

SPANISH I, LESSON TEN
NEILL CHAFFIN/ROOM A-315
DECEMBER 2014

The overall goal of this lesson is to provide students with reinforcing and reviewing exercises over material covered in Lessons One, Two, Three, Four, Five, Six, Seven, Eight, and Nine, to introduce new vocabulary and idiomatic expressions, and to expand on standards of grammar and usage.

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

01. Complete a vocabulary puzzle of presented vocabulary.
02. Complete a matching exercise of presented vocabulary.
03. Complete an exercise on the preterite past tense.
04. Complete an exercise on the imperfect past tense.
05. Complete translating exercises involving selected vocabulary/expressions.
06. Complete translating exercises involving imperatives, pronouns, gender/number agreement, and general vocabulary.
07. Orally pronounce presented words.

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 | * | various translating exercises |
| * | explanatory text | * | various matching exercises |
| * | crossword puzzle | * | scoring rubric |

LESSON TEN: THE IMPERFECT PAST TENSE

As you have previously learned, there are two simple past tenses in Spanish, the preterite and the imperfect. They are used under specific circumstances. They are both formed by dropping the infinitive endings and adding inflected endings, just like the present tense. I mention this again because before the end of

the school year we will look at a couple of verb tenses that add inflectional endings without dropping the infinitive endings.

As you have already learned, the **preterite past tense** indicates an action that took place at a specific time in the past. The action began and ended at a time in the past, even if the action went on for some time. Another way of putting this is to say that the action was completed at a definite time in the past.

The **imperfect past tense** indicates a continuing action in the past. That is to say, it expresses an action that was continuous in the past and its completion is not indicated. It is used to express an action in the past that was customary or habitual. It is used for the following:

- * **to express an action that was going on in the past at the same time as another action;**
Mi gato corría y mi perro ladraba.
 My cat was running and my dog was barking.
- * **to express an action that was going on in the past when another action occurred;**
El profesor hablaba cuando la muchacha salió.
 The teacher was talking when the girl left.
Note: the second action will be in the preterite!
- * **to express an action that a person did habitually in the past;**
Cuando yo estaba en el ejército, yo me levantaba muy de la mañana.
 When I was in the army, I got up (used to get up) (would get up) very early.
- * **to express a mental, emotional, or physical condition/process, or description in the past;**
Me gustaba bañarme en agua muy caliente.
 I liked bathing (used to like bathing) in very hot water.
Yo estaba triste todo el día.
 I was sad all day.
El muchacho era gordo cuando era muy joven.
 The boy was fat (used to be fat) when he was very young.
- * **the time of day in the past;**
Era la una de la mañana.
 It was one in the morning.
- * **to express an action that occurred in the past and lasted a certain time before another past action;**
Hacia dos días que nosotros trabajábamos en el jardín hasta que empezó la lluvia.
 We had been working in the garden for two days until the rain began.
Note: the second action will be in the preterite!
- * **to express an indirect quotation in the past.**
Ellos dijeron que necesitaban salir de la escuela.
 They said that they needed to leave the school.

It is common to use certain adverbial phrases with the imperfect tense:

<i>muchas veces</i>	many times	<i>de vez en cuando</i>	from time to time
<i>con frecuencia</i>	frequently	<i>a menudo</i>	often
<i>frecuentemente</i>	frequently	<i>todos las noches</i>	every night
<i>los sábados</i>	on Saturdays	<i>todos los días</i>	every day
<i>cada mes, año, etc.</i>	every month, year, etc.	<i>siempre</i>	always
<i>a veces</i>	sometimes		

As you can see, the imperfect is used for many reasons, more so than the preterite. The good news is that the imperfect is very regular in formation. There are only **three verbs that are irregular** in the imperfect: **ir, ser, and ver.**

	<u>Ir</u>	<u>Ser</u>	<u>Ver</u>
yo	iba	era	veía
tú	ibas	eras	veías
Ud./èl/ella	iba	era	veía

nosotros-as	íbamos	éramos	veíamos
vosotros-as	ibais	erais	veíais
Uds./ellos/ellas	iban	eran	veían

Except for the three verbs shown above, the imperfect is formed by dropping the infinitive ending (AR/ER/IR) and adding the following inflectional endings: **aba, abas, aba, àbamos, abais, aban** for **AR** verbs and **ia, ias, ia, iamos, iais, ian** for **ER/IR** verbs. Note that the ending for first person singular and third person singular are the same.

