

LEARN HOW TO SPEAK SPANISH IN 30 DAYS

A Month to Basic Spanish

A structured, day-by-day learning plan designed specifically for absolute beginners. Master daily vocabulary, core grammar concepts, and practical speaking activities to build confident conversational skills from zero.

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Course Introduction & Methodology

Welcome to **Learn How to Speak Spanish in 30 Days**. This textbook is structured purposefully to take you from an absolute beginner to a confident user of everyday conversational Spanish. Realistically, mastering a language requires consistency, and this curriculum is designed for learners who can commit 30 to 45 minutes daily.

The Daily Learning Structure

Every single day in this guide follows an optimized four-step pedagogical flow to maximize retention and practical application:

- **1. Vocabulary Theme (15–20 Words):** Every day focuses on a curated set of contextual vocabulary terms complete with correct spelling, English definitions, and phonetic assistance where helpful.
- **2. Grammar Point:** One foundational grammar concept presented simply with clear, bite-sized rule explanations and systematic examples. No overwhelming linguistic jargon.
- **3. Practical Dialogue & Exercises:** A contextual mini-dialogue demonstrating how the vocabulary and grammar fit together naturally in conversations, paired with quick application exercises.
- **4. Cumulative Review:** A structured reminder or brief activity tracking back to vocabulary from preceding days to combat the forgetting curve.

Tips for Success

To extract the highest value from this 30-day journey, we recommend reading all Spanish text aloud. Train your articulatory muscles alongside your cognitive memory. Write down exercise answers directly, and reuse past words frequently. ¡Buena suerte!

Day 1: Greetings & Introductions (Saludos e Introducciones)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
Hola	Hello / Hi
Buenos días	Good morning
Buenas tardes	Good afternoon
Buenas noches	Good evening / night
¿Cómo estás?	How are you? (Informal)
¿Cómo está usted?	How are you? (Formal)
Bien, gracias	Well, thank you
¿Y tú?	And you? (Informal)
¿Cómo te llamas?	What is your name?
Me llamo...	My name is...
Mucho gusto	Nice to meet you
Encantado / Encantada	Delighted / Pleased to meet you
Adiós	Goodbye
Hasta luego	See you later
Hasta mañana	See you tomorrow
Por favor	Please
Gracias	Thank you
De nada	You're welcome

2. GRAMMAR CONCEPT: SUBJECT PRONOUNS (PRONOMBRES PERSONALES)

In Spanish, subject pronouns specify who is performing the action. Note that 'tú' is informal (friends, family), while 'usted' is formal (strangers, superiors). 'Vosotros/as' is used primarily in Spain, whereas Latin America uses 'ustedes' for all plurals.

Key Examples:

- **Yo** – I
- **Tú** – You (informal)
- **Él / Ella** – He / She
- **Usted** – You (formal)
- **Nosotros / Nosotras** – We (m / f)
- **Ellos / Ellas** – They (m / f)
- **Ustedes** – You all (plural)

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Carlos: Hola, buenos días. ¿Cómo te llamas?

Hello, good morning. What is your name?

Sofía: Hola. Me llamo Sofía. ¿Y tú?

Hello. My name is Sofía. And you?

Carlos: Me llamo Carlos. Mucho gusto, Sofía.

My name is Carlos. Nice to meet you, Sofía.

Sofía: El gusto es mío. ¡Hasta luego!

The pleasure is mine. See you later!

4. EXERCISES

1. Translate to Spanish: 'Good morning, how are you? (informal)'
2. Fill in the blank: Yo me llamo Juan. ¿Y ____ (you, informal)?
3. Translate to English: 'Mucho gusto, me llamo Elena.'

5. CUMULATIVE RETENTION REVIEW

Today is Day 1. Focus completely on memorizing these initial greeting patterns. Practice saying 'Hola, buenos días' out loud to start your daily routine.

Day 2: Numbers 1-30 & Age (Los Números y la Edad)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
Uno	One
Dos	Two
Tres	Three
Cuatro	Four
Cinco	Five
Seis	Six
Siete	Seven
Ocho	Eight
Nueve	Nine
Diez	Ten
Once	Eleven
Doce	Twelve
Trece	Thirteen
Catorce	Fourteen
Quince	Fifteen
Dieciséis	Sixteen
Diecisiete	Seventeen
Dieciocho	Eighteen
Diecinueve	Nineteen
Veinte	Twenty
Treinta	Thirty
¿Cuántos años tienes?	How old are you?
Tengo... años	I am... years old

2. GRAMMAR CONCEPT: THE VERB 'TENER' (TO HAVE) FOR AGE

Unlike English, which uses 'to be' to state age, Spanish uses the verb **Tener** (to have). Conjugation for present tense: Yo tengo, Tú tienes, Él/Ella/Usted tiene.

Key Examples:

- **Yo tengo veinte años.** – I am twenty years old. (Literally: I have 20 years.)
- **¿Cuántos años tiene ella?** – How old is she?
- **Ella tiene quince años.** – She is fifteen years old.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Mateo: Hola Luisa, ¿cuántos años tienes?

Hello Luisa, how old are you?

Luisa: Hola Mateo. Tengo veintidós años. ¿Y tú?

Hello Mateo. I am twenty-two years old. And you?

Mateo: Tengo treinta años. Mi hermano tiene diez años.

I am thirty years old. My brother is ten years old.

4. EXERCISES

1. Write out the number 16 in Spanish.
2. Translate: 'I am 25 years old.'
3. Conjugate the verb 'tener' for 'Tú'.

5. CUMULATIVE RETENTION REVIEW

Review Day 1: Greet someone and say goodbye using three different phrases learned yesterday.

Day 3: Days of the Week & Months (Días y Meses)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
Lunes	Monday
Martes	Tuesday
Miércoles	Wednesday
Jueves	Thursday
Viernes	Friday
Sábado	Saturday
Domingo	Sunday
Enero	January
Febrero	February
Marzo	March
Abril	April
Mayo	May
Junio	June
Julio	July
Agosto	August
Septiembre	September
Octubre	October
Noviembre	November
Diciembre	December
Hoy	Today
Mañana	Tomorrow
¿Qué día es hoy?	What day is today?

2. GRAMMAR CONCEPT: DEFINITE ARTICLES WITH DAYS OF THE WEEK

Days of the week are all masculine in Spanish and do not take capitalized letters. Instead of using 'en' for 'on Monday', Spanish uses the definite article *el* (singular) or *los* (plural).

Key Examples:

- *El lunes voy a trabajar.* – On Monday I am going to work.
- *Los sábados no trabajo.* – On Saturdays I do not work.
- *Hoy es miércoles.* – Today is Wednesday.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Ana: ¿Qué día es hoy, Pedro?

What day is today, Pedro?

Pedro: Hoy es viernes. Mañana es sábado.

Today is Friday. Tomorrow is Saturday.

