

**SPANISH II, LESSON THIRTEEN**  
**NEILL CHAFFIN/ROOM A-315**  
**MARCH 2016**

The overall goal of this lesson is to introduce students to the origins and history of the Spanish language, its pronunciation, its basic rules of grammar and usage, including gender and number agreement, and a working vocabulary.

**During the duration of the lesson, the student will be able to:**

01. Complete vocabulary puzzles of presented vocabulary.
02. Complete matching exercises of presented expressions/phrases.
03. Complete a matching exercise of countries, cities, features, etc.
04. Conjugate the presented verbs in specified verb tenses, including the imperfect/past subjunctive.
05. Complete exercises about various aspects of grammar: gender, number, word order, etc.
06. Complete a fill-in-the-blank exercise on sentences using specified nouns/pronouns, verbs, adjectives, etc.
07. Orally pronounce presented words.
08. Read and translate into English compositions using the lesson vocabulary.

**The duration of the lesson** is about six classroom days.

**At the end of the lesson**, the student will be able to pass written and oral tests over the above objectives.

**The minimum passing score** for all tests is 70%.

**Students not mastering the objectives**, as evidenced by the test scores, will be required to restudy and then retest either before or after school. Parents will be notified by e-mail within two days. If parents have no e-mail on SmartWeb, notification will be within one week.

**Scoring rubric:**

- |   |  |
|---|--|
| 4 | The student understands all of the material and can explain it to others. (90-100% on tests) |
| 3 | The student understands all of the material. (90-100% on tests)                              |
| 2 | The student understands most of the material. (80-89% on tests)                              |
| 1 | The student understands some of the material. (70-79% on tests)                              |
| 0 | The student understands little or none of the material. (less than 70% on tests)             |

**Materials included in this lesson packet:**

- \* list of objectives
- \* explanatory text/tables, etc.
- \* crossword puzzles
- \* various exercises
- \* compositions to be translated
- \* scoring rubric

**Objectives to be tested:**

- \* nouns
- \* modifiers
- \* expressions
- \* verb forms/commands/conjugations
- \* number/gender agreement
- \* oral pronunciation/dialogue

**SPANISH II, LESSON THIRTEEN**

**NOUNS**

la estación de ferrocarril    el tren  
el recorrido                    el vagón/coche

el habitante  
el distribuidor

automático  
el boleto/billete/tiquet

<b>la locomotura</b>	ticket	<b>la bufeteria</b>	dining car
<b>el turismo</b>	locomotive	<b>el coche cafeteria</b>	buffet
<b>la provincia</b>	tourism	<b>el pasillo</b>	dining car
<b>el mundo</b>	province	<b>el caballo</b>	aisle, hall
<b>el trayecto</b>	world	<b>la puerta</b>	horse
<b>la ventanilla/boleteria</b>	stretch (of road)	<b>el libro</b>	door
<b>el museo</b>	window, ticket window	<b>el bolsillo</b>	book
<b>el maletín</b>	museum	<b>el cañon</b>	pocket
<b>la vegetación</b>	briefcase	<b>el guía</b>	canyon
<b>el capítulo</b>	vegetation, flora	<b>la costa</b>	guide
<b>el tema</b>	chapter	<b>el anuncio</b>	coast
<b>la region</b>	theme	<b>el evento</b>	announcement
<b>la excursión</b>	region	<b>la altura</b>	event
<b>la comida</b>	excursion, trip	<b>el peatón</b>	altitude, height
<b>el pueblo</b>	food, meal	<b>la reservación</b>	pedestrian
<b>el estado</b>	people, town	<b>la cama</b>	reservation
<b>el puente</b>	state	<b>el café</b>	bed
<b>el servicio</b>	bridge	<b>el carro</b>	cafe, coffee
<b>la cola/fila</b>	service	<b>el dinero</b>	car
<b>la fiebre amarilla</b>	line, queue	<b>la moneda</b>	money
<b>el viaje</b>	yellow fever	<b>la ruina</b>	money, coin
<b>el andén</b>	trip, journey	<b>la tela</b>	ruin
<b>la maleta</b>	platform	<b>la playa</b>	cloth
<b>el pasajero</b>	suitcase	<b>la revista</b>	beach
<b>el horario</b>	passenger	<b>el artículo</b>	magazine
<b>el ferrocarril</b>	schedule	<b>la ciudad</b>	article (as in a magazine)
<b>la sala de espera</b>	railroad	<b>la mar</b>	city
<b>la llegada</b>	waiting room	<b>el descuento</b>	sea
<b>la salida</b>	arrival	<b>la profesora</b>	discount
<b>la tarjeta de crédito</b>	departure	<b>hoy</b>	teacher
<b>la tarifa</b>	credit card	<b>ayer</b>	today
<b>la vía</b>	fare	<b>el impermeable</b>	yesterday
<b>el quiosco</b>	rail bed, track	<b>el hecho</b>	raincoat
<b>la clase primera</b>	kiosk	<b>la conquista</b>	deed, fact
<b>la clase segunda</b>	first class	<b>el edificio</b>	conquest
<b>el compañero</b>	second class	<b>la canasta</b>	building
<b>la palabra</b>	companion	<b>el lugar</b>	basket
<b>la pregunta</b>	word	<b>la mina</b>	place
<b>la información</b>	question	<b>la vista</b>	mine
<b>el equipaje</b>	information	<b>el pasado</b>	view
<b>el destino</b>	baggage, luggage	<b>el presente</b>	past
train station	destination	<b>la cueva</b>	present
route, trip	<b>la parada</b>	<b>la construcción</b>	cave
train	<b>la demora/el retraso</b>	stop, station	construction
train car, train coach	<b>el revisor/cobrador</b>	delay	
inhabitant	<b>el asiento/la plaza</b>	conductor (as of a train)	
automatic ticket machine	<b>el coche comedor</b>	seat	