For AR verbs:

	<u>Hablar</u>	<u>Cantar</u>	<u>Arreglar</u>
yo	hablaba	cantaba	arreglaba
tù	hablabas	cantabas	arreglabas
Ud./èl/ella	hablaba	cantaba	arreglaba
nosotros-as	hablàbamos	cantàbamos	arreglàbamos
vosotros-as	hablabais	cantabais	arreglabais
Uds./ellos/ellas	hablaban	cantaban	arreglaban

For ER/IR verbs:

	<u>Comer</u>	<u>Subir</u>	<u>Conocer</u>
yo	comìa	subìa	conocìa
tù	comìas	subìas	conocìas
Ud./èl/ella	comìa	subìa	conocìa
nosotros-as	comìamos	subìamos	conocìamos
vosotros-as	comìais	subìais	conocìais
Uds./ellos/ellas	comìan	subìan	conocìan

Again, there are only three irregular verbs in the imperfect tense, as shown above: **ir, ser, and ver**. The remainder, as you can see, are absolutely predictable.

More examples of the use of the imperfect past tense:

Yo estudiaba mucho cuando asistìa a la universidad.

I studied when I was at the university.

I used to study a lot when I used to be at the university.

I would study a lot when I was at the university.

These all indicate habitual or customary past actions.

Ella hablaba mientras tocaba la orquesta.

She talked while the orchestra played.

She was talking while the orchestra played.

These indicate two simultaneous past actions.

Cuando ellos vivìan en California, íbamos a la playa casi cada dìa.

When they lived in California, they went to the beach almost every day.

When they used to live in California, they used to go to the beach almost every day.

When they lived in California, they would go to the beach every day.

These indicate habitual or customary past actions.

Hacia mas que dos horas que trabajàbamos en el techo y escuchàbamos la mùsica.

We were working for two hours on the roof and listening to music.

These indicate two simultaneous past actions.

Yo estaba alegre cuando vivìa en Alemania.

I was happy when I lived in Germany.

I used to be happy when I used to live in Germany.

These indicate physical, emotional, mental conditions in the past.

La muchacha cantaba y el muchacho reìa.

The girl was singing, and the boy was laughing.

These indicate two simultaneous past actions.

La seõorita trabajaba en el banco, y era rubia.

The young lady worked in the bank, and she was blond.

The indicates a past action that may still be occurring, and a physical condition in the past.

Hacia buen tiempo ese verano.

There was good weather that summer.

This indicates a weather condition in the past.

Eran las siete de la noche, y estàbamos cansados.

It was seven at night, and we were tired.

This indicates time in the past and a physical condition in the past.

Un negociante vendìa los refrigeradores, y el otro los compraba.

One merchant was selling refrigerators, and the other was buying them.

This indicates two simultaneous past actions

The imperfect versus the preterite:

Ella cantaba cada dia.

She used to (would) sing every day.

This expresses an habitual past action.

Ella cantò ayer.

She sang yesterday.

This is an action that occurred and ended at a specific time in the past.

Yo vivìa en Los Angeles durante muchos años.

I lived in Los Angeles for many years.

The use of the imperfect indicates it is not clear if I still live there or not.

Yo vivìò en Los Angeles durante cinco meses.

I lived in Los Angeles for five months.

The use of the preterite indicates that I no longer live there.

Yo la veìa de vez en cuando.

I saw her from time to time.

The use of the imperfect, and the following phrase, indicate an habitual past action.

Yo la vi dos veces la semana pasada.

I saw her twice last week.

The use of the preterite indicates a past action that ended in the past.

Bailàbamos todos los sàbados.

We used to (would) dance every Saturday.

The imperfect, and the following phrase, indicate an habitual or customary past action.

Ellos bailaron el sàbado.

They danced Saturday.

The use of the preterite indicates a past action that ended in the past.

Las chicas andaban mientras los chicos corrìan.

The girls walked while the boys ran.

The imperfect indicates two past actions that were occurring at the same time.

Trabajàbamos en el cèsped hasta que empezò la lluvia.

We were working in the yard until the rain began.

The first verb is in the imperfect and the second in the preterite. The first indicates an action that was occurring in the past but ended when the second action occurred.

Mis amigos discutìan los resultados de la prueba cuando el profesor los anunciò.

My friends were discussing the results of the test when the teacher announced them.

The first verb is in the imperfect and the second in the preterite. The first indicates an action that was occurring in the past but ended when the second action occurred.

Mi hermana me dijo ayer que oìa un ruido misterioso.

My sister told me yesterday that she heard a mysterious noise.

The first verb is preterite; the second is an indirect quote and thus imperfect.

