SP 2 – FINAL EXAM REVIEW

THE PRESENT TENSE

How are regular verbs conjugated in the present tense?

TRABAJAR COMER VIVIR

|  |  |  |  |
| --- | --- | --- | --- |
|  | Verbos “-ar” | Verbos “er” | Verbos “-ir” |
| yo |  |  |  |
| tú |  |  |  |
| él, ella, usted |  |  |  |
| Nosotros/nosotras |  |  |  |
| Vosotros/vosotras |  |  |  |
| ellos/ellas/ustedes |  |  |  |

How are stem-changing verbs conjugated? Conjugate the following verbs to demonstrate. PENSAR SERVIR DORMIR JUGAR

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | e - ie | e - i | o - ue | u -ue |
|  |  |  |  |  |
| yo |  |  |  |  |
| tú |  |  |  |  |
| él, ella, usted |  |  |  |  |
| Nosotros/nosotras |  |  |  |  |
| Vosotros/vosotras |  |  |  |  |
| ellos/ellas/ustedes |  |  |  |  |

Write other examples of stem changing verbs:

e-ie e-i o-ue u-ue\_\_\_

**THE PRESENT PROGRESSIVE**

-is used to talk about an action that is currently taken place - the Spanish “ing”

The present progressive has TWO components to it. \*\*\* Don’t forget step 1!!! \*\*\*

1. **A conjugation form of Estar to express WHO is currently doing the action.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. The present participle. Take of the ending and add the new “ING” participle.

“ar” verbs change to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Yo estoy hablando con Marta.

“er/ir” verbs change to \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ella está bebiendo limonada.

**¡Ten cuidado! There are Irregular verbs in the present progressive**

leer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ pedir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

traer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ servir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

oir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ dormir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

creer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ venir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

decir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ repetir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

vestir \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**THE PAST PROGRESSIVE**

-is used to talk about an action that has taken place in the past.

- MUST USE THE IMPERFECT TENSE

The Imperfect progressive has \_\_\_\_\_ components to it.

A conjugation form of Estar in the IMPERFECT explains who was doing the action

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**REFLEXIVE VERBS**

* Reflexives verbs are used when you are doing something to, at, or for yourself
* When using reflexive verbs, a reflexive pronoun MUST be used.
* Reflexives can be used in any tense – Present, Preterit or Imperfect

Write the reflexive pronouns to demonstrate your knowledge of them.

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

I (used to) brush my teeth \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Maria bathes and dries herself. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We had to take a shower \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**AFFIRMATIVE Tú COMMANDS**

Tú **commands are used in Spanish to tell 1 person, that you know well, to do something**

**The formation of Tú command is the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ form in the present tense.**

**Write the affirmative (+) command to demonstrate you knowledge**

Hablar \_\_\_\_\_\_\_\_\_\_\_\_ Comer \_\_\_\_\_\_\_\_\_\_\_\_ Vivir \_\_\_\_\_\_\_\_\_\_\_\_

**There are irregular affirmative(+) commands. Write the 8 irregular affirmative commands to demonstrate you knowledge.**

Poner \_\_\_\_\_\_\_\_\_\_\_\_ Tener \_\_\_\_\_\_\_\_\_\_\_\_ Venir \_\_\_\_\_\_\_\_\_\_\_\_

Salir \_\_\_\_\_\_\_\_\_\_\_\_ Ir \_\_\_\_\_\_\_\_\_\_\_\_ Decir \_\_\_\_\_\_\_\_\_\_\_\_

Hacer \_\_\_\_\_\_\_\_\_\_\_\_ Ser \_\_\_\_\_\_\_\_\_\_\_\_

**NEGATIVE Tú COMMANDS**

The formation of a negative regular tú command is as follows:

1. Go to the “yo” form of the verb
2. Drop the “o”
3. Add the opposite ending = “ar” \_\_\_\_\_ “er/ir” \_\_\_\_\_

If a verb has an [irregular YO form](http://spanishnotebook.com/irregyoformspresent.html), is a [stem change](http://spanishnotebook.com/stemchangespresent.html)r or it is an [irregular verb](http://spanishnotebook.com/irregverbspresent.html) in the present tense, it also appears in the a command. Write other verbs to demonstrate you knowledge.

