



LIFE·PAC®

# Spanish II

Student Book



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**SPANISH II  
UNIT ONE**

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**Author:**  
Managing Editor:  
Revision Editor:  
Illustrator:  
Graphic Designers:

**Katherine Engle, M.A.**  
Alan Christopherson, M.S.  
Christine E. Wilson, B.A., M.A.  
Kyle Bennett  
Annette Walker  
Alpha Omega Graphics



Alpha Omega Publications®

804 N. 2nd Ave. E., Rock Rapids, IA 51246-1759

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# SPANISH II: UNIT ONE

## INTRODUCTION

Spanish II Unit One is focused on intensive grammar review in preparation for the second year of foreign language study. Upon completion of this book, you will have a thorough review of grammatical concepts that will appear many times in the coming chapters, such as agreement and verb conjugation. This unit was designed to help you cover enough grammar to comprehend a variety of situations. A good understanding of the grammar in this chapter will enable you to practice future vocabulary with greater ease and retention.

Two present tenses are covered: one simple (the present indicative) and one compound (the present progressive). This is an introduction to the concept of multiple expressions of tense, as we will see again when we study the past tenses.

Unit One reviews the “basics” thoroughly: expressing date, time, and numbers. It’s an enjoyable review for most students, who feel they are “good” at counting, etc. Furthermore, it is wise to know these terms well, for can you imagine holding a conversation, in any language, that doesn’t include a date, a time, or a number? When you know these simple topics well, you are less

likely to stumble or falter during oral activities in particular. It is a whole segment of knowledge which is stress-free and builds up your self-confidence.

In this unit the reflexive form of verbs in the present tense is discussed. Although the reflexive exists in the English language, its use is not nearly as extensive or as important as it is to the Spanish language. Once the concept is firmly grasped, it will not be a hindrance when you begin to study the past tense. Like the “basics” described above, a thorough review of the reflexive is provided so that it doesn’t impede learning later. You will already have acquired that knowledge and will be able to apply it to other expressions of tense.

You will notice that no vocabulary is reviewed in this unit. If vocabulary were included, the unit would become rather unwieldy in scope. The unit attempts to stay within the range of expression for a second-year foreign language student. As stated before, the focus of this unit is grammar and mechanics. It gives you the tools to acquire new concepts and vocabulary.

### OBJECTIVES

**Read these objectives.** These objectives tell what you should be able to do when you have completed this LIFE PAC®.

1. Differentiate and use the simple present and present progressive tenses appropriately.
2. Count as high as you can.
3. Relate the date and time, as well as figure and compare the dates and times of future events.
4. Describe people, places, and things using noun/adjective agreement.
5. Differentiate and use *ser* and *estar*.
6. Use reflexive verb forms to discuss your personal care habits and those of others.

## I. REVIEW THE PRESENT TENSE

Before we begin a review of verb forms, we need to discuss the concept of subject and verb agreement in sentences. **Look at the following English sentences.**

*Susana reads a magazine.*

*Tomás travels to South America.*

 **Answer the following questions.**

- 1.1 a. Who is doing the action in the first sentence? \_\_\_\_\_  
b. Who is the subject? \_\_\_\_\_  
c. What is the action of the first sentence? \_\_\_\_\_  
d. What is the verb? \_\_\_\_\_

**Analyze the second sentence in the same manner.**

- e. The subject is \_\_\_\_\_  
f. The verb is \_\_\_\_\_

A complete English sentence has two elements: a subject (the “who”) and an agreeing verb form (the action). It is the same for foreign languages. **Read the following Spanish sentences.**

*Manuela habla español.*

*Jorge vive en México.*

 **Answer the following questions for the first sentence.**

- 1.2 a. The subject is \_\_\_\_\_  
b. The verb is \_\_\_\_\_

**Continue with the second sentence.**

- c. The subject is \_\_\_\_\_  
d. The verb is \_\_\_\_\_

Since each sentence contains a subject and an agreeing verb form, we know they are complete. As with the English language, subjects may be expressed as proper nouns or pronouns.