As indicated before, sometimes the use of either past tense is clarified by using certain adverbials, as already shown above:

For the imperfect tense:

<i>muchas veces</i>	many times	<i>de vez en cuando</i>	from time to time
<i>con frecuencia</i>	frequently	<i>a menudo</i>	often
<i>frecuentemente</i>	frequently	<i>todos las noches</i>	every night
<i>los sàbados</i>	on Saturdays	<i>todos los dìa</i>	every day
<i>cada mes, aña, etc.</i>	every mes, year, etc.	<i>siempre</i>	always
<i>a veces</i>	sometimes		

Notice that all of the above phrases indicate an habitual or customary past action not pegged to a particular time in the past or indicating a specific end to the action.

For the preterite tense:

<i>ayer</i>	yesterday	<i>durante seis dìa</i>	for six days
<i>anteayer</i>	the day before yesterday	<i>el otro dìa</i>	the other day
<i>la semana pasada</i>	last week	<i>hace dos dìa, aña, etc.</i>	for two days, years, etc.
<i>anoche</i>	last night	<i>el mes, el aña, etc. pasado</i>	last month, year, etc.
<i>noche pasada</i>	last night		

Notice that all of the above phrases indicate an action that occurred and ended at a particular time in the past.

Below are two brief stories derived from my memory of life in the army in Germany some forty years ago. The **first story**, describing a typical Saturday, is written using the **imperfect tense**, since the events are not ones that took place at a particular time. They describe habitual or customary past actions. The translation is in the right-hand column. The **second story** describes a particular series of events on a particular day. It is written largely in the **preterite tense**. Again, the translation is in the right-hand column.

Quando yo estaba en el ejèrcito en Alemania, pequeño y antiguo no muy lejos de allí.
ya hace cuarenta aña pasados, me levantaba muy de la mañana los sàbados. Me bañaba en ducha y me vestia. Iba a la cafeteria para tomar el desayuno. Caminàbamos en un camino que pasaba por campos verdes y frondosos. Era muy hermosa. Hablàbamos del campo, de los problemas de la vida diaria militar, y de nuestros familias y hogares mientras andàbamos.
De allí, unos amigos y yo nos ibamos del puesto militar y dàbamos una caminata al pueblo. Al llegar en el pueblo, andàbamos por las calles

aguijarradas y estrechas entre casas y otros edificios muy antiguos. El pueblo estaba allí desde casi once siglos, bien preservado, y era muy pintoresco. Andábamos de un parte a otro del pueblo, y mirábamos las vistas interesantes. Había una iglesia muy imponente y un monasterio fortificado con murallas de piedra muy altas.

Nos sentábamos en un café de aire libre con mesas en las aceras. La moza nos traía las cervezas, las salchichas, y las papas fritas. Comíamos, hablábamos, y jugábamos a naipes. Mirábamos las señoritas que pasaban por allí.

Notice that the verbs are in the imperfect tense. This is because the actions in the story are habitual ones, not ones that occurred at a particular time.

Un sábado, cuando **estaba(1)** en el ejército en Alemania, ya hace muchos años pasados, me levanté muy de la mañana. Me bañé en ducha y me vestí. Fui a la cafetería para tomar el desayuno.

Unos amigos y yo nos fuimos del puesto militar y caminamos por un camino en la dirección de un cerro no muy lejos de allí. **Caminábamos(2)** cuando vimos una locomotora de vapor que **se paraba(3)** en el ferrocarril, sin moverse. **Era(4)** vieja. Empezamos a hablar con un miembro de la tripulación. Nos dijo que **tenían(3)** problemas en operar la locomotora debido a su vejez y también porque les faltaba la experiencia en operarla. La **manejaban(3)** a un museo.

Continuamos al cerro donde nos sentimos en un café de aire libre enfrente de una iglesia arruinada. La moza nos trajo unas cervezas, unas salchichas, y papas fritas. Hablamos y comimos

Jugábamos(2) a naipes cuando vimos una

When I was in the army in Germany, forty years ago, I used to get up very early on Saturdays. I would shower and get dressed. I would go to the cafeteria to have breakfast.

From there, some friends and I used to leave the military base and take a hike to the small ancient town not far from there. We would walk on a road that passed through lush green field. It was very beautiful.

We would talk about the countryside, the daily problems of military life, and of our families and homes while we walked.

Upon arriving in the town, we used to walk through the narrow cobblestone streets between houses and other buildings that were very old. The town had been there for almost eleven centuries, well-preserved, and it was very picturesque. We would walk from one part of the town to the other, and we would look at the interesting sights. There was a very impressive church and a fortified monastery with very high stone walls.