Ana: ¡Excelente! El sábado es mi cumpleaños. Es en julio.

Excellent! Saturday is my birthday. It is in July.

4. EXERCISES

1. Translate: 'On Wednesdays I study Spanish.'
2. List the seven days of the week in chronological order starting from Lunes.
3. Translate: 'Today is Tuesday, tomorrow is Wednesday.'

5. CUMULATIVE RETENTION REVIEW

Review Day 2: Count from 1 to 20 aloud in Spanish without looking back.

Day 4: Classroom & Basic Objects (El Aula y Objetos)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
El libro	The book
El cuaderno	The notebook
El bolígrafo	The pen
El lápiz	The pencil
La mesa	The table
La silla	The chair
La pizarra	The whiteboard / blackboard
La ventana	The window
La puerta	The door
La mochila	The backpack
El papel	The paper
El profesor / La profesora	The teacher
El estudiante	The student
¿Qué es esto?	What is this?
Esto es...	This is...

2. GRAMMAR CONCEPT: GENDER OF NOUNS AND DEFINITE ARTICLES

Every noun in Spanish has a grammatical gender: masculine or feminine. Usually, nouns ending in **-o** are masculine (use **el**) and nouns ending in **-a** are feminine (use **la**).

Key Examples:

- **El bolígrafo** – The pen (Masculine)
- **La silla** – The chair (Feminine)
- **El profesor / La profesora** – The teacher (Male) / The teacher (Female)

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Estudiante: Profesora, ¿qué es esto?

Teacher, what is this?

Profesora: Esto es un libro de español. Y eso es un cuaderno.

This is a Spanish book. And that is a notebook.

Estudiante: Gracias. ¿Necesito un bolígrafo?

Thank you. Do I need a pen?

Profesora: Sí, por favor. Sacar el bolígrafo y el papel.

Yes, please. Take out the pen and the paper.

4. EXERCISES

1. Determine the definite article (el / la) for: ___ mesa, ___ lápiz, ___ puerta.
2. Translate: 'The student has a notebook.'
3. What does '¿Qué es esto?' mean?

5. CUMULATIVE RETENTION REVIEW

Review Day 3: State today's day and current month aloud using proper Spanish syntax.

Day 5: Colors & Descriptions (Los Colores y Descripciones)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
Rojo / Roja	Red
Azul	Blue
Verde	Green
Amarillo / Amarilla	Yellow
Negro / Negra	Black
Blanco / Blanca	White
Gris	Grey
Grande	Big
Pequeño / Pequeña	Small
Nuevo / Nueva	New
Viejo / Vieja	Old
Bonito / Bonita	Pretty / Beautiful
Feo / Fea	Ugly
Fácil	Easy
Difícil	Difficult

2. GRAMMAR CONCEPT: NOUN-ADJECTIVE AGREEMENT

Adjectives in Spanish must agree in gender (masculine/feminine) and number (singular/plural) with the nouns they modify. Furthermore, adjectives usually come *after* the noun they describe.

Key Examples:

- *El libro rojo* – The red book (Masculine singular)
- *La silla blanca* – The white chair (Feminine singular)
- *Los cuadernos grandes* – The big notebooks (Masculine plural)

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Juan: Me gusta tu mochila nueva. Es muy bonita.

I like your new backpack. It is very pretty.

María: Gracias. Es una mochila azul y grande.

Thank you. It is a big blue backpack.

Juan: Mi mochila es vieja y pequeña. Es de color gris.

My backpack is old and small. It is grey.

4. EXERCISES

1. Translate: 'The blue book'
2. Make the adjective 'rojo' agree with 'las mesas': las mesas _____
3. Translate into English: 'El examen es fácil.'

5. CUMULATIVE RETENTION REVIEW

Review Day 4: Give the Spanish terms for 'the table', 'the chair', and 'the whiteboard' along with their articles.

Day 6: Family Members (Los Miembros de la Familia)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
El padre	The father
La madre	The mother
El hermano	The brother
La hermana	The sister
El hijo	The son
La hija	The daughter
El abuelo	The grandfather
La abuela	The grandmother
El tío	The uncle
La tía	The aunt
El primo	The cousin (male)
La prima	The cousin (female)
El esposo / El marido	The husband
La esposa / La mujer	The wife
La familia	The family

2. GRAMMAR CONCEPT: POSSESSIVE ADJECTIVES (SINGULAR)

Possessive adjectives indicate ownership. They match the noun that is possessed, not the owner. Singular forms are: **mi** (my), **tu** (your, informal), **su** (his/her/your formal).

Key Examples:

- **Mi padre** – My father
- **Tu hermana** – Your sister
- **Su abuelo** – His/Her/Their/Your (formal) grandfather

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Diego: Hola Carmen, ¿cómo está tu madre?

Hello Carmen, how is your mother?

Carmen: Hola Diego. Mi madre está muy bien, gracias. ¿Y tu familia?

Hello Diego. My mother is very well, thank you. And your family?

Diego: Mi familia está bien. Mi hermano está en Madrid con mi tío.

My family is fine. My brother is in Madrid with my uncle.

4. EXERCISES

1. Translate: 'My daughter'
2. Translate: 'Your brother (informal)'
3. Fill in the blank for 'his book': ____ libro.

5. CUMULATIVE RETENTION REVIEW

Review Day 5: Describe a classroom object using a color adjective (e.g., 'the green notebook').

Day 7: The Verb 'Ser' & Nationalities (Ser y Nacionalidades)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
Ser	To be (essential/permanent essence)
Americano / Americana	American
Español / Española	Spanish
Mexicano / Mexicana	Mexican
Colombiano / Colombiana	Colombian
Argentino / Argentina	Argentine
Canadiense	Canadian
Inglés / Inglesa	English
¿De dónde eres?	Where are you from?
Soy de...	I am from...
El país	The country
La ciudad	The city

2. GRAMMAR CONCEPT: CONJUGATION AND USE OF VERB 'SER'

Spanish has two verbs meaning 'to be'. **Ser** is used for origin, nationality, professions, and inherent identity characteristics. Present tense: Yo soy, Tú eres, Él/Ella/Usted es, Nosotros somos, Ellos/Ellas/Ustedes son.

Key Examples:

- *Yo soy de México. Soy mexicano.* – I am from Mexico. I am Mexican.
- *Nosotros somos estudiantes.* – We are students.
- *Ustedes son muy inteligentes.* – You all are very intelligent.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Alejandro: Hola, ¿de dónde eres tú?

Hello, where are you from?

Sofia: Soy de Canadá. Soy canadiense. ¿Y tú?

I am from Canada. I am Canadian. And you?

Alejandro: Yo soy de España. Somos de países diferentes pero hablamos español.

I am from Spain. We are from different countries but we speak Spanish.