## SPANISH II, LESSON THIRTEEN

## MODIFIERS/EXPRESSIONS

automático  
excelente

otro  
mucho

ferroviario  
durante

hacer parada  
antiguo

<b>històrico</b>	ancient, antique	<b>por</b>	accompanied by
<b>alta velocidad</b>	historical	<b>en tren</b>	if
<b>ràpido</b>	high speed	<b>ahora</b>	for, through
<b>entre</b>	rapid	<b>tampoco</b>	on a train, by train
<b>inolvidable</b>	between, among	<b>lo que</b>	now
<b>tropical</b>	unforgettable	<b>tambièn</b>	either/neither
<b>a lo largo</b>	tropical	<b>cerca de</b>	that which
<b>desde</b>	along	<b>de bolsillo</b>	also, too
<b>hacer cola/fila</b>	since, from	<b>porque</b>	near
<b>muy</b>	be/stand/make line	<b>contigo</b>	pocket (as size or fit into)
<b>importante</b>	very	<b>conmigo</b>	because
<b>sin embargo</b>	important	<b>honesto</b>	with you
<b>espectacular</b>	nevertheless	<b>¿a què hora?</b>	with me
<b>hispanohablante</b>	spectacular	<b>¿para cuando?</b>	honest
<b>¿cuànto tiempo tarda?</b>	Spanish-speaking	<b>aquí lo tiene</b>	at what time?
<b>hoy en día</b>	how long does it take?	<b>reducido</b>	for when
<b>¿còmo es?</b>	these days, nowadays	<b>para</b>	here it is (here you have)
<b>famoso</b>	how is? ( <i>not of health</i> )	<b>misterioso</b>	reduced, lowered
<b>delante de</b>	famous	<b>còmodo</b>	for, towards
<b>bien</b>	in front of, before	<b>casi</b>	mysterious
<b>por favor</b>	well	<b>frecuente</b>	comfortable
<b>pronto</b>	please	<b>estadounidense</b>	almost
<b>antes de</b>	quickly, soon	<b>lejos de</b>	frequent
<b>sencillo</b>	before	<b>increible</b>	of the United States
<b>alta</b>	simple, one-way	<b>remoto/aislado</b>	far from
<b>mas</b>	high, tall	<b>poco</b>	incredible
<b>cada</b>	more	<b>aventuroso</b>	remote, isolated
<b>apropiado</b>	each	<b>profundo</b>	little (as in quantity)
<b>ida y vuelta</b>	appropriate	<b>mismo</b>	adventurous
<b>a tiempo</b>	round-trip	<b>pendiente</b>	deep
<b>pròximo</b>	on time	<b>a pesar de</b>	same
<b>libre</b>	next	<b>imprescindible/obligatori</b>	steep, precipitous
<b>estudiantil</b>	free, empty, unoccupied	<b>o</b>	in spite of, despite
<b>luego</b>	student (as an adjective)	<b>colonial</b>	required, necessary
<b>estar en vacaciones</b>	later, next	<b>forzado</b>	colonial
<b>completo</b>	be on vacation	<b>bastante</b>	forced
<b>de salida</b>	complete	<b>viceversa</b>	enough
<b>de llegada</b>	departure	<b>mèdico</b>	vice-versa
<b>a caballo</b>	arrival	<b>¿por què?</b>	medical
<b>mañana</b>	on horseback	<b>escolar</b>	why
automatic	tomorrow	<b>enseguida</b>	school (as an adjective)
excellent	<b>propio</b>	<b>¿por dònde?</b>	right away
other, another	<b>acà/aquí</b>	<b>¿de dònde?</b>	for where?
much, a lot	<b>allì/allà</b>	own	from where?
railroad (as of a)	<b>secreto</b>	here	
during	<b>acompañado de</b>	there	
make a stop, stop at	<b>si</b>	secret	

## SPANISH II, LESSON THIRTEEN

SACAR (get, obtain, buy)  
TRABAJAR (work)

## INFINITIVES

SERVIR\* (serve)  
VER (see)

PODER*	(be able, can)	SENTARSE*	(sit down)
TENER*	(have)	AYUDAR	(help)
CONTRASTAR	(contrast)	VER	(see)
OBSERVAR	(observe)	DECIDIR	(decide)
VIAJAR	(travel, journey)	TRAER*	(bring, carry)
CRUZAR	(cross)	DECIR*	(say, tell)
COMPRAR	(buy)	PENSAR*	(think)
APROVECHARSE	(approve of)	ESTUDIAR	(estudiar)
ESPERAR	(await, hope)	APRENDER	(learn)
VENDER	(sell)	NECESITAR	(need)
PARARSE	(stand)	COMPRAR	(buy)
PONER	(put, place)	CLARIFICAR	(clarify)
HACER	(do, make, pack)	CONSTRUIR	(construct, build)
TOMAR	(take)	DESCUBRIR	(discover, find)
QUERER*	(want, wish)	EXPLICAR	(explain)
ESTAR	(be)	DESCRIBIR	(describe)
SELECCIONAR	(select)	INFERIR*	(infer)
INDICAR	(indicate)	CONFIRMAR	(confirm)
LLEGAR	(arrive)	SOBREVIVIR	(survive)
SALIR	(leave)	VIVIR	(live)
INSERTAR	(insert, put in)	VISITAR	(visit)
CONVERSAR	(converse, talk with)	LLOVER*	(rain)
LLEVAR	(carry, have on)	EXPRESAR	(express)
AYUDAR	(help)	TRATAR	(try)
RECORDAR*(remember)		SABER	(know)
REVISAR	(check, verify)	COMPLETAR	(complete)
VENIR*	(come)	ESCRIBIR	(write)
SUBIR	(climb, get on)	DAR	(give)
BAJARSE	(exit, get off, go down)	ESCOGER	(choose)
TRANSBORDAR	(transfer)	ESCUCHAR	(listen to)
CAMBIAR	(change)	PERSONALIZAR	(personalize)
ANDAR	(andar)	PAREAR	(match)
ALQUILAR	(rent, lease)	DESPERTARSE*	(get up, arise, awake)
RENTAR	(rent)	DORMIR*	(sleep)
BEBER	(drink)	ACOSTARSE*	(go to bed)
COMER	(eat)	LEVANTARSE	(get up, arise)
VERIFICAR	(check, verify)	CONOCER	(know, be acquainted with)
CHEQUEAR	(check, verify)	DIVERTIRSE*	(enjoy, be amused by)
MIRAR	(look at, watch)	FACTURAR	(check, register (as of luggage))
PAGAR	(pay, pay for)	ABROCHAR	(fasten)
TERMINAR	(end, finish)	IDENTIFICAR	(identify)
EMPEZAR*	(begin)		
MONTAR	(mount, ride, as of a horse)		

\* *indicates a stem-changing verb*

## SPANISH II, LESSON THIRTEEN

## THE IMPERFECT/PAST SUBJUNCTIVE

To date, you have learned—or should have learned!—the simple indicative tenses, the present progressive, the present perfect, the preterite perfect, the pluperfect, the future perfect, and the present subjunctive. Let us now look at the **imperfect/past subjunctive tense**.