Irregular YO stem changing car, gar, zar

poner----- no pongas Dormir----no duermas Sacar----- no saques

There are 4 Irregular tú negative commands. Demonstrate you knowledge by writing the Spanish negative tú command for the following verbs

SER = no \_\_\_\_\_\_\_\_\_\_\_\_ IR = no \_\_\_\_\_\_\_\_\_\_\_\_

DAR = no \_\_\_\_\_\_\_\_\_\_\_\_ ESTAR = no \_\_\_\_\_\_\_\_\_\_\_\_

**Tú COMMANDS WITH PRONOUNS**

Write in the missing PRONOUNS

Relfexive– \_\_\_\_\_\_

Direct Object– \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_ \_\_\_\_\_

1. **AFFIRMATIVE COMMANDS = ATTACH, AFTER, with possible ACCENT**

ex: Do it! Haz**lo** Write it! Escríbel**o**

Transform the following phrases into AFFIRMATIVE commands with the D.O.P.

comer la pizza \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ comprar las flores \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

beber los refrescos \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ sit down \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\*\*an accent must be added when attaching a pronoun and it becomes 3 syllables or longer. It is placed on third vowel from the end. \*\***

1. **NEGATIVE COMMANDS = Place it in front of the command.**

ex: Don’t do it *No la hagas*  Don’t place them here *No los pongas aquí*

Transform the following phrases into NEGATIVE. tú commands with the D.O.P.

Don’t wash the plates \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Don’t eat the strawberries \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Don’t read the book \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Don’t’ t stand up \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DEMONSTRATIVE ADJECTIVES**

Demonstrative adjectives indicate a specific item and the location in relation to the speaker and the listener

***THIS AND THESE HAVE T’s***

\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, are used to indicate things are closest to the speaker

***THAT AND THOSE DON’T***

\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, are used to indicate things are a little further away from the speaker

***THOSE FAR AWAY START WITH THE LETTER A***

\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_, are used to indicate things are furthest away from the speaker

\* Because demonstratives are adjectives, they must agree in \_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_ to the item they are describing. Unlike other adjectives they go \_\_\_\_\_\_\_\_\_\_\_\_\_\_ the noun.

\* Demonstrative adjectives take the place of the definite or indefinite article of the noun.

Demonstratives MUST BE paired up with an item it is describing. It does not simply mean “over there”

I like **that shirt over there**. My friend is over there with the teacher.

Me gusta aquella camisa. Mi amigo está allá con el professor.

Traduce:

I like those shoes over there. We ate this hamburger. They bought those shirts.

**POSSESSIVE ADJECTIVES**

\* show possession of an object. \* Must match number and gender when possible

**SHORT FORM** - Goes before the noun

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**TRADUCE:**

My book is big and ugly \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your friend is pretty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your shoes and shirt are expensive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LONG FORM** - Goes after the noun OR it can take its place to simplify the sentence

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_

**TRADUCE**:

The brush is mine. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Elena is a friend of yours. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Yes, it (the blowdryer) is hers \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NEGATIVE AND POSITIVE WORDS**

Write the English meaning of each negative and positive word

Remember:

*Pablo Positivo* *Nina Negativa*

también - tampoco-

algo- nada-

siempre- nunca-

alguien- nadie-

algún(a,o,as,os)- ningún(a,o, as,os)

\* If the context of the sentence is negative you must use a negative word. In English it sounds like double negatives and bad grammar.

**COMPARISONS**

To compare the **equality** characteristics of people/ things, use the following pattern

**tan** + **adjective** + **como**  Este libro es **tan fantástico como** este libro

**Tantos(as,o,a) + noun+ como** María tiene **tantos**  **libros** **como** Juan.

Yo leo **tantas novelas como** Sra. Matteson.

Billa Gates tiene **tanto dinero como** Oprah Winfrey.

To compare the **inequality** of people/things

To say that one item/person is superior then the other, use the following pattern

**Más** + **adjective** + **que** Jessica Alba es **más bonita que** Betty White

To say that one item/person is inferior to the other, use the following pattern

**Menos** + **adjective** +**que** Jennifer Anitston es **menos popular que** Betty White

To state that an activity is done more or less then another, use the following pattern

**Más que** Yo como **más que** hacer ejercicio

**Menos que** El chico estudia **menos que** ver la tele

To say that someone/something is the “worst” or the “best”. Use the following

**mejor que** LeBorn James juega basquetbol **mejor que** Austin.

**peor que** LeBorn James juega fútbol americano **peor que** Walter Payton

To say that someone/something is the “THE worst” or the “THE best”. Use the following

Papa John’s is THE WORST pizza. Papa John’s es **la peor** pizza.