4. EXERCISES

1. Conjugate 'ser' for: Yo _____, Tú _____, Nosotros _____.
2. Translate: 'She is Mexican.'
3. Translate: 'Where are you from? (informal)'

5. CUMULATIVE RETENTION REVIEW

Review Day 6: List three family relations in Spanish (e.g., grandfather, aunt, cousin).

Day 8: The Verb 'Estar' & Locations (Estar y Ubicación)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
Estar	To be (states, locations, temporary conditions)
Aquí	Here
Allí	There
En	In / On / At
¿Dónde está...?	Where is...?
En casa	At home
En la escuela	At school
En el trabajo	At work
Bien	Well
Mal	Bad / Unwell
Cansado / Cansada	Tired
Ocupado / Ocupada	Busy
Feliz	Happy
Triste	Sad

2. GRAMMAR CONCEPT: CONJUGATION AND USE OF VERB 'ESTAR'

The second verb for 'to be' is **Estar**. It is used for locations (where things/people are) and temporary states or emotions. Present tense: Yo estoy, Tú estás, Él/Ella/Usted está, Nosotros estamos, Ellos/Ellas/Ustedes están.

Key Examples:

- *Yo estoy cansado.* – I am tired. (Temporary state)
- *El libro está en la mesa.* – The book is on the table. (Location)
- *¿Dónde están ustedes?* – Where are you all?

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Lucas: Hola Laura, ¿dónde estás? ¿Estás en casa?

Hello Laura, where are you? Are you at home?

Laura: No, estoy en el trabajo. Estoy muy ocupada hoy. ¿Y tú?

No, I am at work. I am very busy today. And you?

Lucas: Yo estoy en la escuela. Estoy un poco cansado.

I am at school. I am a little tired.

4. EXERCISES

1. Choose between Ser or Estar: 'Yo ___ de Madrid' vs 'Yo ___ en Madrid'.
2. Conjugate 'estar' for: El libro ___ en la mochila.
3. Translate: 'We are happy today.'

5. CUMULATIVE RETENTION REVIEW

Review Day 7: What is the main difference between 'Ser' and 'Estar'? Give one example sentence for 'Ser'.

Day 9: Food & Basic Meals (La Comida y Alimentos)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
El desayuno	Breakfast
El almuerzo	Lunch
La cena	Dinner
El pan	Bread
El queso	Cheese
El pollo	Chicken
La carne	Meat
El pescado	Fish
La fruta	Fruit
La manzana	Apple
El café	Coffee
El agua	Water
La leche	Milk
El arroz	Rice
Comer	To eat
Beber	To drink
Tener hambre	To be hungry

2. GRAMMAR CONCEPT: REGULAR -AR / -ER / -IR VERBS INTRO: COMER & BEBER

Spanish verbs are categorized into three groups by endings. **Comer** (to eat) and **Beber** (to drink) are regular **-er** verbs. Present tense drops **-er** and adds: -o, -es, -e, -emos, -en.

Key Examples:

- **Yo como pan.** – I eat bread.
- **Tú bebes agua.** – You drink water.
- **Nosotros comemos pollo en el almuerzo.** – We eat chicken for lunch.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Mozo: Buenas tardes. ¿Qué desean comer?

Good afternoon. What do you wish to eat?

Cliente: Hola. Yo quiero comer pescado con arroz, y para beber, un agua, por favor.

Hello. I want to eat fish with rice, and to drink, a water, please.

Mozo: Muy bien. ¿Y para el desayuno de mañana?

Very well. And for breakfast tomorrow?

Cliente: Mañana solo quiero café con leche.

Tomorrow I only want coffee with milk.

4. EXERCISES

1. Conjugate 'comer' for 'Ellos'.
2. Translate: 'I drink milk in the breakfast.'
3. What does 'Tengo hambre' literally mean?

5. CUMULATIVE RETENTION REVIEW

Review Day 8: Use the correct form of 'estar' to say 'The food is here'.

Day 10: Beverages & Ordering in a Café (Las Bebidas y el Café)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
El té	Tea
El jugo / El zumo	Juice
La cerveza	Beer
El vino	Wine
El azúcar	Sugar
La taza	Cup / Mug
El vaso	Glass
La cuenta	The bill
Mesero / Mesera	Waiter / Waitress
¿Cuánto cuesta?	How much does it cost?
Por favor	Please
Quiero	I want
Me gustaría	I would like
Traer	To bring

2. GRAMMAR CONCEPT: USING 'QUIERO' AND 'ME GUSTARÍA' FOR REQUESTS

To order food or drinks politely, use *Quiero* (I want) or *Me gustaría* (I would like) followed directly by the noun or the infinitive form of an action verb.

Key Examples:

- *Quiero un café con azúcar.* – I want a coffee with sugar.
- *Me gustaría pedir la cuenta, por favor.* – I would like to ask for the bill, please.
- *¿Cuánto cuesta la taza de té?* – How much does the cup of tea cost?

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Mesero: Hola, buenas tardes. ¿Qué le gustaría tomar?

Hello, good afternoon. What would you like to drink?

Cliente: Me gustaría una taza de té verde y un vaso de agua.

I would like a cup of green tea and a glass of water.

Mesero: Perfecto. ¿Algo más?

Perfect. Anything else?

Cliente: No, gracias. ¿Cuánto cuesta? Mesero, la cuenta, por favor.

No, thank you. How much does it cost? Waiter, the bill, please.

4. EXERCISES

1. Translate: 'I would like a glass of juice.'
2. How do you say 'The bill, please' in Spanish?
3. Translate: 'The beer costs three dollars.'

5. CUMULATIVE RETENTION REVIEW

Review Day 9: List 4 food elements you can eat during dinner ('la cena').

Day 11: Telling Time & Schedules (La Hora y Horarios)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
¿Qué hora es?	What time is it?
Es la una	It is one o'clock
Son las dos / tres / cuatro	It is two / three / four o'clock
Y cuarto	Quarter past
Y media	Half past
Menos cuarto	Quarter to
En punto	On the dot
La mañana	The morning
La tarde	The afternoon
La noche	The night
¿A qué hora?	At what time?
A las...	At... (time)

2. GRAMMAR CONCEPT: TELLING TIME WITH 'SER'

We use the verb *Ser* to tell time. Use *Es la* for 1:00 to 1:59 (singular hour) and *Son las* for all other hours (plural). To specify 'at' a certain time, use the preposition *a*.

Key Examples:

- *Son las tres y media de la tarde.* – It is 3:30 in the afternoon.
- *Es la una en punto.* – It is 1:00 on the dot.
- *La clase es a las ocho de la mañana.* – The class is at 8:00 AM.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Roberto: Disculpe, ¿tiene hora? ¿Qué hora es?

Excuse me, do you have the time? What time is it?

Elena: Sí, son las cuatro y cuarto de la tarde.

Yes, it is four fifteen in the afternoon.

Roberto: Gracias. ¿A qué hora cierra el café?

