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# Cultura y Idioma (Culture and Language) [7th-9th grade]

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# UNDERSTANDING BY DESIGN

## Unit Cover Page

Unit Title: Cultura y Idioma (Culture and Language)

Grade Level: Level 1 (Grades 7-9)

Subject/Topic Area(s): Spanish 1

Designed By: Merida Elizondo

Time Frame: 15 days

School District: Leander ISD

School: Cedar Park Middle School

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**Brief Summary of Unit:** In this unit students will investigate the influence that culture has on language. Students will focus on when to use formal versus informal forms in conversation as well as how cognates have shaped the Spanish language. Loan words will be discussed and regional differences in the Spanish language will be explored. This unit is designed to be taught at the beginning of the year when students are at a very novice level of Spanish. The vocabulary includes introductions, greetings, saying hello, and saying goodbye. The major grammar concepts included in this unit are the subject pronouns and cognates. This unit reflects on student's previous exposure to the English language and the ability to make connections and comparisons to the Spanish language. This unit includes a project where students will create an example and non-example of an interaction between two Spanish speakers meeting for the first time. Part of the presentation will be a brief summary of social customs involved in greeting someone.

**Unit: Cultura y Idioma (Culture and Language)**

**Grade: Level 1**

**Stage 1: Desired Results**

**Established Goals (Standards)**

**TEKS**

(1) Communication. The student is expected to:

(A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;

(B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and

(C) present information using familiar words, phrases, and sentences to listeners and readers.

(2) Cultures. The student is expected to:

(A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied

(4) Comparisons. The student is expected to:

(A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;

(B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and

(C) demonstrate an understanding of the influence of one language and culture on another.

**Understandings**

*Students will understand that...*

Culture influences language.

Who you are speaking to influences the way you speak.

**Essential Questions**

How does culture influence language?  
How is the way you speak influenced by your audience?

**Knowledge**

*Students will know...*

When to use the subject pronouns tú versus usted & vosotros versus ustedes

How to use the preposition “de” to talk about where someone is from

**Skills**

*Students will be able to...*

Use subject pronouns

Identify and define cognates

Ask where someone is from and say where they are from

Ask how someone is and say how they are

Ask someone’s name and say their name

Introduce people and respond to an introduction

**Stage 2: Assessment Evidence**

**Performance Task:**

The Local Expert: You have just returned from an extended stay in a Spanish-speaking country. Your stay in the country has given you tons of insight to the cultural norms and language in the country. A local business has approached you about giving a presentation to their employees about the country. The business will be sending employees to the country for a business deal and feels that they will be better prepared to do business with the country if they learned how to do the following in Spanish:

How to ask someone's name and say their name  
How to introduce people and respond to an introduction  
How to ask where someone is from and say where they are from  
How to ask how someone is and say how they are  
Commonly misunderstood words or phrases

Information to include in English:

Social courtesies involving business and social engagements (meeting times/physical greetings)  
When to use more formal language (tú v. usted and vosotros v. ustedes)

Use the Text-to-Movie program (<http://www.xtrnormal.com/>) create an example of a successful introduction/conversation and another example of an unsuccessful introduction/conversation in Spanish.

Use Global Road Warrior or Culturegrams to access information about social courtesies.

**Other evidence:**

Daily Starters

Exit slip- What is another way culture might influence language?

Exit slip- Looking around the room or using your prior knowledge of Spanish give me five cognates we have not already listed.

Reflection Exit Slip-

Write three ways culture has influenced the Spanish language.

Give me two examples of people you would speak formally to.

Tell me your favorite cognate or false cognate.

Cognates- An Interactive Assignment

Quick Write

Quiz- Vocabulary List

Quiz- Subject Pronouns

**Stage 3: Learning Activities**

*(Steps taken to get students to answer Stage 1 questions and complete performance task)*

Day 1

Starter: Post a list of groups and these English words\*:

Supersize

Ringtone

Google

Snail Mail

Blog

Zombie

Hoodie

Podcast

Kanyed

Ixnay

\*Different words may be used; the goal is to introduce vocabulary that has been influenced by popular culture in the last decade.

