



LIFE·PAC®

Spanish II

Student Book



Alpha Omega Publications®

SPANISH II

UNIT TEN

CONTENTS

I.	REVIEW OF UNIT NINE	2
II.	ACCIDENTS AND ILLNESSES	7
	Listening Exercises II	22
III.	RELATIVE PRONOUNS	27
	Listening Exercises III	38
IV.	THE SUBJUNCTIVE MOOD	41
	Listening Exercises IV	55
V.	USES OF THE SUBJUNCTIVE	61
	Listening Exercises V	75
VI.	CULTURAL INVESTIGATION	80
	VOCABULARY LIST	81

Author:

Managing Editor:

Revision Editor:

Illustrators:

Graphic Designer:

Katherine Engle, M.A.

Alan Christopherson, M.S.

Christine E. Wilson, B.A., M.A.

Steve Ring, Jeri Reed,

Kyle Bennett, Keith Piccolo,

Annette Walker

Dawn Tessier



Alpha Omega Publications®

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

© by Alpha Omega Publications, Inc. All rights reserved.

LIFEPAC is a registered trademark of Alpha Omega Publications, Inc.

All trademarks and/or service marks referenced in this material are the property of their respective owners. Alpha Omega Publications, Inc. makes no claim of ownership to any trademarks and/or service marks other than their own and their affiliates', and makes no claim of affiliation to any companies whose trademarks may be listed in this material, other than their own.

SPANISH II: UNIT TEN

INTRODUCTION

After a review of Unit Nine, Unit Ten's vocabulary lesson opens with the question *¿Qué le pasó?* ("What happened to you?") Upon completing this lesson, you will be able to enter any clinic or emergency room and explain minor symptoms, such as pain or fever. You will also be able to understand a doctor's basic questions concerning your health. With this very practical vocabulary, you could even help someone in need someday.

You will appropriately culminate your study of grammar with two important lessons: relative pronouns and the subjunctive mood. By correctly using relative pronouns, you will be able to create complex sentences that sound natural and mature. Your speech and written communication will sound more "adult."

The subjunctive mood is a difficult one for English speakers to master, because the use of it is quite limited in English. It is, however, an important part of Spanish expression, and it can be mastered

through practice and determination. This chapter provides an introduction and an explanation of the forms and usage of the subjunctive mood. You will be able to recognize what kinds of expressions require this mood, translate them, and create subjunctive expressions in Spanish. The use of the subjunctive mood is an indispensable step toward achieving fluent expression.

Section Six describes a research project for you to complete. This project will allow you to conduct your own investigation of another country. The project is designed to encourage you to utilize different types of resources, such as almanacs and atlases. Furthermore, you will research information that perhaps you had not considered before, such as infant mortality and the variety of languages spoken within these Spanish-speaking countries. This project will be informative and interesting as you learn about your chosen country.



OBJECTIVES

Read these objectives. When you have finished this Unit, you should be able to:

1. Be more proficient in using the grammar of Unit Nine.
2. Talk about illness and injury. You will be able to describe basic symptoms and diagnoses of conditions such as the flu and broken limbs.
3. Understand and use the following relative pronouns: *que*, *quien*, *cuyo*, and *lo que*.
4. Write complex sentences by correctly using these relative pronouns.
5. Conjugate verbs in the present subjunctive tense.
6. Understand the difference between the subjunctive and indicative moods.
7. Understand the basic use of the subjunctive mood in sentences.
8. Talk in-depth about one Spanish-speaking country of your choice.

I. REVIEW OF UNIT NINE



Review the formation of the imperative. Write the affirmative familiar (*tú*) and formal (*Ud.*) commands of each infinitive.

1.1

	Tú	Ud.
a. leer		
b. buscar		
c. ir		
d. comenzar		
e. hacer		
f. mirar		
g. escribir		
h. ser		
i. pagar		
j. dar		



Make the affirmative commands into negative ones. Be especially mindful of the spelling change of the familiar commands from affirmative to negative.