The Cubs are THE BEST players. Los Cubs son **los mejores** juagadores.

**¿SABER o CONOCER?**

**SABER = to know ( \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) CONOCER = to know (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)**

1.Yo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ jugar a los bolos. 7. Las animadoras \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ hacer gimnasia.

2. Tú \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ al estudiante nuevo. 8. Elena \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a todos los profesores en la escuela.

3. Paco \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ las reglas del ajedrez. 9. Yo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ el parque grande en Aurora.

4. Tú \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ la fecha de mi cumpleaños. 10. Nosotros \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ al director de la banda.

5. Nosotros \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ que necesitamos asistir a todas las clases.

6. Los chicos \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a los miembros en el club de fotografía.

**DIRECT AND INDIRECT OBJECT PRONOUNS**

Indirect and Direct object pronouns are used to avoid repetition in a sentence

**Objeto Directo** – Who or what receives the actions

*I bought* ***the flowers****. Yo compré* ***las flores****. Yo* ***las*** *compré*

Write the D.O.P’s

\_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_ \_\_\_\_\_\_\_

**Objetos Indirecto** – to whom or for whom the Direct Object is intended.

*I bought the flowers for* ***my mom****. Yo compré las flores para* ***mi mamá****. Yo* ***le*** *compré las flores*

Write the I.O.P’s

*\_\_\_\_\_\_\_* *\_\_\_\_\_\_\_* *\_\_\_\_\_\_\_* *\_\_\_\_\_\_\_* *\_\_\_\_\_\_\_* *\_\_\_\_\_\_\_*

**PLACEMENT –**

1 VERB = 1 OPTION = Must go before conjugated verb.

2 VERBS = 2 OPTIONS = a) can go before the conjugated verb

b) can go attached, after the second verb (infinitive or gerund)

**TRADUCE las frases con todos pronombres**

He bought the toothbrush and toothpaste. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We mailed the letter to our aunt. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I used to play with dinosaurs every day. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

She has to turn in the report on time. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

You are going to give flowers to your mom. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We are studying the grammar \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

¿SER o ESTAR?

**SER = to be (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_) ESTAR = to be (\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)**

Present:

Preterit:

Imperfect:

**In general:**

|  |  |
| --- | --- |
| Ser is used | example |
| To give time of the day or year, the  month, the date and the day |  |
| To describe physical or personality traits |  |
| To indicate profession |  |
| To indicate origin and nationality |  |
| To indicate relationship |  |

|  |  |
| --- | --- |
| Estar is used | example |
| to tell where someone or something is located at a given moment |  |
| is used to talk about the feelings / conditions |  |
| is used to form the present/past progressive |  |

**PRETERIT TENSE**

1. What are the regular forms of the Preterite. Conjugate to demonstrate

|  |  |  |  |
| --- | --- | --- | --- |
|  | Verbos “-ar” | Verbos “er” | Verbos “-ir” |
| yo | Hablé | Comí | Viví |
| tú |  |  |  |
| él, ella, usted |  |  |  |
| Nosotros/nosotras |  |  |  |
| Vosotros/vosotras |  |  |  |
| **ellos/ellas/ustedes** |  |  |  |

1. **Verbs that end in: -car, -gar, and -zar change because of auditory reasons in the \_\_\_\_\_\_ form in the preterit. Conjugate the following verbs to demonstrate the change**

|  |  |  |  |
| --- | --- | --- | --- |
|  | c qu | g gu | z c |
|  | buscar | llegar | almorzar |
| yo |  |  |  |
| tú |  |  |  |
| él, ella, usted |  |  |  |
| Nosotros/nosotras |  |  |  |
| Vosotros/vosotras |  |  |  |
| ellos/ellas/ustedes |  |  |  |

List other ~CAR, ~GAR, ~ZAR verbs that follow the above pattern:

**C. IREGULAR PRETERIT – “U” Verbs**

Write in the stem change Write in the Preterit Endings

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

Andar \_\_\_\_\_\_\_\_\_\_

Tener \_\_\_\_\_\_\_\_\_\_

Saber \_\_\_\_\_\_\_\_\_\_ **+**

Estar \_\_\_\_\_\_\_\_\_\_

Poder \_\_\_\_\_\_\_\_\_\_

Poner \_\_\_\_\_\_\_\_\_\_

Venir \_\_\_\_\_\_\_\_\_\_

Querer \_\_\_\_\_\_\_\_\_\_

**D. IREGULAR PRETERIT – “J” Verbs**

Write in the stem change Write in the Preterit Endings

|  |  |
| --- | --- |
|  |  |
|  |  |
|  |  |

Traer \_\_\_\_\_\_\_\_\_\_

Decir \_\_\_\_\_\_\_\_\_\_

Conducir \_\_\_\_\_\_\_\_\_\_ **+**

Producir \_\_\_\_\_\_\_\_\_\_ +

**E. BAEMENT / CHANCLA VERBS -** All the verbs that stem change in the present tense, also change stem change in the 3rd person singular and plural in the preterit. Conjugate the following

|  |  |  |  |
| --- | --- | --- | --- |
|  | e i | o u | i y |
|  | pedir | dormir | caer |
| yo |  |  |  |
| tú |  |  |  |
| él, ella, usted |  |  |  |
| Nosotros/nosotras |  |  |  |
| Vosotros/vosotras |  |  |  |
| ellos/ellas/ustedes |  |  |  |

List other BASEMENT verbs and their 3rd person changes that follow the above pattern:

F. Other irregular verbs in the preterit

**DAR** **IR** **SER**  **HACER**

IMPERFECT TENSE

What are the regular forms of the imperfect? Conjugate to demonstrate

|  |  |  |  |
| --- | --- | --- | --- |
|  | “ar” verbs | “er” verbs | “ir” verbs |
|  | Hablar | Comer | vivir |
| yo |  |  |  |
| tú |  |  |  |
| él, ella, usted |  |  |  |
| Nosotros/nosotras |  |  |  |
| Vosotros/vosotras |  |  |  |
| ellos/ellas/ustedes |  |  |  |

THERE ARE ONLY 3 IRREGULAR IMPERFECT!!!!!!! List them and conjugate them below.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_

**¿PRETÉRITO o IMPERFECTO**?

Generally:

To speak about an action that is completed in the past, we use the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

To imply that an action was in progress or habitual in the past we use the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

List and define at least 5 key words or phrases that indicate that the **PRETERIT**?

List and define at least 5 key words or phrases that indicate that the **IMPERFECT**?

**PRETÉRITO o IMPERFECTO**?

|  |  |  |
| --- | --- | --- |
| USAGE | Preterite or Imperfect? | Example |
| descriptions  (mental state, physical traits, |  |  |
| Ir + a + infinitive |  |  |
| To talk about a unique action or sequence of events(a series of actions in chronological order) |  |  |
| To talk about habitual actions  (non-specific # of times) |  |  |
| weather |  |  |
| To talk about an action that **was occurring** in the past |  |  |
| To talk about action that has a specfic beginning and end |  |  |
| On going action that was interrupted |  |  |
| 2+ on going events |  |  |
| Summarizing an event |  |  |
| Telling time |  |  |
| Action repeated specific # of times |  |  |
| Emotions, feelings,  states, conditions |  |  |
| Setting the scene |  |  |

**Circle either the preterit or the imperfect:**

Ayer, *(me levanté-me levantaba)* a las cinco y media de la mañana. *(Hizo-Hacía)* mucho calor en mi cuarto y por eso *(abrí, abré*) la ventanta. En este momento *(oí, oía)* un ruido del perro de mi vecino ”woof woof”. El ruido me molestó y cerré la venta.

**Finish the sentence with either the preterit or the imperfect:**

* + - 1. De pequeña me \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(gustar) coleccionar las muñecas.
      2. \_\_\_\_\_\_\_\_\_\_\_\_\_(ser) la una de la tarde por fin yo \_\_\_\_\_\_\_\_\_\_\_\_\_\_(almorzar)
      3. Ayer ella , \_\_\_\_\_\_\_\_\_\_\_\_(hacer) la tarea después de que \_\_\_\_\_\_\_\_\_\_(llegar)
      4. Yo \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(escuchar) música mientras \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(leer)