In groups of 3-4 give students 5-7 minutes to go through the list and define each term using only the knowledge of their group members. If the group doesn't know what a word means have them come up with a guess for the definition. After they have defined the words have students use each word in a sentence.

As a class go through each word and have the groups share how they defined the word and their sentences. Guide discussion with the following questions:

What do these words have in common?

Where have you seen these words before?

What are some other words that might fit into this set?

If you used one of these words 10 years ago, would other people understand you?

Do you think the culture influences vocabulary?

Introduce Parts 1-2 of Introductions and Greetings Vocabulary list attached

Go over pronunciation and have students make flashcards using the vocabulary (to be used later in class and outside of class)

Exit slip: What is another way culture might influence language?

Day 2

Starter: Write the following:

1. 4 words for foods that come from the Spanish language.
2. 3 names of famous people that are Hispanic.
3. 2 names of US Cities that come from Spanish.
4. 1 other Spanish word that you've seen in the US.

Use the starter as a way to discuss "loanwords"- A loanword is a word borrowed from one language and incorporated into another.

Introduce Parts 3-6 of Introductions and Greetings Vocabulary list attached

Go over pronunciation and have students make flashcards using the vocabulary (to be used later in class and outside of class). Students should now have a complete set of flashcards for the unit. Quiz on Day 5.

Have students introduce themselves and ask the person behind them, "Hola, me llamo \_\_\_\_\_." "¿Cómo te llamas?" The student will respond with "Me llamo \_\_\_\_\_" or "Soy \_\_\_\_\_" and then turn to the person behind them and say, "Hola, me llamo \_\_\_\_\_." "¿Cómo te llamas?"

Talk about nicknames in Spanish. Family members, friends, and teachers may add an ending such as -ito or -ita to a person's name to show affection. Rosa becomes Rosita, Teresa becomes Teresita, Juan becomes Juanito, Miguel becomes Miguelito. There are also nicknames, *apodos*, associated with names that may be an abbreviation or part of a name. For example, Pilar, a very common girl's name in Spain, becomes Pili, and Santiago, a boy's name becomes Santi. This is

another example of culture influencing language.

Questions to ask students:

Do we have similar nicknames in English?

When would you use someone's nickname?

Day 3

Starter: Write down the question and a logical response.

1. ¿Cómo te llamas?

2. ¿De dónde eres?

3. ¿Cómo estás?

Listening activity- As students listen have them decide whether the people speaking (either you or a recording) are a) asking someone's name or b) giving a name.

1. Me llamo Carlos.
2. ¿Cómo se llama ella?
3. ¿Cómo te llamas?
4. Ella se llama Laura.
5. Soy Juanita.
6. ¿Cómo se llama usted?
7. Me llamo Gilberto Puente.
8. ¿Cómo se llama el profesor de ciencias?

Questions to ask students after activity:

What are the different ways you can introduce yourself?

Was there a difference in how they asked for somebody's name?

Begin discussion about the familiar versus the formal. As a hint, explain that the word familiar is related to the word family. Have students create a list of at least three people who are familiar, or well known to them (close friends, family) and another list of at least three people who are not as well known to them (teachers, adults outside of family, people they have just met, somebody they might speak to formally).

Use a PowerPoint or set of pictures with different people and/or famous people and ask students whether they would address them formally or informally in Spanish. This set of pictures can be used again when talking about subject pronouns.

Ask students to study flashcards for homework and bring them in to class for Day 4.

Day 4

Starter: How would you say goodbye to someone...

1. You will see again soon
2. You will see again tomorrow
3. You will see in a few days
4. Wishing them goodnight

## 5. When you have to leave

Vocabulary Review- Have students lay one set of flashcards Spanish side up between themselves and a partner. Teacher calls out vocabulary in English and partners battle to pick up the correct card first. The partner with the most cards at the end of the round wins. Students can also start with their flashcards English side up.

Introduce informal greetings that can be heard among friends in several Spanish-speaking countries.

Asking how others are in other countries: “¿Qué ha habido” – Ecuador, “¿Qué hubo?” – Venezuela,

Responding “great!” in other countries: “Por la maceta” – Puerto Rico, “¡Chévere!” – Venezuela

Saying goodbye: “Chao” “Ciao” “Chau” (from the Italian)

Quick Write:

Why do you think individual countries have different ways of asking the same question?