This tense is used in the same way as the present subjunctive tense, except that the **imperfect/past subjunctive tense is used when the main clause of the sentence is in the imperfect, preterite, conditional or pluperfect**.

## Let us review why the subjunctive is used:

- \* to express formal imperatives or negative familiar imperatives (*present subjunctive only*)
- \* after a verb that expresses a wish, suggestion, request, insistence, or preference
- \* after a verb that expresses such emotions as sorrow, fear, doubt, joy, or hope
- \* after expressions that express possibility, doubt, regret, necessity, importance, or urgency
- \* after expressions of time such as *hasta que, despues de que, mientras, antes de que, cuando*, or *en cuanto* when the action in the dependent clause is expected to take place in the future
- \* after such expressions as *aunque, acaso, quiza, tal vez, a menos que, en caso de que, con tal que, para que, a fin de que, sin que, por mas que, por mucho que*, etc.
- \* in a dependent clause if the antecedent is vague, negative, indefinite, or nonexistent

## Here are some examples of the imperfect/past subjunctive, contrasted with the present subjunctive:

### conditional/past subjunctive

*Ella querria que el señor saliera.*

She would wish that the man leave.

### present subjunctive

*Ella quiere que el señor salga.*

She wishes that the man would leave

### imperfect/past subjunctive

*Mamá preferia que mi hermana pusiera la mesa.*

Mama wished that my sister would set the table.

### present subjunctive

*Mamá prefiere que mi hermana ponga la mesa.*

Mama wishes that my sister would set the table.

In both sets of examples, the subject is not sure that what she wants, or wanted, will occur. In the **first example**, the main clause verb is in the **imperfect indicative**, throwing the dependent clause verb into the **imperfect/past subjunctive**. In the **second example**, the main clause verb is in the **present indicative**, throwing the dependent clause verb into the **present subjunctive**.

## More examples:

### imperfect/past subjunctive

*No podría hacerlo sin que Uds. me ayudara.*

I wasn't able to do it unless you helped me.

### present subjunctive

*No puedo hacerlo sin que Uds. me ayuden.*

I'm not able to do it unless you help me.

### imperfect/past subjunctive

*Me sorprendió que mi hija no quisiera la falda.*

It surprised me that my daughter didn't want the skirt.

### present subjunctive

*Me sorprende que mi hija no quiera la falda.*

It surprises me that my daughter doesn't want the skirt.

In these examples, the subject expresses surprise about what happens, in the dependent clause. In the **first example**, the main clause verb is in the **preterite indicative**, throwing the dependent clause verb into the **imperfect/past subjunctive**. In the **second example**, the main clause verb is in the **present indicative**, throwing the dependent clause verb into the **present subjunctive**.

The imperfect/past subjunctive is also **used to show contrast to reality** after the expression "**como si**", **even if the main clause verb is in the present indicative**.

*Ella trabaja como si tuviera todo el día .*

She works as if she has all day.

*El señor hablaba como si fuera un experto.*

The man talked as if he were an expert.

*The implication is that she does not really have all day and that he was not really an expert.*

### imperfect/past subjunctive

*Le encantó a ella que su novio le trajera un anillo.*

She was charmed that her boyfriend brought her a ring.

### present subjunctive

*Le encanta a ella que su novio le traiga un anillo.*

She is charmed that her boyfriend bring her a ring.

### imperfect/past subjunctive

*Yo dudaba que los otros llegaran a tiempo.*

I doubted that the others would arrive on time.

### present subjunctive

*Dudo que los otros lleguen a tiempo.*

I doubt that the others will arrive on time.

### imperfect/past subjunctive

*La maestra enseñaría así para que comprendiéramos.*

The teacher would teach so that we would understand.

### present subjunctive

*La maestra enseña así para que comprendamos.*

The teacher teaches so that we might understand.

### imperfect/past subjunctive

*Insistíamos que los carpinteros reparan el techo.*

We insisted that the carpenters would repair the roof.

### present subjunctive

*Insistimos que los carpinteros reparen el techo.*

We insist that the carpenters repair the roof.

### imperfect/past subjunctive

*Ellos saldrían antes de que la policía llegaran.*

They would leave before the police arrived.

### present subjunctive

*Ellos salen antes de que la policía lleguen.*

They leave before the police arrive.

You can see in all of the above examples that there is **some element that requires the subjunctive verb form** in the dependent clause. You can see how the **preterite indicative, imperfect indicative, or conditional indicative in the main clause** requires the **imperfect/past subjunctive in the dependent clause** and that the **present indicative in the main clause** requires the **present subjunctive in the dependent clause**.

### How to form the imperfect/past subjunctive:

Here are the regular verb conjugations. ER and IR verbs are the same in regular conjugations. Note that the first and third person singular are the same form. The first person plural always has an accent mark.

#### SUBJECT

yo  
tù  
Ud/èl/ella  
nosotros-as  
vosotros-as  
Uds/ellos-as

#### AR

hablar  
hablara  
hablaras  
hablara  
hablàramos  
hablarais  
hablaran

#### cantar

yo  
tù  
Ud/èl/ella  
nosotros-as  
vosotros-as  
Uds/ellos-as

cantara  
cantaras  
cantara  
cantaramos  
cantarais  
cantaran

#### ER

comer  
comiera  
comieras  
comiera  
comièramos  
comierais  
comieran

#### beber

bebiera  
bebieras  
bebiera  
bebièramos  
bebierais  
bebieran

subiera  
subieras  
subiera  
subièramos  
subierais  
subieran

#### vivir

viviera  
vivieras  
viviera  
vivièramos  
vivierais  
vivieran

#### IR

subir

There is an **alternative inflectional ending for the imperfect/past subjunctive**, but it is not used much, especially in conversational Spanish. **Here are some examples:**

<b><u>SUBJECT</u></b>	<b><u>AR</u> <u>hablar</u></b>	<b><u>ER</u> <u>comer</u></b>	<b><u>IR</u> <u>subir</u></b>
yo	hablase	comiese	subiese
tù	hablases	comieses	subieses
Ud/èl/ella	hablase	comiese	subiese
nosotros-as	hablàsemos	comièsemos	subièsemos
vosotros-as	hablaseis	comieseis	subieseis
Uds/ellos-as	hablasen	comiesen	subiesen

### **Irregular imperfect/past subjunctive verbs:**

**The third person plural of the preterite indicative tense serves as the root for the imperfect/past subjunctive.** Be sure that you know which verbs are irregular in the preterite indicative! The first person plural of the imperfect/past subjunctive always has an accent mark.