Thank you. At what time does the café close?

Elena: Cierra a las seis en punto.

It closes at six o'clock sharp.

4. EXERCISES

1. Write in Spanish: 1:30.
2. Write in Spanish: 5:15.
3. Translate: 'The dinner is at 8:00 PM (de la noche).'

5. CUMULATIVE RETENTION REVIEW

Review Day 10: How do you order a cup of coffee politely using 'me gustaría'?

Day 12: Daily Routines & Verbs (Rutinas Diarias)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
Despertarse	To wake up
Levantarse	To get up
Ducharse	To take a shower
Desayunar	To eat breakfast
Trabajar	To work
Estudiar	To study
Almorzar	To eat lunch
Regresar	To return / go back
Cenar	To eat dinner
Dormir	To sleep
Normalmente	Normally
Todos los días	Every day
Temprano	Early
Tarde	Late

2. GRAMMAR CONCEPT: INTRODUCTION TO REGULAR -AR VERBS PRESENT TENSE

To conjugate regular *-ar* verbs like *Trabajar* or *Estudiar*, drop the *-ar* and append the endings: -o, -as, -a, -amos, -an.

Key Examples:

- *Yo trabajo todos los días.* – I work every day.
- *Tú estudias español por la tarde.* – You study Spanish in the afternoon.
- *Nosotros regresamos temprano.* – We return early.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Andrés: ¿A qué hora trabajas normalmente?

At what time do you normally work?

Valeria: Trabajo temprano. Me levanto a las seis y trabajo a las ocho de la mañana.

I work early. I get up at six and work at eight AM.

Andrés: Yo estudio por la tarde y duermo tarde todos los días.

I study in the afternoon and sleep late every day.

4. EXERCISES

1. Conjugate 'estudiar' for: Yo _____, Nosotros _____, Ellos _____.
2. Translate: 'We eat breakfast early.'
3. Translate: 'She works every day.'

5. CUMULATIVE RETENTION REVIEW

Review Day 11: Translate 'It is 2:00 PM' and 'At 7:00 AM'.

Day 13: House & Rooms (La Casa y las Habitaciones)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
La casa	The house
El apartamento	The apartment
La sala	The living room
La cocina	The kitchen
El baño	The bathroom
El dormitorio	The bedroom
El jardín	The garden
El piso	The floor / story
Arriba	Upstairs
Abajo	Downstairs
Hay	There is / There are
Limpio / Limpia	Clean
Sucio / Sucia	Dirty
Mi casa es su casa	My house is your house

2. GRAMMAR CONCEPT: THE UNCHANGING WORD 'HAY'

The word *Hay* comes from the verb haber. It is completely invariable and translates to both 'there is' (singular) and 'there are' (plural). To make it a question, just add question marks.

Key Examples:

- *Hay un baño en el segundo piso.* – There is a bathroom on the second floor.
- *Hay tres dormitorios en la casa.* – There are three bedrooms in the house.
- *¿Hay una cocina grande?* – Is there a large kitchen?

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Comprador: Hola, me gusta el apartamento. ¿Cuántos dormitorios hay?

Hello, I like the apartment. How many bedrooms are there?

Agente: Hay dos dormitorios grandes arriba y una sala bonita abajo.

There are two large bedrooms upstairs and a pretty living room downstairs.

Comprador: Excelente. ¿Hay un jardín?

Excellent. Is there a garden?

Agente: No, no hay jardín, pero la cocina está muy limpia.

No, there is no garden, but the kitchen is very clean.

4. EXERCISES

1. Translate: 'There are four chairs in the kitchen.'
2. Translate: 'There is a book on the table.'
3. Fill in with 'Hay' or 'Está': El baño ____ limpio. ____ un baño abajo.

5. CUMULATIVE RETENTION REVIEW

Review Day 12: Conjugate the verb 'trabajar' for the pronoun 'Tú'.

Day 14: House Furniture & Objects (Muebles de la Casa)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
La cama	The bed
El sofá	The sofa
El armario	The closet / wardrobe
La lámpara	The lamp
La televisión	The television
El espejo	The mirror
La alfombra	The rug / carpet
El refrigerador	The refrigerator
La lavadora	The washing machine
Poner	To put / place
Mirar	To watch / look at
Escuchar	To listen to
La radio	The radio
La música	The music

2. GRAMMAR CONCEPT: PRESENT TENSE OF REGULAR -AR & -ER (MIRAR & PONER SNIPPET)

Verbs like *Mirar* (to watch) follow regular patterns (miro, miras, mira). *Poner* is irregular in the first person singular (*Yo pongo*), but regular for others (tú pones, él pone).

Key Examples:

- *Yo miro la televisión en el sofá.* – I watch television on the sofa.
- *Yo pongo el libro en el armario.* – I put the book in the closet.
- *Nosotros escuchamos música en la cocina.* – We listen to music in the kitchen.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Mamá: Hijo, por favor pon el papel en la mesa.

Son, please put the paper on the table.

Hijo: Sí, mamá. Estoy en el dormitorio. ¿Dónde está la lámpara?

Yes, mom. I am in the bedroom. Where is the lamp?

Mamá: Está al lado de la cama. Después, no mires más la televisión.

It is next to the bed. Afterwards, don't watch television anymore.

4. EXERCISES

1. Translate: 'I watch television.'
2. Translate: 'The bed is big.'
3. Conjugate 'poner' for 'Yo'.

5. CUMULATIVE RETENTION REVIEW

Review Day 13: Write a sentence stating 'There are two sofas in the living room' using the word 'Hay'.

Day 15: Places in the City (Lugares en la Ciudad)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
La ciudad	The city
El banco	The bank
El hotel	The hotel
El restaurante	The restaurant
El supermercado	The supermarket
La estación	The station
El hospital	The hospital
La farmacia	The pharmacy
El parque	The park
La calle	The street
La plaza	The square / plaza
¿Dónde queda...?	Where is... located?
Cerca	Near
Lejos	Far

2. GRAMMAR CONCEPT: ASKING LOCATIONS WITH 'QUEDAR' AND 'ESTAR'

To ask where a permanent place or establishment is located within a city, you can use either *¿Dónde está...?* or *¿Dónde queda...?* interchangeably.

Key Examples:

- *¿Dónde queda el banco?* – Where is the bank located?
- *El hotel está cerca del parque.* – The hotel is near the park. (Note: de + el = del)
- *La farmacia está lejos.* – The pharmacy is far away.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Turista: Disculpe señor, ¿dónde queda el supermercado?

Excuse me sir, where is the supermarket located?

Ciudadano: El supermercado está en la calle Mayor, cerca del banco.

The supermarket is on Mayor street, near the bank.

Turista: ¡Muchas gracias! ¿Y la estación de tren está lejos?

Thank you very much! And is the train station far?

Ciudadano: No, está muy cerca, a dos cuadras de aquí.