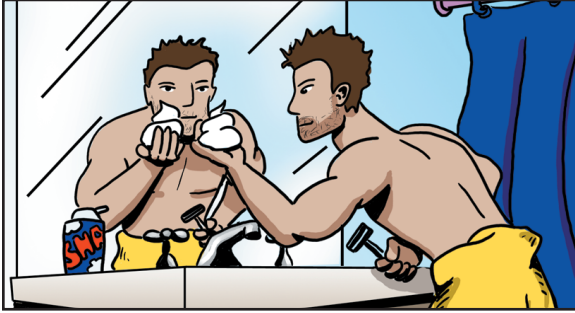
1.2

	Tú	Ud.
a. leer		
b. buscar		
c. ir		
d. comenzar		
e. hacer		
f. mirar		
g. escribir		
h. ser		
i. pagar		
j. dar		



Write an affirmative and a negative command for each activity pictured. Be mindful of the position of the reflexive pronouns. Use a familiar (*tú*) command for each.

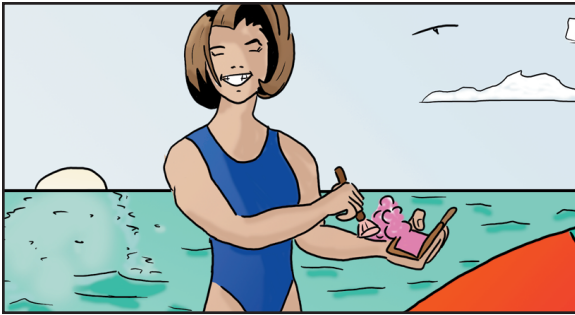
1.3



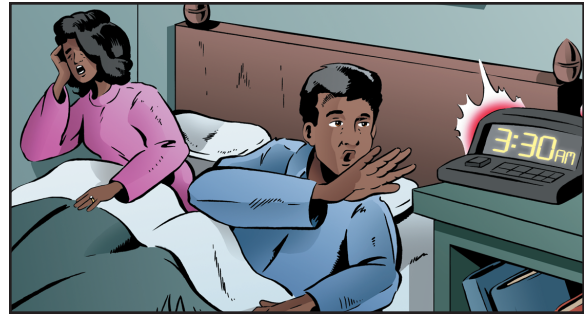
a. _____



b. _____



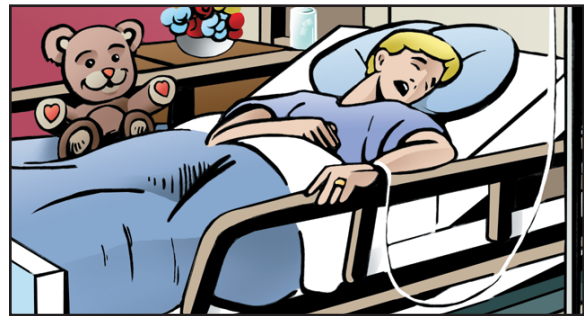
c. _____



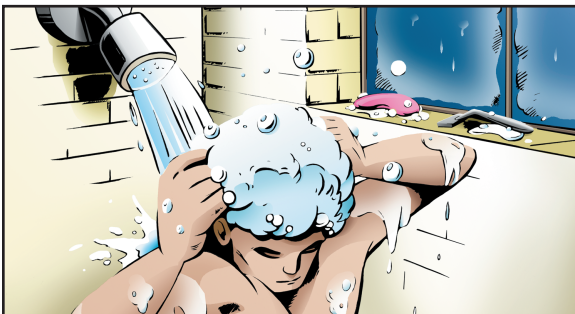
d. _____



e. _____



f. _____



g. _____



h. _____



Write a logical command for each of the situations described. Use cues within the given statements to determine whether an affirmative or negative command is necessary. Use object pronouns where possible.