<b><u>SUBJECT</u></b>	<b><u>decir</u></b>	<b><u>traer</u></b>	<b><u>conducir</u></b>
yo	dijera	trajera	condujera
tù	dijeras	trajeras	condujeras
Ud/èl/ella	dijeras	trajera	condujera
nosotros-as	dijèramos	trajèramos	condujèramos
vosotros-as	dijerais	trajerais	condujerais
Uds/ellos-as	dijeran	trajeran	condujeran

  

	<b><u>producir</u></b>	<b><u>traducir</u></b>	<b><u>leer</u></b>
yo	produjera	tradujera	leyera
tù	produjeras	tradujeras	leyeras
Ud/èl/ella	produjera	tradujera	leyera
nosotros-as	produjèramos	tradujèramos	leyèramos
vosotros-as	produjerais	tradujerais	leyerais
Uds/ellos-as	produjeran	tradujeran	leyeran

  

	<b><u>ir and ser</u></b> (the same)	<b><u>construir</u></b>	<b><u>contribuir</u></b>
yo	fuera	construyera	contribuyera
tù	fueras	construyeras	contribuyeras
Ud/èl/ella	fuera	construyera	contribuyera
nosotros-as	fuèramos	construyèramos	contribuyèramos
vosotros-as	fuerais	construyerais	contribuyerais
Uds/ellos-as	fueran	construyeran	contribuyeran

  

	<b><u>tener</u></b>	<b><u>andar</u></b>	<b><u>querer</u></b>
yo	tuviera	anduviera	quisiera
tù	tuvieras	anduvieras	quisieras
Ud/èl/ella	tuviera	anduviera	quisiera
nosotros-as	tuvièramos	anduvièramos	quisièramos
vosotros-as	tuvierais	anduvierais	quisierais
Uds/ellos-as	tuvieran	anduvieran	quisieran

	<b><u>hacer</u></b>	<b><u>saber</u></b>	<b><u>poder</u></b>
yo	hiciera	supiera	podiera
tù	hicieras	supieras	podieras
Ud/èl/ella	hiciera	supiera	podiera
nosotros-as	hicièramos	supièramos	podìèramos
vosotros-as	hicierais	supierais	podierais
Uds/ellos-as	hicieran	supieran	podieran

	<b><u>venir</u></b>	<b><u>estar</u></b>	<b><u>oir</u></b>
yo	viniera	estuviera	oyera
tù	vinieras	estuvieras	oyeras
Ud/èl/ella	viniera	estuviera	oyera
nosotros-as	vinieramos	estuvièramos	oyèramos
vosotros-as	vinierais	estuvierais	oyerais
Uds/ellos-as	vinieran	estuvieran	oyeran

You will see that the endings are somewhat irregular, although along the same general lines as the regular endings. The above verbs are irregular in one way or another in the preterite indicative tense, and therefore are irregular in the imperfect/past subjunctive. The “**ese**” endings can also be used. For instance, “**ir**” or “**ser**” can be **fuese, fueses, fuere, fuèsemos, fuèseis, fuesen**.

**More examples of the imperfect/past subjunctive, contrasted with the present subjunctive:**

**Quisimos que los mèdicos nos dijeran la verdad.**

We wanted the doctors to tell us the truth.

**El cartel prohibiò que los peatones entraran.**

The sign prohibited pedestrians from entering.

**Yo no creì que el sastre me hiciera un traje bueno.**

I didn't believe the tailor would make me a good suit.

**Èl preferìa que las chicas no cantaran.**

He preferred that the girls not sing.

**Yo habìa pedido que ella no saliera.**

I had asked that she not leave. (*her not to leave*)

**Serìa necesario que ellos estuvieran allí.**

It would be necessary for them to be there.

**Queremos que los mèdicos no digan la verdad.**

We want the doctors to tell us the truth.

**El cartel prohìbe que los peatones entren.**

The sign prohibits pedestrians from entering.

**Yo no creo que el sastre me haga un traje bueno.**

I don't believe the tailor will make me a good suit.

**Èl prefiere que las chicas no canten.**

He prefers that the girls not sing.

**Yo pido que ella no salga.**

I ask that she not leave. (*her not to leave*)

**Es necesario que ellos estén allí.**

It is necessary that they be there. (*for them to be there*)

You will notice that **the subjunctive translates from Spanish into English in various ways**. This is because the subjunctive is not used much in English. If you look at the **last two examples just above**, you can see that the dependent clause can be translated in two ways. “That they be there/that she not leave” are subjunctive. “For them to be there/her not to leave” are not. Either is correct in English. Notice also that there is an **essential element in the use of the subjunctive in each example**. That is, there is **some uncertainty, doubt, or element of control expressed**. That you want, believe, prohibit, ask, or prefer doesn't mean it will definitely happen!



Directions: Write the correct conjugated form for each tense. Then translate in the indicated (\*) tense.