How do you greet your friends in English?

How would you greet one of your grandparents?

How would you greet your teacher on the first day of school?

How do you greet your parents after school?

Does the way you speak to these different people change? How so?

Day 5

Starter: Unscramble these sentences and write them down.

1. Clark/ llama/ se
2. Me/ Sara/ llamo
3. bien/ gracias/ Estoy
4. señora/ noches/ Buenas
5. que/ Tengo/ irme

Find a compañero/a. Each person will look at a set of three pictures that have information about a fictional person or celebrity and introduce their partner to this person.

Example: el señor Pitt, los Estados Unidos becomes “Éste es Sr. Pitt. Él es de los Estados Unidos.”

Quiz- Vocabulary List- All parts

Day 6

Starter: How would you greet the following people?

1. El señor Garza, 8am
2. Teresita, 1pm
3. La profesora de español, 11am
4. Santiago, 7pm

Prepare a set of name tags in two different colors or shapes. One set should represent a person who needs to be addressed formally and politely, the other set represent a person who can be addressed using the familiar form. Have the students mingle and introduce themselves to at least five classmates in their new persona using the vocabulary phrases. Have them fill out a chart as

they mingle.

Él/Ella se llama...	Es de...	Está...

Have each student share information about one person they met by introducing them to the class.

Introduce Subject and Verb concept-In English, sentences have a subject and a verb. The subject is the person or thing being described or is doing something. The verb is the action word like run or sing, or a word like am, is, or are that links the subject to a description. Nouns can be replaced with pronouns.

Homework:

Underline the subject and circle the verb.

1. Enrique is my best friend.
2. I love to dance.
3. Sara runs a mile every day.
4. What are you doing?
5. We are from Argentina
6. Antonio es mi compañero de clase.
7. Julieta es de Sevilla, España.
8. La señora Delgado es la profesora de ciencias.
9. Paco es mi mejor amigo.
10. Él es de San Antonio.

Day 7

Starter:

Yo soy Juan Carlos. subject: \_\_\_\_\_ verb: \_\_\_\_\_  
 Martina es mi compañera de clase. subject: \_\_\_\_\_ verb: \_\_\_\_\_  
 Ella es de Florida. subject: \_\_\_\_\_ verb: \_\_\_\_\_  
 El señor Martínez es mi profesor. subject: \_\_\_\_\_ verb: \_\_\_\_\_  
 Él es el señor de la Vega. subject: \_\_\_\_\_ verb: \_\_\_\_\_

Introduce subject pronouns-

Singular		Plural	
<b>Yo</b>	I	<b>Nosotros</b> <b>Nosotras</b>	We We (all female)
<b>Tú</b>	You (familiar)	<b>Vosotros*</b> <b>Vosotras*</b>	Y'all Y'all (all female)
<b>Él</b> <b>Ella</b> <b>Usted</b>	He She You (formal)	<b>Ellos</b> <b>Ellas</b> <b>Ustedes</b>	They They (all female) You all

**\*Used in Spain**

Have students form two lines facing each other. One line of all boys and another of all girls. Hold up signs with subject pronouns on them in Spanish and a funny picture representing the group. Call out subject pronouns and ask students to point to the people they are talking to or talking about (have group turn around so it is obvious that you are talking *about* someone rather



than *to* them). Note the differences in formality versus familiarity.

Hold up pictures of people and groups / Create a slideshow showing people and groups. Have students write on whiteboards (or call out) which subject pronouns you would use to talk *to* the person/group or *about* the person/group.

### Day 8

Starter: What pronouns would you use to speak to these people?

1. two or more teachers
2. a group of female students in Spain
3. your best friend
4. A school principal
5. two or more males
6. a group of male and female students in Spain
7. a group of girls in Puerto Rico

Listening Activity: Have students listen as a teenager from Spain talks to his friends and teachers. Have the students quickly sketch who he is talking to.

1. Hola, Liliana. ¿Cómo estás?
2. Buenos días, Sr. Ortega. ¿Cómo está usted?
3. Buenas tardes profesores.
4. Elena, Maricruz, Rita. ¿Cómo estáis vosotras?
5. ¿Qué tal, Pepito?