We used to sit down at an open-air cafe with tables on the sidewalks. The waiter would bring us beers, sausages, and french fries. We would eat, talk, and play cards. We would watch the girls that passed by.

Notice the frequent use of “would” and “used to” in the verb forms. In English this is used to indicate habitual past actions.

One day, when I **was** in the army in Germany, many years ago, I got up early in the morning. I showered and got dressed. I went to the cafeteria to eat breakfast.

Some friends and I left the military base and walked along a road in the direction of a hill not far from there. We **were walking** when we saw a steam locomotive that **was standing** on the railroad without moving. It **was** old. We began to talk to a member of the crew. He told us that they **were having** problems operating the locomotive due to its age and their lack of experience in operating it. They **were driving** it to a museum.

tempestad marchándose de atrás de los campos cerca del cerro. Nos fuimos del café para mirarla. Vimos relámpagos golpeando los campos. Por fin, nos sentimos la electricidad en el aire y en el suelo, y corrimos al adentro del café.

Notice that most of the verbs in this story are in the preterite tense because the actions took place at particular times in the past. The exceptions, written in the imperfect, are bold-faced. They indicate an action that was occurring when another action took place(2), a continuing past action(3), a physical condition in the past(4), or something not pegged to a particular time in the past(1).

We continued to the hill where we sat down at an open-air cafe in front of a ruined church. The waitress brought us some beers, sausages, and french fries. We talked and ate.

We **were playing** cards when we saw a storm coming across the fields near the hill. We left the cafe in order to watch it. We saw lightning bolts striking the fields. Finally we felt the electricity in the air and in the ground, and we ran inside the cafe.

Notice that with only a few exceptions, all these events took place at particular times. The exceptions are not differentiated in English. In Spanish, they would be in the imperfect (see the Spanish version to the left).

LESSON TEN: INFINITIVES IN THE PRESENT, PRETERITE, AND IMPERFECT

<u>GANAR</u>	<u>PRESENT</u>	<u>PRETERITE</u>	<u>IMPERFECT</u>
yo	gano	ganè	ganaba
tù	ganas	ganaste	ganabas
Ud./èl/ella	gana	ganò	ganaba
nosotros-as	ganamos	ganamos	ganàbamos
vosotros-as	ganàis	ganasteis	ganabais
Uds./ellos/ellas	ganan	ganaron	ganaban

<u>RECIBIR</u>	<u>PRESENT</u>	<u>PRETERITE</u>	<u>IMPERFECT</u>
yo	recibo	recibì	recibìa
tù	recibes	recibiste	recibias
Ud./èl/ella	recibe	recibiò	recibìa
nosotros-as	recibimos	recibimos	recibìamos
vosotros-as	recibìs	recibisteis	recibiais
Uds./ellos/ellas	reciben	recibieron	recibian

<u>TEMER</u>	<u>PRESENT</u>	<u>PRETERITE</u>	<u>IMPERFECT</u>
yo	temo	temì	temìa
tù	temes	temiste	temias
Ud./èl/ella	teme	temiò	temìa
nosotros-as	tememos	temimos	temìamos
vosotros-as	temèis	temisteis	temiais
Uds./ellos/ellas	temen	temieron	temian

Notice, as mentioned before, how the **AR verb** in the imperfect takes the **aba, abas, aba, àbamos, abais, aban** endings. The **ER/IR** verbs conjugate exactly the same as each other in the imperfect and take the **ìa, ìas, ia, ìamos, ìais, ìan** endings. *The only irregulars in the imperfect are **ir, ser, and ver**, as shown earlier.*

LESSON TEN: TRANSLATION/IMPERFECT TENSE

Directions: Write the imperfect tense form of the verb to match the subject. Then translate the phrase:

01. El muchacho subìa (subir) The boy climbed

02. Las señoritas _____ (comprender)
03. La vaca _____ (comer)
04. El vendedor _____ (vender)
05. El camión _____ (pararse)
05. El despertador _____ (tocar)
06. Los pájaros _____ (cantar)
07. La profesora _____ (gritar)
08. El perro _____ (ladrar)
09. El gato _____ (rastrar)
10. Los niños _____ (jugar)
11. La mujer _____ (caerse)
12. La clase _____ (empezar)
13. El abuelo _____ (recibir)
14. La enfermera _____ (salir)
15. Mis hermanas _____ (dormir)
16. Nuestros tíos _____ (llegar)
17. Esas cabras _____ (morir)
18. Aquel césped _____ (crecer)
19. Ese hombre _____ (levantarse)
20. Esos niños _____ (acostarse)
21. El techo _____ (gotear)
22. Yo _____ (bañarse)
23. Nosotros _____ (andar)