1.4 a. Tú estás muy cansada.

b. Ud. no tiene ningún dinero.

c. La bicicleta que acabas de comprar está rota.

d. Es hora de prepararse para ir a clase.

e. Tu sala está sucia.

f. Tienes dolor de cabeza.

g. Ud. está aburrida.

h. Tienes fiebre.

i. Quiere ir al cine con Amalia (Emilio).

j. Estás listo para cenar.



Adult check

Initial

Date



Review the adverbial expressions of time. Next to each phrase, write a synonym for that phrase chosen from the list of expressions that you learned in Unit Nine. Do not repeat any of the expressions.

1.5 a. en el presente

b. todavía

c. el día que pasó antes de ayer

d. no a tiempo

e. inmediatamente

f. el último

- g. la noche pasada _____
- h. pasado _____
- i. número uno _____
- j. por la noche que viene _____



This time, write an antonym of each phrase.

- 1.6
- a. primero _____
 - b. tarde _____
 - c. antes _____
 - d. todavía _____
 - e. hoy _____
 - f. anoche _____
 - g. no más _____
 - h. temprano _____
 - i. ahora mismo _____
 - j. medianoche _____



Choose and circle the letter of the expression that most logically completes the sentences.

- 1.7
1. Es importante lavarse las manos ____ comer.
 a. antes b. antes de c. antes de que
 2. No puedo hacerlo ahora mismo. Lo voy a hacer ____ .
 a. pronto b. más tarde c. a esa hora
 3. ____ es lunes. Anteayer fue sábado.
 a. Hoy b. Ayer c. Mañana
 4. Tengo planes. ____ voy al cine.
 a. Ayer b. Ya c. Esta noche
 5. No dormí bien _____. Hubo una gran tormenta.
 a. esta noche b. después c. anoche
 6. Esto no pasará otra vez. Ésta es la ____ vez.
 a. última b. primera c. próxima
 7. Lo necesito ahora mismo. Hazlo _____.
 a. aún b. temprano c. pronto

8. Primero, prepara la cena. _____ pon la mesa.
a. Todavía b. Entonces c. A esa hora
9. ¡_____ son las seis! ¡Cómo vuelan las horas!
a. Ya b. Ya no c. Hoy día
10. No necesité los documentos ayer, ni los necesitaré mañana. Los necesito _____.
a. tarde b. anoche c. hoy