01. El pasajero (observar)

present ind. \_\_\_\_\_ \*  
preterite \_\_\_\_\_  
imperfect \_\_\_\_\_  
future \_\_\_\_\_  
conditional \_\_\_\_\_  
pres. prog. \_\_\_\_\_  
pres. perf. \_\_\_\_\_  
pret. perf. \_\_\_\_\_  
pluperfect \_\_\_\_\_  
fut. perf. \_\_\_\_\_  
pres. subj. \_\_\_\_\_  
imp/past subj. \_\_\_\_\_

02. La locomotura (llegar)

present ind. \_\_\_\_\_  
preterite \_\_\_\_\_ \*  
imperfect \_\_\_\_\_  
future \_\_\_\_\_  
conditional \_\_\_\_\_  
pres. prog. \_\_\_\_\_  
pres. perf. \_\_\_\_\_  
pret. perf. \_\_\_\_\_  
pluperfect \_\_\_\_\_  
fut. perf. \_\_\_\_\_  
pres. subj. \_\_\_\_\_  
imp/past subj. \_\_\_\_\_

03. El horario (indicar)

present ind. \_\_\_\_\_  
preterite \_\_\_\_\_  
imperfect \_\_\_\_\_ \*  
future \_\_\_\_\_  
conditional \_\_\_\_\_  
pres. prog. \_\_\_\_\_  
pres. perf. \_\_\_\_\_  
pret. perf. \_\_\_\_\_  
pluperfect \_\_\_\_\_  
fut. perf. \_\_\_\_\_  
pres. subj. \_\_\_\_\_  
imp/past subj. \_\_\_\_\_

10. Él (pararse)

present ind. \_\_\_\_\_  
preterite \_\_\_\_\_

04. Los peatones (bajarse)

present ind. \_\_\_\_\_  
preterite \_\_\_\_\_  
imperfect \_\_\_\_\_  
future \_\_\_\_\_ \*  
conditional \_\_\_\_\_  
pres. prog. \_\_\_\_\_  
pres. perf. \_\_\_\_\_  
pret. perf. \_\_\_\_\_  
pluperfect \_\_\_\_\_  
fut. perf. \_\_\_\_\_  
pres. subj. \_\_\_\_\_  
imp/past subj. \_\_\_\_\_

05. Yo (empezar)

present ind. \_\_\_\_\_  
preterite \_\_\_\_\_  
imperfect \_\_\_\_\_  
future \_\_\_\_\_  
conditional \_\_\_\_\_ \*  
pres. prog. \_\_\_\_\_  
pres. perf. \_\_\_\_\_  
pret. perf. \_\_\_\_\_  
pluperfect \_\_\_\_\_  
fut. perf. \_\_\_\_\_  
pres. subj. \_\_\_\_\_  
imp/past subj. \_\_\_\_\_

06. Nosotros (salir)

present ind. \_\_\_\_\_  
preterite \_\_\_\_\_  
imperfect \_\_\_\_\_  
future \_\_\_\_\_  
conditional \_\_\_\_\_  
pres. prog. \_\_\_\_\_ \*  
pres. perf. \_\_\_\_\_  
pret. perf. \_\_\_\_\_  
pluperfect \_\_\_\_\_  
fut. perf. \_\_\_\_\_  
pres. subj. \_\_\_\_\_  
imp/past subj. \_\_\_\_\_

imperfect \_\_\_\_\_  
future \_\_\_\_\_  
conditional \_\_\_\_\_

07. Los guías (explicar)

present ind. \_\_\_\_\_  
preterite \_\_\_\_\_  
imperfect \_\_\_\_\_  
future \_\_\_\_\_  
conditional \_\_\_\_\_  
pres. prog. \_\_\_\_\_  
pres. perf. \_\_\_\_\_ \*  
pret. perf. \_\_\_\_\_  
pluperfect \_\_\_\_\_  
fut. perf. \_\_\_\_\_  
pres. subj. \_\_\_\_\_  
imp/past subj. \_\_\_\_\_

08. Vosotros (estar)

present ind. \_\_\_\_\_  
preterite \_\_\_\_\_  
imperfect \_\_\_\_\_  
future \_\_\_\_\_  
conditional \_\_\_\_\_  
pres. prog. \_\_\_\_\_  
pres. perf. \_\_\_\_\_  
pret. perf. \_\_\_\_\_ \*  
pluperfect \_\_\_\_\_  
fut. perf. \_\_\_\_\_  
pres. subj. \_\_\_\_\_  
imp/past subj. \_\_\_\_\_

09. Tú (pagar)

present ind. \_\_\_\_\_  
preterite \_\_\_\_\_  
imperfect \_\_\_\_\_  
future \_\_\_\_\_  
conditional \_\_\_\_\_  
pres. prog. \_\_\_\_\_  
pres. perf. \_\_\_\_\_  
pret. perf. \_\_\_\_\_  
pluperfect \_\_\_\_\_ \*  
fut. perf. \_\_\_\_\_  
pres. subj. \_\_\_\_\_  
imp/past subj. \_\_\_\_\_