24. Tú _____ (peinarse)
25. La criada _____ (limpiar)
26. Los estudiantes _____ (estudiar)
27. El avión _____ (aterrizar)
28. Las señoritas _____ (entender)
29. El sol _____ (brillar)
30. Ellos _____ (ir)
31. Ella _____ (ver)
32. Tú _____ (ser)
33. El carpintero _____ (construir)
34. Los mecánicos _____ (reparar)
35. Tus primos _____ (irse)
36. Él _____ (afeitarse)
37. Los pescados _____ (nadar)
38. Las abejas _____ (volar)
39. El topo _____ (cavar)
40. Mi papá _____ (pintar)
41. Mi hermano _____ (sentarse)
42. La mujer _____ (secarse)
43. Los pasajeros _____ (abordar)
44. El autor _____ (escribir)
45. El mozo _____ (servir)

LESSON TEN: TRANSLATION/PRETERITE TENSE

Directions: Write the preterite tense form of the verb to match the subject. Then translate the phrase:

01. El mercante comprò _____ (comprar)
El mercante comprò _____

02. La señorita _____ (perder)

- | | |
|-------------------------------------|--|
| 03. Las vacas _____ (dormir) | 24. Tù _____ (peinarse) |
| 04. El autobùs _____ (doblar) | 25. Las criadas _____ (limpiar) |
| 05. El pato _____ (volar) | 26. Los estudiantes _____ (comprender) |
| 05. Los despertadores _____ (tocar) | 27. El aviòn _____ (aterrizar) |
| 06. Las señoritas _____ (cantar) | 28. Los vasos _____ (romper) |
| 07. Las maestras _____ (enseñar) | 29. Las estrellas _____ (brillar) |
| 08. El niño _____ (hablar) | 30. Èl _____ (ir) |
| 09. Los gatos _____ (rastrar) | 31. Ellas _____ (ver) |
| 10. La niña _____ (jugar) | 32. Nosotros _____ (ser) |
| 11. El fuente _____ (caerse) | 33. Los gatos _____ (agarrar) |
| 12. Las clases _____ (empezar) | 34. El relojero _____ (reparar) |
| 13. El primo _____ (enviar) | 35. Tus primos _____ (sufrir) |
| 14. El doctor _____ (salir) | 36. Èl _____ (conocer) |
| 15. Mi hermana _____ (bailar) | 37. Los pescados _____ (nadar) |
| 16. Tu tia _____ (anunciar) | 38. Las avispas _____ (volar) |
| 17. Esa vaca _____ (morir) | 39. Los topos _____ (cavar) |
| 18. Aquel hombre _____ (aplaudir) | 40. Mis nietos _____ (pintar) |
| 19. Esos jòvenes _____ (casarse) | 41. Nuestra papà _____ (sentarse) |
| 20. Esa niña _____ (adivinar) | 42. Las mujeres _____ (secarse) |
| 21. El conductor _____ (adelantar) | 43. Los pasajeros _____ (desembarcar) |
| 22. Tù _____ (saber) | 44. El autor _____ (acertar) |
| 23. Uds. _____ (andar) | 45. El camarero _____ (servir) |

LESSON TEN: TRANSLATION/PRETERITE VERSUS IMPERFECT

Directions: Choose the appropriate form of the infinitive in parentheses, using **either the preterite or the imperfect**, whichever is **appropriate**. Then translate the sentence.

01. Cuando nosotros *vivíamos* _____ (vivir) en Los Angeles, *íbamos* _____ (ir) a la playa casi todos los domingos.

When we used to live in Los Angeles, we would go to the beach almost every Sunday.