Watch subject pronoun video at <http://www.youtube.com/watch?v=ZWDoKY4VVuc> .

Play Jeopardy using a PowerPoint slideshow to review vocabulary and grammar. Template can be found at <http://www.jmu.edu/madison/teacher/jeopardy/jeopardy.htm> .

### Day 9

Starter: Substitute the underlined noun and re-write the sentence with the correct subject pronoun.

1. Sara está bien.
2. Carlos es un estudiante.
3. María y yo somos mejores amigas.
4. Las profesoras son inteligentes.

Subject Pronoun Square Puzzle- attached Have students cut out square puzzles mix them up and then match the proper nouns to the subject pronouns.

Introduce concept of cognates- Ask students if they recognize these words in Spanish.

el elefante	el problema
el calendario	la artista
la radio	inteligente
el sofá	fabuloso

Revisit “loanwords” discussion. Explain to students that many cultures have influenced the Spanish language. Sometimes this makes the language easier to understand.

Exit slip- Looking around the room or using your prior knowledge of Spanish give me five cognates we have not already listed.

Day 10

Starter: Ask students if they recognize these words in Spanish.

Embarazada	Lectura
Colegio	Librería
Éxito	Largo
Firma	Plane

They are false cognates! Or amigos falsos! Show students the website below.

[http://www.brown.edu/Departments/LRC/pluma/voc\\_false\\_cognates.pdf](http://www.brown.edu/Departments/LRC/pluma/voc_false_cognates.pdf)

In addition to false cognates, many Spanish speaking countries have adopted different words to mean the same thing. For instance a pool in Spain is la alberca but in Mexico we would call a pool la piscina. There are many regional differences in the Spanish language.

English does it too! Recognize these words?

Lift	Bonnet
Flat	Barbie
Football	Biscuit
Boot	Chips

Compile a list for students to look at of regional Spanish differences. Useful websites for the teacher: <http://www.rennert.com/translations/resources/spanishvariations.htm> , <http://learning-spanish.suite101.com/article.cfm/fun-spanish-words--variance-across-the-atlantic>

Divide list among groups and have them share out their favorites to the class. Post the lists in the room for students to look at.

Assign Cognates- Interactive Assignment due Day 15- attached

Day 11

Pick up starters from unit.

Read “Cultura: Comparaciones - ¿Cómo saludas a tus amigos, familiares y profesores?” from *Exprésate* pp. 16-17.

Answer the following questions:

1. How would a young girl greet her parents in Spain?
2. How would a young girl greet her parents in Latin America?
3. How would a businessman and businesswoman greet each other in Spain? In Latin America?
4. In Latin America, how might a boy greet his uncle if they haven't seen each other in a long time?

Quiz over Subject Pronouns

Day 12

Assign Stage 2 Assessment “The Local Expert”

Computer Lab Day 1: Research using either – Culturegrams, Global Road Warrior, or travel

guides (online or brought in)

Day 13

Computer Lab Day 2: Write and edit script in lab. Introduction to Text-to-Movie. Begin Text-to-Movie Videos

Day 14

Computer Lab Day 3: Continue Text-to-Movie Videos and Publish them to the internet or drop them in teacher drop box on network.

Day 15

Present videos and share social customs of assigned country.

Pick up Cognates- Interactive Assignment

Reflection Exit Slip-

Write three ways culture has influenced the Spanish language.

Give me two examples of people you would speak formally to.

Tell me your favorite cognate or false cognate.



## The Local Expert

You have just returned from an extended stay in a Spanish-speaking country. Your stay in the country has given you tons of insight to the cultural norms and language in the country. A local business has approached you about giving a presentation to their employees about the country.

The business will be sending employees to the country for a business deal and feels that they will be better prepared to do business with the country if they learned how to do the following in **Spanish**:

How to ask someone's name and say their name

How to introduce people and respond to an introduction

How to ask where someone is from and say where they are from

How to ask how someone is and say how they are

Commonly misunderstood words or phrases

Information to include in **English**:

Social courtesies involving business and social engagements (meeting times/physical greetings)

When to use more formal language (tú v. usted and vosotros v. ustedes)

Use the Text-to-Movie program (<http://www.xtranormal.com/>) create an example of a successful introduction/conversation and another example of an unsuccessful introduction/conversation in Spanish.