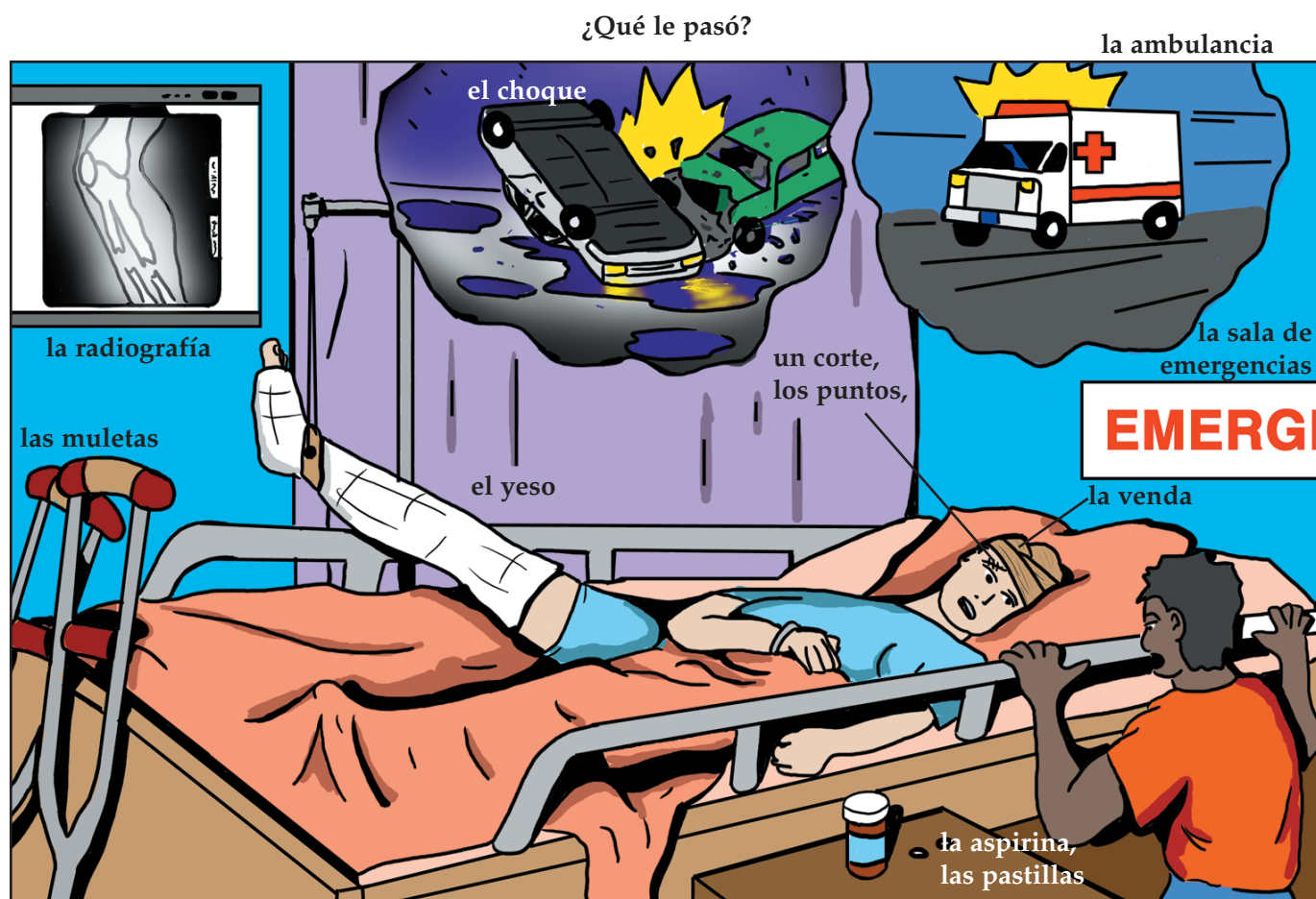
Complete the translations with a logical expression of time.

- 1.8 a. He finished it as soon as possible.
Lo terminó _____.
- b. Then I told him the answer for the last time.
_____ le dije la respuesta por _____.
- c. After seeing the news, I felt sad.
_____ ver las noticias, me sentí triste.
- d. Bring it to me no later than tonight.
Tráigamelo no _____ que _____.
- e. She needs it sooner than that!
¡Lo necesita _____ que eso!
- f. They won't be able to see you at that time.
No podrán verte _____.
- g. Last week you saw that film.
_____ viste esa película.
- h. My mom gives me money as soon as I do my chores.
Mi madre me da el dinero _____ hago los quehaceres.
- i. After he stopped the car, she got out.
_____ él paró el coche, ella bajó.
- j. She'll speak to him afterward.
Hablará con él _____.



Adult check _____
Initial _____ Date _____

II. ACCIDENTS AND ILLNESSES



¿Qué ocurrió?

Tuve **un accidente de coche**. Fue terrible. **Me fracturé** la pierna. Recibí **un corte muy profundo** en la frente.

¿Qué hizo entonces?

Fui por **ambulancia** al **hospital**. Llegué a **la sala de emergencias** donde me **hicieron una radiografía** y **me dieron puntos** en la frente. **Las heridas** me duelen mucho, pero no son graves.

¿Quién lo examinó?

El **médico** me examinó. Me puso **una venda** sobre los cortes de la cabeza. Me informó que la pierna estará en **un yeso** durante seis semanas por lo menos. Me dio **muletas** para que pueda caminar con ellas.

¿Qué le recomendó?

Recomienda que **descanse** y **guarde cama** por una semana. Ahora mismo **me duelen** mucho **las heridas**. Tomo **aspirina** para el dolor.

¡Pobrecito! ¡Que se mejore pronto!