No, it is very close, two blocks from here.

4. EXERCISES

1. Translate: 'The hospital is near.'
2. Combine 'de' + 'el parque' into the correct contractive form.
3. Translate: 'Where is the pharmacy?'

5. CUMULATIVE RETENTION REVIEW

Review Day 14: Name three items of furniture found inside a standard bedroom ('dormitorio').

Day 16: Directions & Transportation (Direcciones y Transporte)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
A la derecha	To the right
A la izquierda	To the left
Derecho / Recto	Straight ahead
El carro / El coche	The car
El autobús / camión	The bus
El tren	The train
El taxi	The taxi
El metro	The subway
Ir	To go
Tomar	To take
Caminar	To walk
La esquina	The corner
Cruzar	To cross
¿Cómo llego a...?	How do I get to...?

2. GRAMMAR CONCEPT: THE IRREGULAR VERB 'IR' (TO GO) + 'A'

The verb *Ir* is completely irregular. To say you are going *to* a place, follow it with the preposition *a*. If followed by *el*, it contracts to *al*. Present tense: voy, vas, va, vamos, van.

Key Examples:

- *Yo voy al banco en taxi.* – I am going to the bank by taxi. (a + el = al)
- *Nosotros vamos a la estación de metro.* – We are going to the subway station.
- *Ellos van a caminar derecho.* – They are going to walk straight ahead.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Pasajero: Hola, ¿cómo llego al hotel Central?

Hello, how do I get to the Central Hotel?

Conductor: Usted debe tomar este autobús. Camine a la derecha en la esquina.

You must take this bus. Walk to the right at the corner.

Pasajero: Perfecto, ¿el autobús va directo al centro?

Perfect, does the bus go directly to downtown?

Conductor: Sí, va directo. Cruza dos calles y llega.

Yes, it goes direct. It crosses two streets and arrives.

4. EXERCISES

1. Conjugate 'Ir' for: Yo ____, Tú ____, Nosotros ____.
2. Translate: 'We go to the park.' (Remember a + el contraction if needed)
3. What does 'A la izquierda' mean?

5. CUMULATIVE RETENTION REVIEW

Review Day 15: Translate 'The restaurant is near the hotel'.

Day 17: Shopping for Clothes (Comprando Ropa)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
La ropa	The clothes
La camisa	The shirt
Los pantalones	The pants
El vestido	The dress
Los zapatos	The shoes
La falda	The skirt
La chaqueta	The jacket
La tienda	The store
Comprar	To buy
Llevar	To wear / carry
¿Cuánto cuesta esto?	How much does this cost?
Es caro	It is expensive
Es barato	It is cheap
Talla	Size
Pagar	To pay

2. GRAMMAR CONCEPT: DEMONSTRATIVE ADJECTIVES (ESTE, ESTA)

Demonstrative adjectives point out specific objects relative to the speaker. *Este* is masculine singular ('this'), and *Esta* is feminine singular ('this'). Plurals are *estos* and *estas*.

Key Examples:

- *Esta camisa es barata.* – This shirt is cheap.
- *Este vestido es muy caro.* – This dress is very expensive.
- *Quiero comprar estos zapatos.* – I want to buy these shoes.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Cliente: Hola, me gusta esta chaqueta. ¿Qué talla es?

Hello, I like this jacket. What size is it?

Vendedor: Es talla mediana. También tenemos estos pantalones negros.

It is a medium size. We also have these black pants.

Cliente: Excelente. ¿Cuánto cuesta la chaqueta? No quiero pagar mucho.

Excellent. How much does the jacket cost? I don't want to pay much.

Vendedor: Cuesta veinte dólares. Es muy barata.

It costs twenty dollars. It is very cheap.

4. EXERCISES

1. Translate using 'this': ____ falda, ____ zapato.
2. Translate: 'These pants are expensive.'
3. What is the Spanish word for 'Size'?

5. CUMULATIVE RETENTION REVIEW

Review Day 16: Formulate a sentence saying 'I go to the store by bus'.

Day 18: Numbers 31-100 & Prices (Números Grandes y Precios)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
Treinta y uno	Thirty-one
Cuarenta	Forty
Cincuenta	Fifty
Sesenta	Sixty
Setenta	Seventy
Ochenta	Eighty
Noventa	Ninety
Cien	One hundred
El dinero	The money
El precio	The price
Dólares	Dollars
Euros	Euros
Pesos	Pesos
Cambio	Change / Currency exchange
Tarjeta de crédito	Credit card

2. GRAMMAR CONCEPT: FORMING NUMBERS UP TO 100

For numbers between tens, use the coordinator *y* (and). For example, 45 is 'cuarenta y cinco'. This rule applies consistently from 31 up to 99. Exactly 100 is *cien*.

Key Examples:

- *Cincuenta y cuatro pesos.* – Fifty-four pesos.
- *Ochenta y siete euros.* – Eighty-seven euros.
- *El precio es noventa dólares.* – The price is ninety dollars.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Cajero: El total son setenta y cinco dólares. ¿Paga en efectivo o tarjeta?

The total is seventy-five dollars. Are you paying in cash or card?

Cliente: Voy a pagar con tarjeta de crédito. Aquí tiene.

I am going to pay with a credit card. Here you go.

Cajero: Perfecto. Su cambio e información. Muchas gracias por comprar aquí.

Perfect. Your change and information. Thank you very much for shopping here.

4. EXERCISES

1. Write out the following numbers in Spanish text: 42, 68, 99.
2. Translate: 'The shoes cost eighty-five dollars.'
3. How do you say 'Credit card'?

5. CUMULATIVE RETENTION REVIEW

Review Day 17: Translate 'This shirt is cheap, but that jacket is expensive'.

Day 19: Weather & Seasons (El Clima y las Estaciones)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
El tiempo / El clima	The weather
Hace frío	It is cold
Hace calor	It is hot
Hace sol	It is sunny
Hace buen tiempo	The weather is good
Llueve / Está lloviendo	It is raining
Nieva / Está nevando	It is snowing
La primavera	Spring
El verano	Summer
El otoño	Autumn / Fall
El invierno	Winter
¿Qué tiempo hace hoy?	What is the weather like today?

2. GRAMMAR CONCEPT: WEATHER EXPRESSIONS WITH 'HACER'

Spanish uses the third-person singular of the verb **Hacer** (to make/do) for many common atmospheric weather expressions, rather than the verb 'to be'.

Key Examples:

- *Hoy hace mucho calor en el verano.* – Today it is very hot in the summer.
- *En el invierno siempre hace frío.* – In the winter it is always cold.
- *¿Hace sol allí?* – Is it sunny there?

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Sofía: Hola Juan, ¿qué tiempo hace hoy en Nueva York?

Hello Juan, what is the weather like today in New York?

Juan: Hola Sofía. Aquí hace mucho frío y está nevando. Es un invierno duro.