- 1.3 What is the function of a pronoun within a sentence? \_\_\_\_\_

Review the Spanish subject pronouns:

yo (I)	nosotros (we, masculine) nosotras (we, feminine)
tú (you, informal)	vosotros (all of you, informal, masculine, Spain only) vosotras (all of you, informal, feminine, Spain only)
él (he) ella (she) usted (you, formal)	ellos (they, masculine) ellas (they, feminine) ustedes (all of you)

In this text:

*Usted* will be abbreviated as *Ud.*

*Ustedes* will be abbreviated as *Uds.*

*Vosotros* and *vosotras* are translated as *all of you*, in

an informal situation. Their use in the Spanish-speaking world is limited to Spain; therefore, they are only presented for the sake of exposition in this text. They will not be used in the exercises.



**Practice the subject pronouns briefly before continuing with verb forms. Decide which pronoun from the chart above would replace these names and other nouns.**

- 1.4
- a. María \_\_\_\_\_
  - b. María y yo \_\_\_\_\_
  - c. Tomás \_\_\_\_\_
  - d. Tomás y María \_\_\_\_\_
  - e. las señoras \_\_\_\_\_
  - f. mi amiga \_\_\_\_\_
  - g. Ud. y Uds. \_\_\_\_\_
  - h. tú y Consuela \_\_\_\_\_
  - i. la clase y yo \_\_\_\_\_
  - j. usted y yo \_\_\_\_\_



**Tomás y María**



**Use cues within the sentences to determine the appropriate pronoun.**

- 1.5
- a. A mí me gusta charlar. \_\_\_\_\_ hablo con mis amigos todos los días.
  - b. Los hermanos son simpáticos. \_\_\_\_\_ tienen muchos amigos.
  - c. A Silvia no le gusta conducir. \_\_\_\_\_ viaja por tren.
  - d. A nosotras nos gustan las frutas. \_\_\_\_\_ las comemos con el almuerzo.
  - e. A los estudiantes no les gusta la tarea. Pero \_\_\_\_\_ la hacen.

- f. A su madre le gusta la música. \_\_\_\_\_ escucha la radio.  
 g. A Marcos le gusta el fútbol. \_\_\_\_\_ juega los sábados.  
 h. A Juan y a ti les gusta correr. \_\_\_\_\_ hacen jogging por la mañana.



**Decide which pronoun would be used in the response to each question.**

- 1.6 a. ¿Quieres tú bailar?                    ¿ \_\_\_\_\_ ? No, gracias.  
 b. ¿Cocinan Uds. bien?                    ¿ \_\_\_\_\_ ? No muy bien.  
 c. ¿Escucha ella?                            ¿ \_\_\_\_\_ ? Sí, siempre.  
 d. ¿Puede Ud. hablar?                    ¿ \_\_\_\_\_ ? Ahora no.  
 e. ¿Vienen mis amigos?                    ¿ \_\_\_\_\_ ? Todavía no.  
 f. ¿Trabaja tu padre?                        ¿ \_\_\_\_\_ ? Sí, en una oficina.  
 g. ¿Entramos nosotros aquí?              ¿ \_\_\_\_\_ ? No, por aquí.

Now we can discuss regular verb endings for the present tense.

**trabajar**—to work

yo <b>trabajo</b>	nosotros nosotras <b>trabajamos</b>
tú <b>trabajas</b>	vosotros vosotras <b>trabajáis</b>
él ella <b>trabaja</b> Ud.	ellos ellas <b>trabajan</b> Uds.



**Answer the following questions.**

- 1.7 a. What was removed from *trabajar*? \_\_\_\_\_  
 b. How was *trabajar* changed after that? \_\_\_\_\_

**Fill in the chart below with the correct endings.**

1.8

a. yo	d. nosotros nosotras
b. tú	e. vosotros vosotras
c. él ella Ud.	f. ellos ellas Uds.

We can conclude, therefore, that there are two steps to conjugating (forming) verbs.