Use Global Road Warrior or Culturegrams to access information about social courtesies.

Your presentation will include:

2 Text-to-Movie Videos

A script of the video dialogues (neatly written or typed & double-spaced)

A very brief explanation of social customs in your assigned country

# The Local Expert Rubric

**Nombres:** \_\_\_\_\_ **Hora:** \_\_\_\_\_

	<b>7-6</b>	<b>5-4</b>	<b>3-2</b>	<b>1-0</b>
<b>Vocabulary</b>	Includes vocabulary from the chapter to indicate mastery and includes vocabulary that was not presented (i.e., different traditional greetings).	Includes vocabulary from the chapter to indicate mastery.	Uses little of the chapter vocabulary to indicate mastery.	Uses hardly any of the chapter vocabulary to indicate mastery. Includes English words or it is obvious that a translator was used.
<b>Grammar</b>	All grammatical constructions presented in the chapter are used correctly with no errors.	All grammatical constructions presented in the chapter are used correctly with very few errors, or some grammatical structures are not used.	Few of the grammatical constructions are used and/or there are frequent errors.	None of the grammatical constructions are used and/or there are so many errors as to make the skit incomprehensible.
<b>Plot</b>	Video makes sense and is well organized and creative. The skit is well done and appeals to the audience. The video is enjoyable to watch.	Video makes sense and is well organized. The skit is well done and appeals to the audience.	The video is complete, but does not have any particular appeal or leaves the viewer lost.	The video does not have a logical plot.
<b>Social Customs Presentation</b>	Information is complete, accurate, and well presented.	Information is not complete but what is presented is accurate.	Some information is inaccurate or missing.	Information is completely inaccurate or missing.

**Total:** \_\_\_\_\_ **/28** \_\_\_\_\_



# Esponjas (Starters)

Nombre: \_\_\_\_\_ Hora: \_\_\_\_\_

Hoy es \_\_\_\_\_ el \_\_\_\_\_ de \_\_\_\_\_.

Hoy es \_\_\_\_\_ el \_\_\_\_\_ de \_\_\_\_\_.

Hoy es \_\_\_\_\_ el \_\_\_\_\_ de \_\_\_\_\_.

Hoy es \_\_\_\_\_ el \_\_\_\_\_ de \_\_\_\_\_.

Hoy es \_\_\_\_\_ el \_\_\_\_\_ de \_\_\_\_\_.

Hoy es \_\_\_\_\_ el \_\_\_\_\_ de \_\_\_\_\_.

Hoy es \_\_\_\_\_ el \_\_\_\_\_ de \_\_\_\_\_.

Hoy es \_\_\_\_\_ el \_\_\_\_\_ de \_\_\_\_\_.

Hoy es \_\_\_\_\_ el \_\_\_\_\_ de \_\_\_\_\_.

Hoy es \_\_\_\_\_ el \_\_\_\_\_ de \_\_\_\_\_.

**Time to turn in your Esponjas!**



<b>Español</b>	<b>Inglés</b>
<b>Asking someone's name and saying yours</b>	
¿Cómo te llamas?	What's your name? (familiar)
¿Cómo se llama usted?	What's your name? (formal)
¿Cómo se llama ella?	What's her name?
¿Cómo se llama él?	What's his name?
¿Quién es...?	Who is...?
Me llamo...	My name is...
Soy...	I am...
Ella se llama...	Her name is...
Él se llama...	His name is...
Ella es...	She is...
Él es...	He is...
<b>Asking and saying how you are</b>	
¿Cómo estás?	How are you? (familiar)
¿Cómo está usted?	How are you? (formal)
¿Qué tal?	How's it going?
Estoy bien.	I'm fine.
Estoy regular.	I'm all right.
Estoy mal.	I'm not good.
Más o menos.	So-so.
<b>Introducing others</b>	
Señor	Sir/ Mr.
Señora	Ma'am/ Mrs.
Señorita	Miss
Mi profesor	My teacher (male)
Mi profesora	My teacher (female)
Mi profesor/a de...	My _____ teacher
ciencias	science
Español	Spanish
Mi mejor amigo	My best friend (male)
Mi mejor amiga	My best friend (female)
Una compañera de clase	A classmate (female)