pres. prog. \_\_\_\_\_  
pres. perf. \_\_\_\_\_  
pret. perf. \_\_\_\_\_

pluperfect \_\_\_\_\_  
fut. perf. \_\_\_\_\_\*

pres. subj. \_\_\_\_\_  
imp/past subj. \_\_\_\_\_

**11. Las profesoras (chequear)**

present ind. \_\_\_\_\_

preterite \_\_\_\_\_

imperfect \_\_\_\_\_

future \_\_\_\_\_

conditional \_\_\_\_\_

pres. prog. \_\_\_\_\_

pres. perf. \_\_\_\_\_

pret. perf. \_\_\_\_\_

pluperfect \_\_\_\_\_

fut. perf. \_\_\_\_\_

pres. subj. \_\_\_\_\_\*

imp/past subj. \_\_\_\_\_

**12. Uds. (poder)**

present ind. \_\_\_\_\_

preterite \_\_\_\_\_

imperfect \_\_\_\_\_

future \_\_\_\_\_

conditional \_\_\_\_\_

pres. prog. \_\_\_\_\_

pres. perf. \_\_\_\_\_

pret. perf. \_\_\_\_\_

pluperfect \_\_\_\_\_

fut. perf. \_\_\_\_\_

pres. subj. \_\_\_\_\_

imp/past subj. \_\_\_\_\_\*

**13. Mis compañeros (sacar)**

present ind. \_\_\_\_\_\*

preterite \_\_\_\_\_

imperfect \_\_\_\_\_

future \_\_\_\_\_

conditional \_\_\_\_\_

pres. prog. \_\_\_\_\_

pres. perf. \_\_\_\_\_

pret. perf. \_\_\_\_\_

pluperfect \_\_\_\_\_

fut. perf. \_\_\_\_\_

pres. subj. \_\_\_\_\_

imp/past subj. \_\_\_\_\_

**14. El revisor (verificar)**

present ind. \_\_\_\_\_

preterite \_\_\_\_\_\*

imperfect \_\_\_\_\_

future \_\_\_\_\_

conditional \_\_\_\_\_

pres. prog. \_\_\_\_\_

pres. perf. \_\_\_\_\_

pret. perf. \_\_\_\_\_

pluperfect \_\_\_\_\_

fut. perf. \_\_\_\_\_

pres. subj. \_\_\_\_\_

imp/past subj. \_\_\_\_\_

**15. Ud. (despertarse)**

present ind. \_\_\_\_\_

preterite \_\_\_\_\_

imperfect \_\_\_\_\_\*

future \_\_\_\_\_

conditional \_\_\_\_\_

pres. prog. \_\_\_\_\_

pres. perf. \_\_\_\_\_

pret. perf. \_\_\_\_\_

pluperfect \_\_\_\_\_

fut. perf. \_\_\_\_\_

pres. subj. \_\_\_\_\_

imp/past subj. \_\_\_\_\_

**16. Los caballos (cruzar)**

present ind. \_\_\_\_\_

preterite \_\_\_\_\_

imperfect \_\_\_\_\_

future \_\_\_\_\_\*

conditional \_\_\_\_\_

pres. prog. \_\_\_\_\_

pres. perf. \_\_\_\_\_

pret. perf. \_\_\_\_\_

pluperfect \_\_\_\_\_

fut. perf. \_\_\_\_\_

pres. subj. \_\_\_\_\_

imp/past subj. \_\_\_\_\_

**17. Ellas (hacer)**

present ind. \_\_\_\_\_

preterite \_\_\_\_\_

imperfect \_\_\_\_\_

future \_\_\_\_\_

conditional \_\_\_\_\_\*

pres. prog. \_\_\_\_\_

pres. perf. \_\_\_\_\_

pret. perf. \_\_\_\_\_

pluperfect \_\_\_\_\_

fut. perf. \_\_\_\_\_

pres. subj. \_\_\_\_\_

imp/past subj. \_\_\_\_\_

**18. El carro (llegar)**

present ind. \_\_\_\_\_

preterite \_\_\_\_\_

imperfect \_\_\_\_\_

future \_\_\_\_\_

conditional \_\_\_\_\_

pres. prog. \_\_\_\_\_\*

pres. perf. \_\_\_\_\_

pret. perf. \_\_\_\_\_

pluperfect \_\_\_\_\_

fut. perf. \_\_\_\_\_

pres. subj. \_\_\_\_\_

imp/past subj. \_\_\_\_\_

**19. Las señoritas (saber)**

present ind. \_\_\_\_\_

preterite \_\_\_\_\_

imperfect \_\_\_\_\_  
future \_\_\_\_\_  
conditional \_\_\_\_\_  
pres. prog. \_\_\_\_\_  
pres. perf. \_\_\_\_\_ \*  
pret. perf. \_\_\_\_\_  
pluperfect \_\_\_\_\_  
fut. perf. \_\_\_\_\_  
pres. subj. \_\_\_\_\_  
imp/past subj. \_\_\_\_\_

20. **Mis suegros (dar)**  
present ind. \_\_\_\_\_  
preterite \_\_\_\_\_  
imperfect \_\_\_\_\_  
future \_\_\_\_\_  
conditional \_\_\_\_\_  
pres. prog. \_\_\_\_\_  
pres. perf. \_\_\_\_\_  
pret. perf. \_\_\_\_\_ \*  
pluperfect \_\_\_\_\_  
fut. perf. \_\_\_\_\_  
pres. subj. \_\_\_\_\_  
imp/past subj. \_\_\_\_\_

21. **El mochilero (tener)**  
present ind. \_\_\_\_\_  
preterite \_\_\_\_\_  
imperfect \_\_\_\_\_  
future \_\_\_\_\_  
conditional \_\_\_\_\_  
pres. prog. \_\_\_\_\_  
pres. perf. \_\_\_\_\_  
pret. perf. \_\_\_\_\_  
pluperfect \_\_\_\_\_ \*  
fut. perf. \_\_\_\_\_  
pres. subj. \_\_\_\_\_  
imp/past subj. \_\_\_\_\_

22. **Las enfermeras (poner)**  
present ind. \_\_\_\_\_  
preterite \_\_\_\_\_  
imperfect \_\_\_\_\_  
future \_\_\_\_\_  
conditional \_\_\_\_\_  
pres. prog. \_\_\_\_\_  
pres. perf. \_\_\_\_\_  
pret. perf. \_\_\_\_\_  
pluperfect \_\_\_\_\_  
fut. perf. \_\_\_\_\_ \*  
pres. subj. \_\_\_\_\_  
imp/past subj. \_\_\_\_\_

23. **El vendedor (vender)**  
present ind. \_\_\_\_\_  
preterite \_\_\_\_\_  
imperfect \_\_\_\_\_  
future \_\_\_\_\_  
conditional \_\_\_\_\_  
pres. prog. \_\_\_\_\_  
pres. perf. \_\_\_\_\_  
pret. perf. \_\_\_\_\_  
pluperfect \_\_\_\_\_  
fut. perf. \_\_\_\_\_  
pres. subj. \_\_\_\_\_ \*  
imp/past subj. \_\_\_\_\_

24. **Ellos (irse)**  
present ind. \_\_\_\_\_  
preterite \_\_\_\_\_  
imperfect \_\_\_\_\_  
future \_\_\_\_\_  
conditional \_\_\_\_\_  
pres. prog. \_\_\_\_\_  
pres. perf. \_\_\_\_\_  
pret. perf. \_\_\_\_\_  
pluperfect \_\_\_\_\_  
fut. perf. \_\_\_\_\_  
pres. subj. \_\_\_\_\_  
imp/past subj. \_\_\_\_\_ \*

*Directions: Write the imperative forms for each:*

01. **Conocer**  
singform \_\_\_\_\_  
pluform \_\_\_\_\_  
affirm \_\_\_\_\_  
negfam \_\_\_\_\_

02. **Saber**  
singform \_\_\_\_\_  
pluform \_\_\_\_\_  
affirm \_\_\_\_\_  
negfam \_\_\_\_\_