02. El profesor _____ (enseñar) cuando el estudiante _____ (correr) del salón de clase.
03. Después de que mi hijo se _____ (trasladar) a California, yo le _____ (dar) llamadas por teléfono de vez en cuando.
04. Durante todos los días, las señoritas _____ (bailar) y los señores _____ (cantar).
05. _____ (ser) las ocho de la noche cuando yo _____ (regresar) a casa ayer.
06. Todas las noches ella _____ (bañarse) y _____ (cepillarse) el pelo.
07. La muchacha me _____ (decir) que ella _____ (romper) la ventana.
08. El mes pasado mi hijo me _____ (visitar).
09. La clase _____ (empezar), y los estudiantes _____ (aprender) mucho.
10. Muchas veces las chicas _____ (hablar) y los chicos _____ (escuchar).
11. El reloj _____ (dar) la hora, y yo _____ (levantarse).
12. El otro día ella _____ (leer) los cuentos interesantes italianos.
13. A veces mis gatos _____ (correr) por la casa y _____ (saltar) sobre los muebles.
14. Anoche mi hermana _____ (comer) cuatro pollos fritos con pan tostado sin mantequilla ni mermelada.
15. La muchacha _____ (ser) alta y delgada.
16. Ella siempre _____ (tocar) la guitarra en el patio.
17. Cada día los vecinos _____ (trabajar) en el jardín.
18. Los sábados él _____ (dormir) hasta las once de la mañana.
19. El sábado pasado el _____ (levantarse) más temprano, a las diez.
20. Las chicas _____ (andar) hasta que la lluvia _____ (empezar).

LESSON TEN:

REVIEW VOCABULARY MATCHING:

Directions: Match the words in Spanish to their English equivalents by writing the letter of the English equivalent in front of the number of the word in Spanish:

- | | | | |
|----------------------|------------------|-------------------|--------------------|
| 01. El escritorio | 05. La camisa | 09. Los guantes | 13. Los calcetines |
| 02. La regla | 06. El baile | 10. El horario | 14. El marcador |
| 03. El bolígrafo | 07. El televisor | 11. Las persianas | 15. El talajápices |
| 04. La ropa interior | 08. El cinturón | 12. La ciencia | 16. El calentador |

17.	El ventilador	x.	Janitor	31.	Llano/igual	a.	Busy/occupied
18.	El estante	y.	Doctor	32.	Roto	b.	Young
19.	Los pantalones	z.	Counselor	33.	Generoso	c.	Happy
20.	El piso	aa.	Ruler	34.	Estúpido	d.	Bad
21.	La muralla	bb.	Pants/trousers	35.	Misterioso	e.	Dangerous
22.	La pizarra	cc.	Marker	36.	Triste	f.	Angry
23.	La puerta	dd.	Dance	37.	Vivo	g.	Worse
24.	El cajón	ee.	Ball point pen	38.	Muerto	h.	Clean
25.	El abogado	ff.	Socks	39.	Tonto	i.	Easy
26.	El portero	gg.	Belt	40.	Inteligente	j.	Worst
27.	El cocinero	hh.	Clock/watch	41.	Ignorante	k.	Useful
28.	El gerente	ii.	Heater	42.	Ligero	l.	Full
29.	El político	jj.	Pillow	43.	Feal/integro	m.	Well
30.	El sacerdote	kk.	Horse	44.	Enfermo	n.	Broken
31.	El consejero	ll.	Rabbit	45.	Pesado	o.	Foolish/silly
32.	El bombero	mm.	Fireman			p.	Stupid
33.	El cajero	nn.	Window			q.	Wise
34.	El médico	oo.	Cook			r.	Empty/vacant
35.	La ventana	pp.	Locker			s.	Light
36.	El reloj	rr.	Door			t.	Thick
37.	La alfombra	ss.	Wall			u.	Mysterious
38.	La almohada	tt.	Chalkboard			v.	Unknown
39.	El dueño	01.	Fácil			w.	Idle/unoccupied
40.	El hogar	02.	Seguro			x.	Smooth/soft
41.	La bicicleta	03.	Desocupado			y.	Difficult
42.	El conejo	04.	Feliz/alegre			z.	Equal/level
43.	El caballo	05.	Limpio			aa.	Sad
44.	La culebra	06.	Tacaño			bb.	Heavy
45.	La mosca	07.	Ocupado			cc.	Dead
a.	Television set	08.	Sucio			dd.	Old
b.	Schedule	09.	Sediento			ee.	Loyal
c.	Gloves	10.	Pésimo			ff.	Healthy
d.	Cashier	11.	Enojado			gg.	Sure/certain
e.	Owner	12.	Hambriento			hh.	Hungry
f.	Fly	13.	Suave			ii.	Disloyal/treacherous
g.	Floor	14.	Lleno			jj.	Generous
h.	Lawyer	15.	Útil			kk.	Ignorant
i.	Politician	16.	Peor			ll.	Stingy
j.	Carpet	17.	Grueso			mm.	Intelligent
k.	Science	18.	Joven			nn.	Greedy
l.	Fan	19.	Viejo			oo.	Mejor
m.	Desk	20.	Voraz/insaciable			pp.	Alive
n.	Underwear	21.	Dañoso/peligroso			qq.	Sick
o.	Shirt	22.	Mal			rr.	Thirsty
p.	Pencil sharpener	23.	Difícil			ss.	Dirty
q.	Priest	24.	Mejor				
r.	Home	25.	Bien				
s.	Bicycle	26.	Desconocido				
t.	Blinds	27.	Pèrfido/infiel				
u.	Shelf	28.	Saludable/salubre				
v.	Snake	29.	Sabio				
w.	Manager/director	30.	Vacío				