Hello Sofia. Here it is very cold and it is snowing. It's a harsh winter.

Sofía: Qué pena. Aquí en Miami es verano y hace sol todos los días.

What a shame. Here in Miami it is summer and it is sunny every day.

4. EXERCISES

1. Translate: 'It is hot today.'
2. Name the four seasons in Spanish.
3. Translate: 'In the spring, the weather is good.'

5. CUMULATIVE RETENTION REVIEW

Review Day 18: Count by tens from 30 to 100 in Spanish aloud (30, 40, 50...).

Day 20: Hobbies & Free Time (Pasatiempos y Tiempo Libre)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
El tiempo libre	Free time
Escuchar música	To listen to music
Leer un libro	To read a book
Ver películas	To watch movies
Practicar deportes	To play sports
Jugar fútbol	To play soccer
Tocar la guitarra	To play the guitar
Bailar	To dance
Cantar	To sing
Viajar	To travel
Gustar	To like / to please
Me gusta...	I like...
¿Qué te gusta hacer?	What do you like to do?

2. GRAMMAR CONCEPT: INTRODUCTION TO THE VERB 'GUSTAR'

The verb *Gustar* works backward compared to English. It means 'to be pleasing to'. To say 'I like something', you use *Me gusta* + singular noun or infinitive verb. For plural nouns, use *Me gustan*.

Key Examples:

- *Me gusta leer libros.* – I like to read books. (Literally: To read books pleases me.)
- *¿Te gusta tocar la guitarra?* – Do you like to play the guitar?
- *Me gustan los deportes.* – I like sports. (Plural subject modification)

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Luis: Hola Marta, ¿qué te gusta hacer en tu tiempo libre?

Hello Marta, what do you like to do in your free time?

Marta: Me gusta escuchar música y bailar. También me gusta ver películas. ¿Y a ti?

I like to listen to music and dance. I also like to watch movies. And you?

Luis: A mí me gusta jugar fútbol y viajar. No me gusta cantar.

As for me, I like to play soccer and travel. I do not like to sing.

4. EXERCISES

1. Translate: 'I like to travel.'
2. Fill in the blank (gusta/gustan): Me _____ los carros rápidos.
3. Translate: 'Do you like to dance?'

5. CUMULATIVE RETENTION REVIEW

Review Day 19: Write a line describing today's weather using the 'Hace' structure.

Day 21: The Human Body (El Cuerpo Humano)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
El cuerpo	The body
La cabeza	The head
La cara	The face
El brazo	The arm
La mano	The hand
El dedo	The finger / toe
La pierna	The leg
El pie	The foot
Los ojos	The eyes
La boca	The mouth
La nariz	The nose
Las orejas	The ears
El dolor	The pain / ache
Doler	To hurt
Me duele...	My... hurts

2. GRAMMAR CONCEPT: THE VERB 'DOLER' (TO HURT)

The verb **Doler** operates exactly like **Gustar**. It is a stem-changing verb (o->ue). You use **Me duele** for a singular body part and **Me duelen** for plural body parts.

Key Examples:

- **Me duele la cabeza.** – My head hurts. (Literally: The head pains me.)
- **Me duelen los pies.** – My feet hurt.
- **¿Te duele el brazo?** – Does your arm hurt?

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Médico: Buenas tardes, ¿qué le pasa? ¿Dónde tiene dolor?

Good afternoon, what is wrong? Where do you have pain?

Paciente: Buenas tardes doctor. Me duele mucho la cabeza y me duelen los ojos.

Good afternoon doctor. My head hurts a lot and my eyes hurt.

Médico: Entiendo. ¿Le duele la garganta o el cuerpo?

I understand. Does your throat or body hurt?

Paciente: No, solo la cabeza.

No, just the head.

4. EXERCISES

1. Translate: 'My leg hurts.'
2. Translate: 'My hands hurt.'
3. What are 'los ojos' and 'la boca' in English?

5. CUMULATIVE RETENTION REVIEW

Review Day 20: Express that you like to listen to music using the verb 'Gustar'.

Day 22: Health & At the Doctor (La Salud y el Médico)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
El médico / La médica	The doctor
El enfermero / La enfermera	The nurse
El medicamento / La medicina	The medicine
La receta	The prescription / recipe
La farmacia	The pharmacy
Enfermo / Enferma	Sick
La fiebre	The fever
La tos	The cough
Resfriado / Resfriada	Cold / Flu-stricken
Estar mejor	To be better
Tomar pastillas	To take pills
Necesitar	To need
Ayuda	Help

2. GRAMMAR CONCEPT: EXPRESSING NEEDS WITH 'NECESITAR' + INFINITIVE

The verb *Necesitar* is regular. When you need to perform an action, place the infinitive verb directly after the conjugated form of *necesitar*.

Key Examples:

- *Yo necesito comprar medicina.* – I need to buy medicine.
- *Tú necesitas hablar con el médico.* – You need to speak with the doctor.
- *Nosotros necesitamos ayuda.* – We need help.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Enfermera: Hola, usted tiene fiebre y tos. Está un poco resfriado.

Hello, you have a fever and a cough. You have a bit of a cold.

Paciente: Sí, ¿necesito tomar pastillas?

Yes, do I need to take pills?

Enfermera: Sí, el médico escribe una receta. Necesita comprar la medicina en la farmacia.

Yes, the doctor is writing a prescription. You need to buy the medicine at the pharmacy.

4. EXERCISES

1. Conjugate 'necesitar' for: Nosotros _____.
2. Translate: 'I am sick today.' (Hint: use Ser or Estar?)
3. Translate: 'She needs to sleep early.'

5. CUMULATIVE RETENTION REVIEW

Review Day 21: Give the Spanish equivalents for head, arm, leg, and foot.

Day 23: Professions & Workplaces (Profesiones y Lugares de Trabajo)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
El ingeniero / La ingeniera	The engineer
El doctor / La doctora	The doctor
El abogado / La abogada	The lawyer
El secretario / La secretaria	The secretary
El cocinero / La cocinera	The cook / chef
El policía	The police officer
La oficina	The office
La empresa / compañía	The company
El trabajo	The job / work
¿A qué te dedicas?	What do you do for a living?
Trabajar en...	To work at/in...
El jefe / La jefa	The boss

2. GRAMMAR CONCEPT: OMISSION OF INDEFINITE ARTICLES WITH PROFESSIONS

In Spanish, when stating your profession after the verb **Ser**, do **not** use the indefinite articles *un/una*, unless the profession is followed by an adjective.

Key Examples:

- *Yo soy ingeniero.* – I am an engineer. (No 'un' used)
- *Ella es abogada en una gran empresa.* – She is a lawyer at a large company.
- *Yo soy un médico muy famoso.* – I am a very famous doctor. (Article included due to adjective)

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Pedro: Hola Sofía, ¿a qué te dedicas? ¿Qué haces?