1.9 What was dropped from *trabajar*?

a. \_\_\_\_\_

What was added to form *yo trabajo? tú trabajas?*, etc.

b. \_\_\_\_\_

There is one more important point to keep in mind: the implied subject.

c. What is meant by “implied”? \_\_\_\_\_

Please note how each form has its own special ending. That means that for regular verbs, “-o” can only be paired with *yo*.

d. In that case, we know that ANY verb ending in “-o” can ONLY be translated in the present indicative as “I...” If *cantar* is *to sing*, how do you translate *canto*? \_\_\_\_\_

e. If *ayudar* is *to help*, how do you translate *ayudo*? \_\_\_\_\_

The implied subject means that writing the subject pronoun all the time is unnecessary, because the individual verb endings signal who is performing the action.

f. If *bailar* means *to dance*, how do you translate *bailamos*? \_\_\_\_\_

g. How do you translate *bailas*? \_\_\_\_\_

h. How do you translate *bailo*? \_\_\_\_\_



Try filling in this chart with the forms of the verb *estudiar* (to study).

1.10 a. Once you drop the *-ar*, what is left? \_\_\_\_\_

That is the stem of the infinitive.

**estudiar**—to study

b. yo	e. nosotros nosotras
c. tú	f. vosotros vosotras <b>estudiáis</b>
d. él ella Ud.	g. ellos ellas Uds.



Translate each form three different ways.

1.11 a. estudio \_\_\_\_\_

b. estudias \_\_\_\_\_

c. estudia \_\_\_\_\_

d. estudiamos \_\_\_\_\_

e. estudian \_\_\_\_\_

Now that you have thoroughly reviewed subject pronouns and *-ar* verb endings, review the *-er* and *-ir* endings.

**-ER verb endings**

yo	<b>-o</b>	nosotros	
		nosotras	<b>-emos</b>
tú	<b>-es</b>	vosotros	
		vosotras	<b>-éis</b>
él		ellos	
ella	<b>-e</b>	ellas	<b>-en</b>
Ud.		Uds.	

**-IR verb endings**

yo	<b>-o</b>	nosotros	
		nosotras	<b>-imos</b>
tú	<b>-es</b>	vosotros	
		vosotras	<b>-ís</b>
él		ellos	
ella	<b>-e</b>	ellas	<b>-en</b>
Ud.		Uds.	



**Fill in the charts with the appropriate forms of the verbs given.** Remember to remove the infinitive endings before adding on the verb endings. The first box has been done for you.

**beber**—to drink

1.12

a. yo	<b>bebo</b>	d. nosotros	
		nosotras	<b>bebemos</b>
b. tú	<b>bebes</b>	e. vosotros	
		vosotras	<b>bebéis</b>
c. él		f. ellos	
ella	<b>bebe</b>	ellas	<b>beben</b>
Ud.		Uds.	



1.13 **abrir**—to open


a. yo	d. nosotros nosotras
b. tú	e. vosotros vosotras <b>abris</b>
c. él ella Ud.	f. ellos ellas Uds.

Some final words on verb form and expression—in order to express negation (“no,” “don’t,” etc.), place “no” in front of the verb form.

<b>Yo abro.</b> (I open)	<b>Yo no abro.</b> (I don’t open.)
-----------------------------	---------------------------------------

In order to ask a question, either place question marks around the phrase or invert (flip) the verb form and the subject.

<b>Yo abro.</b> (I open)	<b>¿Yo abro?</b> (Should I <u>open</u> [it]?)
	<b>¿Abro yo?</b> (Should <u>I</u> be the one to open [it]?)

 **Change the italicized verb form in each paragraph to agree with the new subjects. Write each new form on the blank.**

- 1.14 a. Carlos *bebe* agua mineral pero yo \_\_\_\_\_ refrescos. Mi hermanita \_\_\_\_\_ leche. Es buena para los jovencitos. Cuando vamos al restaurante, \_\_\_\_\_ Coca-Cola.
- b. Mi familia *vive* en un apartamento. La familia de mis amigos \_\_\_\_\_ en una casa grande. Pero no me molesta. Me gusta \_\_\_\_\_ en la ciudad. Visito mucho a mis primos que \_\_\_\_\_ en una granja.
- c. *Camino* para la salud. Muchas veces mi mamá \_\_\_\_\_ conmigo y entonces nosotros \_\_\_\_\_ varios kilómetros. Nos gusta \_\_\_\_\_ juntos. A veces mi hermana \_\_\_\_\_ con nosotros.