03. **Salir**  
singform \_\_\_\_\_  
pluform \_\_\_\_\_  
affirm \_\_\_\_\_  
negfam \_\_\_\_\_

04. **Poner**  
singform \_\_\_\_\_  
pluform \_\_\_\_\_  
affirm \_\_\_\_\_  
negfam \_\_\_\_\_

05. **Tener**  
singform \_\_\_\_\_  
pluform \_\_\_\_\_  
affirm \_\_\_\_\_  
negfam \_\_\_\_\_

06. **Venir**  
singform \_\_\_\_\_  
pluform \_\_\_\_\_  
affirm \_\_\_\_\_  
negfam \_\_\_\_\_

07. **Hacer**  
singform \_\_\_\_\_  
pluform \_\_\_\_\_  
affirm \_\_\_\_\_  
negfam \_\_\_\_\_

08. **Ir**  
singform \_\_\_\_\_  
pluform \_\_\_\_\_  
affirm \_\_\_\_\_  
negfam \_\_\_\_\_

*Directions: Fill in the appropriate form of the indicated tense. Then translate the sentence.*

**Present subjunctive**

01. Esperamos que el tren \_\_\_\_\_ pronto. (Llegar)
- 
02. Me alegro de que mi hija \_\_\_\_\_ esa oportunidad. (Tener)
- 
03. Los profesores insisten en que nosotros \_\_\_\_\_ mucho. (Estudiar)
- 
04. Hago el trabajo aunque \_\_\_\_\_ inútil. (Ser)
- 
05. Ellos temen que sus amigos no les \_\_\_\_\_. (Ayudar)
- 
06. Preferimos que el médico nos \_\_\_\_\_ enseguida. (Examinar)
- 
07. Los padres de esa señorita quieren que ella \_\_\_\_\_ a una universidad buena. (Asistir)
- 
08. Estamos de acuerdo con tal de que ellos nos \_\_\_\_\_ bien. (Tratar).
- 
09. Ella insiste en que su novio le \_\_\_\_\_ la verdad en todas cosas. (Decir)
- 
10. Es posible que la película \_\_\_\_\_ tarde. (Empezar)
- 

**Imperfect/past subjunctive**

01. Me asombrò que esas alumnas \_\_\_\_\_ las lecciones. (Comprender)
- 
02. Seria agradable que ella me \_\_\_\_\_ un beso. (Dar)
- 
03. Ellos sospecharon que los otros no \_\_\_\_\_ el trabajo bien. (Hacer)
- 
04. No creíamos que los perros \_\_\_\_\_ en el cèsped sin ladrar. (Quedarse)
- 
05. Ella pidiò que los muchachos no \_\_\_\_\_ tanto. (Jugar)
- 
06. Mis amigos habian prohibido que yo les \_\_\_\_\_. (Ignorar)
- 
07. Todos los estudiantes estudiaban para que \_\_\_\_\_ el exàmen. (Aprobar)
- 
08. Era dudoso que el gato \_\_\_\_\_ el àrbol. (Subir)
- 
09. Era necesario que los niños \_\_\_\_\_ de la casa inmediatamente. (Irse)
- 
10. Yo habìa decidido andar al pueblo aislado aunque el guìa no me \_\_\_\_\_ la direcciòn. (Decir)
- 

**SPANISH II, LESSON THIRTEEN**

**PERFECT/COMPOUND TENSES**

*Directions: Fill in the appropriate form of the verb in the indicated tense. Then translate the sentence:*

### **present perfect**

01. Yo \_\_\_\_\_ todos los libros en la librería. (Comprar)
02. El pasajero \_\_\_\_\_ su maletín en el andén cerca de la vía ferroviaria. (Dejar)
03. El tren \_\_\_\_\_ en la estación de ferrocarril. (Llegar)
04. Nosotros \_\_\_\_\_ las monedas que están en nuestros bolsillos. (Identificar)
05. El afiche del horario \_\_\_\_\_ de la pared. (Caer)
06. El distribuidor automático \_\_\_\_\_ nuestros boletos de ida y vuelta. (Rasgar)
07. La guía les \_\_\_\_\_ a los mochileros las dificultades de caminar por el bosque. (Describir)
08. Esos jóvenes \_\_\_\_\_ por todas partes de ese país. (Viajar)
09. Uds. \_\_\_\_\_ muy de la mañana. (Levantarse)
10. Los peatones \_\_\_\_\_ la montaña por un sendero empinado. (Subir)

### **pluperfect**

01. Ellos \_\_\_\_\_ de la casa antes de que empezó la lluvia. (Salir)
02. Yo \_\_\_\_\_ antes de tomar el desayuno. (Vestirse)
03. Ella ya \_\_\_\_\_ cuando la tubería de agua se rompió. (Ducharse)
04. Nosotros \_\_\_\_\_ y luego el reloj dió la hora. (Acostarse)
05. Yo les \_\_\_\_\_ mis amigos dos veces antes de visitarles ayer. (Llamar)
06. El viajero \_\_\_\_\_ un sendero entre el bosque y la ciénaga. (Descubrir)
07. Cuando la tempesta empezó, ellos \_\_\_\_\_ sus carpas en el campamento. (Montar)
08. La maestra \_\_\_\_\_ la tarea cuando una alumna corrió del salón de clase. (Explicar)
09. Nosotros \_\_\_\_\_ en la cueva y muchos murciélagos volaron por la entrada. (Bajarse)
10. Antes de que el semáforo cambió al verde, el carro \_\_\_\_\_ el cruce. (Cruzar)

### **future perfect**

01. Para el fin del semestre, yo \_\_\_\_\_ muchas composiciones en esa clase. (Escribir)
02. Ellos ya \_\_\_\_\_ antes de las dos de la tarde. (Llegar)
03. Mis hijos \_\_\_\_\_ . (Acostarse)

04. Los mochileros \_\_\_\_\_ en el lago a pesar del agua frío. (Nadar)
05. Cuando yo me vuelvo a casa, el mecánico \_\_\_\_\_ el aireacondicionador. (Reparar)
06. Nosotros \_\_\_\_\_ en esta ciudad cinco años este verano. (Vivir)
07. ¿\_\_\_\_\_ tú una motocicleta en un mes? (Comprar)
08. Él \_\_\_\_\_ todas las deudas para el cinco de abril. (Pagar)
09. Yo \_\_\_\_\_ pronto esa película muchas veces. (Ver)
10. ¿Adónde \_\_\_\_\_ mis amigos? (Ir)