Hello Sofia, what do you do for a living? What do you do?

Sofía: Soy secretaria en una oficina céntrica. ¿Y tú?

I am a secretary in a downtown office. And you?

Pedro: Yo soy cocinero en un restaurante italiano. Mi jefe es muy simpático.

I am a chef in an Italian restaurant. My boss is very nice.

4. EXERCISES

1. Translate: 'I am a lawyer.' (Pay attention to the grammar rule)
2. Translate: 'They are police officers.'
3. What does '¿A qué te dedicas?' mean?

5. CUMULATIVE RETENTION REVIEW

Review Day 22: Translate 'I need to see a doctor' using the vocabulary from yesterday.

Day 24: An Office Day & Technology (Un Día de Oficina y Tecnología)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
La computadora / El ordenador	The computer
El correo electrónico	The email
El teléfono	The telephone
La reunión	The meeting
El mensaje	The message
Escribir	To write
Enviar	To send
Llamar	To call
Hacer un informe	To write/make a report
El internet	The internet
La pantalla	The screen
El teclado	The keyboard
Trabajar duro	To work hard

2. GRAMMAR CONCEPT: PRESENT TENSE OF REGULAR -IR VERBS (ESCRIBIR)

To conjugate regular *-ir* verbs like *Escribir* in the present tense, drop the ending and add: -o, -es, -e, -imos, -en.

Key Examples:

- *Yo escribo muchos correos electrónicos.* – I write many emails.
- *Nosotros escribimos un informe para el jefe.* – We write a report for the boss.
- *Ellos envían mensajes por teléfono.* – They send messages by phone.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Jefe: Hola Ramón, ¿escribes el informe de la reunión?

Hello Ramon, are you writing the meeting report?

Ramón: Sí, jefe. Lo escribo en mi computadora y lo envío por correo electrónico hoy.

Yes, boss. I am writing it on my computer and sending it via email today.

Jefe: Excelente. Recuerda llamar al cliente por teléfono también.

Excellent. Remember to call the client by phone as well.

4. EXERCISES

1. Conjugate 'escribir' for: Tú _____, Nosotros _____.
2. Translate: 'I send an email.'
3. What is 'la computadora' in Spain?

5. CUMULATIVE RETENTION REVIEW

Review Day 23: Correct the phrase: 'Yo soy un ingeniero'.

Day 25: Hotels & Making Reservations (El Hotel y Reservas)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
La reservación	The reservation
La habitación	The room
Una habitación individual	A single room
Una habitación doble	A double room
La llave	The key
El botones	The bellhop
La recepción	The reception desk
Reservar	To reserve / book
Quedarse	To stay
Por cuántas noches	For how many nights
El pasaporte	The passport
Incluido	Included
El desayuno incluido	Breakfast included

2. GRAMMAR CONCEPT: PRESENT TENSE OF 'QUERER' (E->IE STEM CHANGER)

Querer (to want) is a stem-changing verb where the 'e' turns into 'ie' in all forms except nosotros. Conjugation: quiero, quieres, quiere, queremos, quieren.

Key Examples:

- *Yo quiero reservar una habitación doble.* – I want to reserve a double room.
- *¿Qué quieres tú?* – What do you want?
- *Nosotros queremos quedarnos por tres noches.* – We want to stay for three nights.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Recepcionista: Buenas tardes, bienvenido al Hotel Real. ¿Tiene una reservación?

Good afternoon, welcome to the Real Hotel. Do you have a reservation?

Huésped: Hola, no tengo reservación. Quiero reservar una habitación individual.

Hello, I do not have a reservation. I want to book a single room.

Recepcionista: Perfecto. ¿Por cuántas noches se va a quedar?

Perfect. For how many nights are you going to stay?

Huésped: Me quedo por dos noches. ¿El desayuno está incluido?

I am staying for two nights. Is breakfast included?

4. EXERCISES

1. Conjugate 'querer' for 'Ellos'.
2. Translate: 'I want the room key, please.'
3. Translate: 'A double room for three nights.'

5. CUMULATIVE RETENTION REVIEW

Review Day 24: Write the Spanish translation for 'I write reports on the computer'.

Day 26: Airport & Travel Essentials (El Aeropuerto y Viajes)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
El aeropuerto	The airport
El avión	The airplane
El boleto / El billete	The ticket
El pasaje	The boarding pass / fare
La maleta	The suitcase / luggage
El control de seguridad	Security control
La puerta de embarque	The boarding gate
Volar	To fly
Viajar	To travel
El mostrador	The counter
La aduana	Customs
Buen viaje	Have a good trip / Bon voyage
Retraso	Delay

2. GRAMMAR CONCEPT: EXPRESSING FUTURE WITH 'IR + A + INFINITIVE'

To express an action that is going to happen in the near future, use the present tense of the verb **Ir** + the preposition **a** + an unconjugated infinitive verb.

Key Examples:

- *Yo voy a viajar a España mañana.* – I am going to travel to Spain tomorrow.
- *¿Vas a facturar tu maleta?* – Are you going to check your suitcase?
- *Nosotros vamos a tomar un avión.* – We are going to take an airplane.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Agente: Buenos días. Muestre su pasaporte y su boleto, por favor.

Good morning. Show your passport and your ticket, please.

Pasajero: Aquí están. Voy a viajar a la Ciudad de México. ¿Hay un retraso?

Here they are. I am going to travel to Mexico City. Is there a delay?

Agente: No, el avión va a salir a tiempo. Vaya a la puerta de embarque número doce.

No, the plane is going to leave on time. Go to boarding gate number twelve.

4. EXERCISES

1. Form a future sentence: 'We are going to buy a ticket.'
2. Translate: 'My suitcase is big.'
3. What does 'Buen viaje' mean?

5. CUMULATIVE RETENTION REVIEW

Review Day 25: Use 'Querer' to say: 'We want a single room'.

Day 27: Social Invitations & Plans (Invitaciones y Planes)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
¿Quieres salir?	Do you want to go out?
Esta noche	Tonight
El fin de semana	The weekend
¿Estás libre?	Are you free?
¡Claro que sí!	Of course!
Me encantaría	I would love to
Lo siento	I'm sorry
No puedo	I cannot
El cine	The cinema / movie theater
La fiesta	The party
Quedar con amigos	To meet up with friends
Invitar	To invite
Celebrar	To celebrate

2. GRAMMAR CONCEPT: THE VERB 'PODER' (O->UE STEM CHANGER)

Poder means 'to be able to' or 'can'. It undergoes an o->ue stem change in the present tense for all forms except nosotros. Conjugation: puedo, puedes, puede, podemos, pueden.

Key Examples:

- *Yo puedo salir esta noche.* – I can go out tonight.
- *Lo siento, no puedo ir a la fiesta.* – I'm sorry, I cannot go to the party.
- *¿Podemos quedar el sábado?* – Can we meet up on Saturday?