Un compañero de clase	A classmate (male)
La muchacha	The girl
El muchacho	The boy
Estudiante	Student (male or female)
Ésta es Rosa	This is Rosa
Ésta es la señora...	This is Mrs. ...
Éste es Juan	This is Juan
Éste es señor...	This is Mr. ...
Encantado/a	Pleased/Nice to meet you.
Mucho gusto	Pleased/ Nice to meet you.
<b>Saying Hello and Goodbye</b>	
Adiós	Goodbye
Buenas noches	Good night
Buenas tardes	Good afternoon
Buenos días	Good morning
Hola	Hello
Hasta luego.	See you later.
Hasta mañana.	See you tomorrow.
Hasta pronto.	See you soon.
Tengo que irme.	I have to go.
<b>Saying where you and others are from</b>	
¿De dónde eres?	Where are you from? (familiar)
¿De dónde es usted?	Where are you from? (formal)
¿De dónde es...?	Where is ... from?
Soy de...	I am from
Es de...	He or She is from...
<b>*One of the most important verbs you will learn all year*</b>	
Ser	To be

Name \_\_\_\_\_ Period \_\_\_\_\_ Date Due \_\_\_\_\_

## Cognates - Interactive Assignment

Dear Family Partner,  
In Spanish, we are learning connections between the English language and the Spanish language. I hope you enjoy doing this activity with me. It will help me understand the similarities and differences between the two languages. This assignment is due \_\_\_\_\_.

Thank you,

\_\_\_\_\_  
(Student Signature)

Who is your family partner (name and relation)?

\_\_\_\_\_

Step One:

Ask your family partner:

What Spanish words are you familiar with?

\_\_\_\_\_

Do they look similar to words in the English language?

\_\_\_\_\_

Do you know any words in English that may have come from the Spanish language?

\_\_\_\_\_

Explain to your family partner what a "cognate" is. If you need help see our class website.

A cognate is \_\_\_\_\_

\_\_\_\_\_

Step Two:

Answer with your family partner: How can cognates help us learn a new language?

\_\_\_\_\_

\_\_\_\_\_

---

Step Three:

With your family partner find something in your home that has both English and Spanish instructions and descriptions on it. Examples: Tissue boxes, food boxes or cans, shampoo, other bath products, etc. Find as many cognates as you can!

Name of the item: \_\_\_\_\_

Cognates found: \_\_\_\_\_

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If you only had the Spanish version, would you be able to understand the descriptions/instructions? Why or why not?

---

Step Four (Just the student):

Go to pages 22 and 35 of your textbook and find all of the cognates in our vocabulary list. You should find at least ten. Write the English and Spanish down.

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

*Important! Don't forget page 3!*

**Home-to-School Communication:**

Dear Family Partner:

Please give me your reactions to your student's work on this activity. Write YES or NO for each statement.

\_\_\_\_\_ 1. My student understood the homework and was able to discuss it

\_\_\_\_\_ 2. My student and I enjoyed the activity

\_\_\_\_\_ 3. This assignment helped me know what my student is learning in Spanish.

Other Comments:

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Family Partner Signature:

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***	***	***	***
***	Flora	Usted	Nosotras
Flora	Ella	You (formal)	***
Nosotros	You (inf)	Nosotros	Yo
Jorge y yo	Tú	Juan y yo	I
***	Joaquín	Rosita y Isabel	***
él	Ellos	Josefina y Raquel	Ellos
Yo	You	You (formal)	Tú
I	Tú	Usted	You (inf)
***	Raúl	I	***
él	Yo	Ustedes	You All (formal)
You (inf)	I	Paco y yo	Y'all (Spain)
Tú	Yo	Nosotros	Vosotros
***	Y'all (Spain)	You (formal)	***
Y'all (Spain)	Vosotros	Rosita y Julio	Ellos
***	***	***	***