LESSON TEN: REVIEW PRONOUNS

Directions: Match the pronouns in Spanish to their English meanings by writing the letter of the English translation in front of the number of the pronoun in Spanish:

SUBJECT PRONOUNS

- | | | | |
|-----|-------------|----|-------------------------|
| 01. | Nosotros-as | a. | You (singular/familiar) |
| 02. | Èl | b. | We |
| 03. | Ellos-as | c. | You (plural/familiar) |
| 04. | Vosotros-as | d. | I |
| 05. | Ella | e. | You (plural/formal) |
| 06. | Yo | f. | He |
| 07. | Ud. | g. | She |
| 08. | Uds. | h. | You (singular/formal) |
| 09. | Tù | i. | They |

REFLEXIVE PRONOUNS

- | | | | |
|-----|-----|----|--|
| 01. | Me | a. | Yourself (familiar) |
| 02. | Nos | b. | Yourselves (familiar) |
| 03. | Se | c. | Myself |
| 04. | Os | d. | Ourselves |
| 05. | Te | e. | Yourself, himself, herself, themselves, yourselves, itself |

DEMONSTRATIVE PRONOUNS

- | | | | |
|-----|----------|----|------------------------|
| 01. | Estos | a. | These (feminine) |
| 02. | Esa | b. | This (masculine) |
| 03. | Ese | c. | That (fem. close by) |
| 04. | Estas | d. | Those (masc. close by) |
| 05. | Aquellos | e. | These (masculine) |
| 06. | Aquel | f. | That (masc. close by) |
| 07. | Este | g. | Those (masc. far away) |
| 08. | Esta | h. | That (fem. far away) |
| 09. | Esos | i. | Those (fem. far away) |
| 10. | Aquellas | j. | That (masc. far away) |
| 11. | Aquella | k. | This (feminine) |

* *I have omitted the accent marks: use accent marks when these are used as pronouns, no accent mark when they are used as modifiers.*

DIRECT OBJECT PRONOUNS

- | | | | |
|-----|-----------------|----|------|
| 01. | Him/it | a. | Nos |
| 02. | Her/it | b. | La |
| 03. | Me | c. | Lo |
| 04. | You (fam.sing) | d. | Le* |
| 05. | You (form.sing) | e. | Os |
| 06. | Us | f. | Los |
| 07. | You (form.plur) | g. | Las |
| 08. | Them (masc.) | h. | Me |
| 09. | Them (fem.) | i. | Les* |
| 10. | You (fam.plur) | j. | Te |

**= this usage of "le" and "les" is common to Latin-American Spanish.*

INDIRECT OBJECT PRONOUNS

- | | | | |
|-----|-----|----|---|
| 01. | Le | a. | To/for you/him/her (sing) |
| 02. | Me | b. | To/for us |
| 03. | Os | c. | To/for you (fam. sing) |
| 04. | Nos | d. | To/for you (fam. plur) |
| 05. | Se | e. | To/for you/them (plur) |
| 06. | Les | f. | To/for me |
| 07. | Te | g. | Replacement for <i>le/les</i> when used before a direct object pronoun beginning with "I" |

POSSESSIVE PRONOUNS

- | | | | |
|-----|-----------------------|----|-----------------|
| 01. | Our/Ours | a. | Nuestro/a/os/as |
| 02. | His/her/your | b. | Mio/a/os/as |
| 03. | My | c. | Vuestro/a/os/as |
| 04. | Mine | d. | Su/sus |
| 05. | Your (fam.sing) | e. | Suyo/a/os/as |
| 06. | Your (fam. plur) | f. | Mi/mis |
| 07. | Yours (fam. sing) | g. | Tu/tus |
| 08. | His/hers/yours/theirs | h. | Tuyo/a/os/as |

LESSON TEN: TRANSLATION/GENDER/NUMBER AGREEMENT

Directions: For each item, change the modifier to match the new subject. Then translate the result.