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Andrés: Hola Clara, ¿estás libre este fin de semana? ¿Quieres ir al cine?

Hello Clara, are you free this weekend? Do you want to go to the cinema?

Clara: ¡Hola! Me encantaría, pero lo siento, no puedo. Tengo que estudiar mucho.

Hello! I would love to, but I'm sorry, I cannot. I have to study a lot.

Andrés: Qué pena. ¿Puedes salir el domingo por la tarde?

What a shame. Can you go out Sunday afternoon?

Clara: Sí, el domingo sí puedo. ¡Vamos!

Yes, on Sunday I can. Let's go!

4. EXERCISES

1. Conjugate 'poder' for 'Tú' and 'Nosotros'.
2. Translate: 'I am sorry, I cannot eat chicken.'
3. Translate: 'Are you free tonight?'

5. CUMULATIVE RETENTION REVIEW

Review Day 26: Create a sentence utilizing the near future 'Ir + a + infinitive' structure.

Day 28: Shopping at the Market (En el Mercado)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
El mercado	The market
Las verduras / hortalizas	The vegetables
Los tomates	The tomatoes
Las papas / patatas	The potatoes
Las cebollas	The onions
Las naranjas	The oranges
El kilo	The kilogram
Un kilo de...	A kilo of...
Fresco / Fresca	Fresh
¿Algo más?	Anything else?
Nada más	Nothing else
La bolsa	The bag
Vender	To sell

2. GRAMMAR CONCEPT: QUANTITIES & PARTITIVES WITH 'DE'

To specify weight, quantity, or metric packages of an item in Spanish, link the measurement container/weight directly to the item using the preposition *de*.

Key Examples:

- *Un kilo de tomates* – A kilo of tomatoes
- *Una bolsa de papas* – A bag of potatoes
- *Quiero un kilo de naranjas frescas.* – I want a kilo of fresh oranges.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Vendedor: ¡Buenos días! Mire las frutas, están muy frescas hoy. ¿Qué desea?

Good morning! Look at the fruits, they are very fresh today. What do you wish?

Cliente: Hola, quiero un kilo de tomates y dos kilos de papas, por favor.

Hello, I want a kilo of tomatoes and two kilos of potatoes, please.

Vendedor: Muy bien. ¿Algo más para llevar?

Very well. Anything else to take along?

Cliente: Nada más, gracias. ¿Cuánto es en total?

Nothing else, thank you. How much is it in total?

4. EXERCISES

1. Translate: 'A kilo of onions.'
2. Translate: 'The market sells fresh vegetables.'
3. What does '¿Algo más?' translate to?

5. CUMULATIVE RETENTION REVIEW

Review Day 27: Conjugate 'Poder' for 'Yo puedo' and apply it to an activity.

Day 29: At a Restaurant: Ordering Dinner (En el Restaurante)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
La mesa para dos	Table for two
El menú / La carta	The menu
El plato principal	The main course
La entrada / El primer plato	The appetizer / starter
El postre	The dessert
La cuenta	The bill
Delicioso / Deliciosa	Delicious
Buen provecho	Enjoy your meal / Bon appétit
Recomendar	To recommend
Pedir	To order / ask for
Traiga	Bring (command format)
Salud	Cheers / Health

2. GRAMMAR CONCEPT: THE VERB 'PEDIR' (E->I STEM CHANGER)

The verb *Pedir* (to order / ask for) changes its core stem from 'e' to 'i' in all present tense forms except nosotros. Conjugation: pido, pides, pide, pedimos, piden.

Key Examples:

- *Yo pido el plato principal.* – I order the main course.
- *¿Qué pides tú de postre?* – What are you ordering for dessert?
- *Nosotros pedimos la cuenta.* – We order the bill.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Mesero: Buenas noches. Aquí tienen la carta. ¿Qué van a pedir de entrada?

Good evening. Here is the menu. What are you going to order as an appetizer?

Cliente 1: Para mí, la sopa. De plato principal pido carne de res.

For me, the soup. For the main course I order beef.

Cliente 2: Yo pido pescado con ensalada. ¿Qué nos recomienda de postre?

I order fish with salad. What do you recommend for dessert?

Mesero: El pastel de chocolate es delicioso. ¡Buen provecho!

The chocolate cake is delicious. Enjoy your meal!

4. EXERCISES

1. Conjugate 'pedir' for 'Yo' and 'Nosotros'.
2. Translate: 'The dessert is delicious.'
3. How do you say 'Enjoy your meal' in Spanish?

5. CUMULATIVE RETENTION REVIEW

Review Day 28: Translate 'I want a bag of potatoes'.

Day 30: Basic Social Conversations & Recap

(Conversación Social)

1. DAILY VOCABULARY

Study and repeat the following terms out loud:

SPANISH TERM	ENGLISH TRANSLATION
¿Cómo te va?	How is it going for you?
Todo bien	All good
¡Qué bueno!	How great!
Me alegro	I am glad
Hablas muy bien	You speak very well
Un poco	A little bit
Entender	To understand
Aprender	To learn
Seguir practicando	To keep practicing
¡Lo lograste!	You made it / You did it!
El fin	The end
Adiós amigo	Goodbye friend

2. GRAMMAR CONCEPT: THE PRESENT TENSE MATRIX: KEEPING IT TOGETHER

Congratulations on completing Day 30! Today we reflect on the complete basic conversational structure. You have successfully acquired the structural framework of standard -AR, -ER, and -IR verbs, essential stem changers (querer, poder, pedir), and identity foundations (ser, estar, tener).

Key Examples:

- *Yo hablo un poco de español.* – I speak a little bit of Spanish.
- *Yo entiendo la lección.* – I understand the lesson.
- *Voy a seguir practicando todos los días.* – I am going to keep practicing every day.

3. PRACTICAL SPEAKING ACTIVITY & DIALOGUE

Read the conversation lines aloud to internalize natural cadence:

Sofía: Hola, ¿cómo te va con tu español?

Hello, how is it going for you with your Spanish?

Diego: ¡Todo bien! Aprendo mucho todos los días. Entiendo conversaciones básicas.

All good! I learn a lot every day. I understand basic conversations.

Sofía: ¡Qué bueno! Hablas muy bien. ¡Lo lograste, amigo!

How great! You speak very well. You did it, friend!

Diego: Muchas gracias. Voy a seguir practicando siempre.

Thank you very much. I am going to keep practicing always.

4. EXERCISES

1. Write a short paragraph (3 sentences) introducing yourself, stating your age, and explaining your hobby in Spanish.
2. Translate: 'I understand Spanish because I study every day.'

5. CUMULATIVE RETENTION REVIEW

Review Day 1-29: Take a deep breath and review any day that felt challenging. Mastery comes from repetition.
¡Felicidades!