**SPANISH II, LESSON THIRTEEN**

**GENDER/NUMBER AGREEMENT**

*Directions: Write the correct modifier ending in the blank. Then translate the phrase:*

- |                                   |  |                                   |
|-----------------------------------|--|-----------------------------------|
| 01. La salida abrupt _____        | 12. El ferrocarril famos _____         | 23. La tela tejid _____           |
| 02. El coche comedor apuest _____ | 13. Unos hechos secret _____           | 24. Este quiosco pequeñ _____     |
| 03. Las playas atestad _____      | 14. Una calle de sentido<br>únic _____ | 25. El obrero ferroviari _____    |
| 04. La tela excelent _____        | 15. Aquellas montañas alt _____        | 26. El trayecto aislad _____      |
| 05. Las minas hond _____          | 16. La locomotura grand _____          | 27. Esas preguntas difícil _____  |
| 06. El sendero pendent _____      | 17. La palabra dich _____              | 28. Unos días ajetread _____      |
| 07. Una moneda pesad _____        | 18. Unos pasillos estrech _____        | 29. Los viajes estudiantil _____  |
| 08. Un bolsillo vaci _____        | 19. El asiento ocupad _____            | 30. Las ruinas espectacular _____ |
| 09. Aquel puente anch _____       | 20. Esa fila larg _____                | 31. Las vistas inolvidabl _____   |
| 10. El mundo enter _____          | 21. Esas maletas rascad _____          | 32. La cama cómod _____           |
| 11. Los pueblos antigu _____      | 22. El libro perdid _____              | 33. Los destinos tropical _____   |

**SPANISH II, LESSON THIRTEEN**

**EXPRESSIONS SCRAMBLE/TRANSLATE**

*Directions: Unscramble and write the expressions in Spanish. Then translate them. Spaces, accents, punctuation marks, and tildes are omitted.*

- |                   |                  |                      |
|-------------------|------------------|----------------------|
| 01. aaaidetldcolv | 02. omadocpadena | 03. escaioeenstarvnc |
| _____             | _____            | _____                |
| _____             | _____            | _____                |

04. redaeasp	09. aaaadrprehc	17. leaddias
05. aeiogbmnr	10. lidloboels	18. labocaaal
06. ladeeentd	11. vireroioarf	19. acderec
07. ntlqeioaiu	12. teanesd	20. eednodd
08. poemati	13. ageledlad	21. eorupq
	14. soledje	22. flacieahr
	15. goaoalrl	23. eoodrpdn
	16. Roarvopf	24. tmcotuaientodapar

**SPANISH II, LESSON THIRTEEN**

**SER/ESTAR/HAY**

*Directions: Fill in the appropriate form of ser, estar, or hay. Then translate the sentence:*

- |   |   |
|---|---|
| 01. Esa señorita allí _____ estadounidense.     | 08. El edificio alto _____ en construcción.   |
| 02. Este sillón _____ rasgado y sucio.          | 09. _____ dos impermeables en la guardarropa. |
| 03. La cueva _____ profunda y oscura.           | 10. Mi carro _____ cerca del monumento.       |
| 04. Ella _____ alegre de verme!                 | 11. La próxima parada _____ nuestro destino.  |
| 05. No _____ una guía para la excursión.        | 12. Esos caballos _____ muy enfermos.         |
| 06. Ese asiento _____ libre.                    | 13. Los viajeros _____ en el andén ahorita.   |
| 07. Aquel trayecto de la carrera _____ aislado. | 14. Esa señorita allí _____ mi compañera.     |

**SPANISH II, LESSON THIRTEEN**

**PRONOUN USE**

*Directions: Fill in the appropriate pronouns. Then translate the sentence.*

01. \_\_\_\_\_ saqué mi libro de matemáticas de mi cajón en el pasillo, y \_\_\_\_\_ puse en \_\_\_\_\_ mochila.

02. Ella necesitaba una màquina de coser, y su abuela \_\_\_\_\_ comprò para ella.
- 
03. \_\_\_\_\_ gustan mucho las ciruelas, y voy a comprar \_\_\_\_\_ ahorita.
- 
04. Elena habìa oïdo un cuento interesante, pero ella no \_\_\_\_\_ dijo a las otras chicas.
- 
05. Los niños querían ir a la fiesta, pero el anfitriòn no \_\_\_\_\_ invitò.
- 
06. A ella \_\_\_\_\_ gustaba ir a las fiestas, pero \_\_\_\_\_ causò muchos problemas.
- 
07. Esos estudiantes querían ver las obras de ese artista, y èl \_\_\_\_\_ mostrò a ellos.
- 
08. Yo ya \_\_\_\_\_ habìa vestido cuando \_\_\_\_\_ esposa \_\_\_\_\_ fue de la casa.
- 
09. Ella habìa comprado la falda, y \_\_\_\_\_ puso antes de salir de la tienda.
- 
10. A mì me gustaba mi viaje a España, y \_\_\_\_\_ prometì que visitaria otra vez.
- 
11. Ella \_\_\_\_\_ peina el pelo dos veces cada día.
- 
12. \_\_\_\_\_ conozco a esas señoritas, pero no voy a invitar \_\_\_\_\_ a la fiesta.
- 
13. Yo \_\_\_\_\_ habrè mandado la carta a ella antes de que ella volverà a su casa.
- 
14. Era un gran problema, y yo \_\_\_\_\_ explicò a mis colegas.
- 
15. No sabemos la contraseña, pero el dueño \_\_\_\_\_ dijo cuando entramos en la oficina.
- 
16. Mariela no sabìa \_\_\_\_\_ habìa pasado antes de que nosotros \_\_\_\_\_ contamos a ella.
- 
17. Necesito ese bolìgrafo allí. Traiga \_\_\_\_\_ Ud., por favor.
- 
18. Ellos \_\_\_\_\_ fueron sin decir nada a nadie.
- 
19. Tengo el informe de ventas para el dueño. Voy a dàr \_\_\_\_\_ a èl.
- 
20. Dije a mis hijos que \_\_\_\_\_ levanten.
-