- | | |
|--|--|
| <p>01. El bisabuelo flaco
Los bisabuelos <i>flacos</i>
<i>The skinny greatgrandfathers</i></p> <hr/> <p>02. La media hermana estúpida
Las media hermanas _____</p> <hr/> <p>03. El banquero adinerado
Los banqueros _____</p> <hr/> <p>04. La escalera ancha
Las escaleras _____</p> <hr/> <p>05. El corredor oscuro
Los corredores _____</p> <hr/> <p>06. El autobús viejo
Los autobuses _____</p> <hr/> <p>07. El sobrino inteligente
Los sobrinos _____</p> <hr/> <p>08. El cuchillo embotado
Los cuchillos _____</p> <hr/> <p>09. Una cuchara sucia
Unas cucharas _____</p> <hr/> <p>10. El carro nuevo
Los carros _____</p> <hr/> <p>11. El pupitre roto
Los pupitres _____</p> <hr/> <p>12. El calendario organizado
Los calendarios _____</p> <hr/> <p>13. El cielo azul
Los cielos _____</p> <hr/> <p>14. El lápiz puntiagudo(apuntado)
Los lápices _____</p> <hr/> <p>15. La falda corta
Las faldas _____</p> <hr/> | <p>16. El papel arrancado
Los papeles _____</p> <hr/> <p>17. Un libro quemado
Unos libros _____</p> <hr/> <p>18. El profesor sabio
Los profesores _____</p> <hr/> <p>19. El zapato rascado
Los zapatos _____</p> <hr/> <p>20. Una regla gruesa
Unas reglas _____</p> <hr/> <p>21. El baile desconocido
Los bailes _____</p> <hr/> <p>22. El estante alto
Los estantes _____</p> <hr/> <p>23. Un cinturón largo
Unos cinturones _____</p> <hr/> <p>24. El ventilador inútil
Los ventiladores _____</p> <hr/> <p>25. La canción exótica
Las canciones _____</p> <hr/> <p>26. Un televisor ruidoso
Unos televisores _____</p> <hr/> <p>27. La señorita tonta
Las señoritas _____</p> <hr/> <p>28. El tenedor doblado
Los tenedores _____</p> <hr/> <p>29. Una prueba difícil
Unas pruebas _____</p> <hr/> <p>30. El césped llano
Los céspedes _____</p> <hr/> |
|--|--|

LESSON TEN: TRANSLATION/IMPERATIVES

*Directions: Use the **familiar imperative** forms indicated by the infinitives. Then translate the sentences.*

01. _____ la ventana. (Abrir)

02. No _____ esa guitarra. (Tocar)
03. _____ aquí, por favor. (Venir)
04. _____ el favor de cerrar la puerta. (Hacer)
05. No _____ una carta a la niña. (Escribir)
06. _____ el cabello. (Cepillarse)
07. _____ los tornillos allí. (Apretar)
08. _____ me los cuentos chinoses. (Decir)
09. ¡No le _____ nada a Juan! (Decir)
10. _____ a la tienda ahorita. (Ir)
11. _____ el jardín. (Rastrillar)
12. ¡No _____ del techo! (Caerse)
13. _____ esta gaseosa. (Beber)
14. _____ de los zapatos al entrar. (Quitarse)
15. ¡ _____ aquí un ratito! (Quedarse)
16. No _____ hasta después de la cena. (Salir)
17. No _____ enfrente de otros. (Rascarse)
18. _____ cada día. (Bañarse)
19. ¡No _____ la pelota! (Agarrar)
20. ¡No me _____ ! (Enojar)

*Directions: Use the **formal imperative** forms indicated by the infinitives. Then translate the sentences.*

01. ¡No _____ Uds. en la lluvia!
(Apresurarse)
02. No _____ Ud. su carro en la calle.
(Abandonar)
03. _____ Ud. la entrada del profesor.
(Anunciar)
04. No _____ Ud. sus zapatos en el zaguán.
(Dejar)
05. _____ Uds. cuando el programa se termina.
(Aplaudir)
06. ¡No _____ las respuestas de la prueba!
(Adivinar)
07. _____ Uds. una casa en esta calle.
(Alquilar)
08. ¡No _____ Uds. mañana!
(Casarse)
09. ¡No _____ Ud. tonto!
(Ser)
10. ¡No _____ Ud. las llaves para el carro!
(Perder)
11. No _____ Uds. hasta que el avión
aterriza.
(Desembarcar)
12. _____ Uds. el trabajo en partes iguales.
(Compartir)
13. _____ Ud. el abogado.
(Consultar)
14. _____ Uds. el perro herido.
(Confortar)