verbs.
  2. other types of **yo** form changes:

|  |  |  |
| --- | --- | --- |
|  |  |  |
| [**dar**](http://users.ipfw.edu/jehle/courses/verbs/DAR.HTM) | (*give*) | doy, das, da, damos, dais, dan |
| [**saber**](http://users.ipfw.edu/jehle/courses/verbs/SABER.HTM) | (*know* [facts]) | sé, sabes, sabe, sabemos, sabéis, saben |
| [**ver**](http://users.ipfw.edu/jehle/courses/verbs/VER.HTM) | (*see*) | veo, ves, ve, vemos, veis, ven |

1. **Irregular verbs**. The following verbs are completely irregular (usually because of the way they evolved from Latin) or display characteristics so rare as to be considered “irregular” for our purposes.

|  |  |  |
| --- | --- | --- |
| [**estar**](http://users.ipfw.edu/jehle/courses/verbs/ESTAR.HTM) | (*to be*) | estoy, estás, está, estamos, estáis, están |
| [**ser**](http://users.ipfw.edu/jehle/courses/verbs/SER.HTM) | (*to be*) | soy, eres, es, somos, sois, son |
| [**ir**](http://users.ipfw.edu/jehle/courses/verbs/IR.HTM) **A** | (*go*) | voy, vas, va, vamos, vais, van |
|  |  |  |