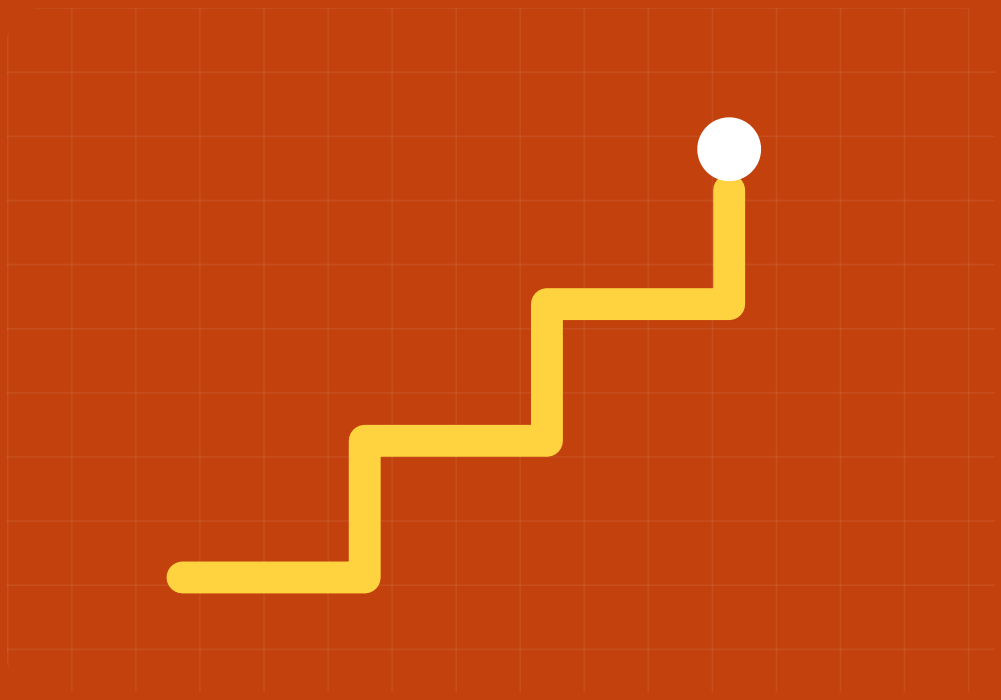
UpOnly Learning



LEVEL 6 · GRADES 11–12

FREE SAMPLE WORKBOOK

Learn Spanish Level 6 · Grades 11–12

One step at a time. · Ages 16–18 · Free sample: 1 of 12 topics

UO-SPKIDS-L6

OUR STORY

One step at a time

I'm Dr. Evan J. Hasson. I've run a specific chiropractic practice for over twelve years, and I'm a dad of three. My work is about alignment: get the structure right, and everything else works better.

At home, nothing was aligned. I was spending thousands a month on tutors, extracurriculars and programs, and when I asked about enrolling a second or third child the answer was always the same: that'll be double, that'll be triple. The charter school had a waiting list. The good public school had a waiting list. The private schools had the kind of list where it helps to know someone, or to give generously first.

And underneath all of it, the same quiet threat: if you don't pay for this, your child will fall behind. Not sold with evidence. Sold with fear.

So I did my own research, and here is what I found: none of it is secret. The standards are published. The order a child should learn in is written down and freely available. It is just scattered. Nobody had done the work of pulling it together, putting it in order and handing it over. So I did.

When every step has its place, confusion has nowhere to hide.

I built this for my own kids. I'm giving it to yours.

Dr. Evan J. Hasson, DC
Founder and dad of three

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No guaranteed results, and mistakes happen. Every student learns differently. We write and review every question and answer key carefully, and we still get things wrong. An answer key can be wrong, and a question can be worded badly or have two defensible answers. Check the answer key before you hand it over, and trust your own judgment over ours. Found a problem? **Photograph the page and email it to support@uponlylearning.com**. The picture tells us more than a description, and we fix it for every family.

Safety. Some activities use household items such as scissors, coins or food. An adult should supervise and skip anything unsafe for the student.

Not professional advice. This workbook does not replace an evaluation by a qualified educator or specialist. The founder is a Doctor of Chiropractic; UpOnly Learning does not provide medical or health advice.

Full terms: uponlylearning.com/legal

INTRODUCTION

How to use this workbook

Each topic follows the same steps, so your student always knows what comes next.

① **Quick Check.** 10 questions before you teach. Read them aloud for younger students. A high score means you can move faster.

② **Learn It.** Key words, step-by-step teaching with lines you can read aloud, worked examples and the mistakes to watch for.

③ **We Do It Together.** 10 questions you do side by side. The answer and the "why" are printed right after each question, so you can talk it through.

④ **You Try.** 10 questions your student does alone.

Answers with short explanations for every question are in the **Answer Key** at the end of each topic, so students can work without peeking. Go over each wrong answer together using the explanation.

This workbook is printed in full color. To save ink, choose "Black and white" or "Grayscale" in your printer settings; every page still works in black and white.

Want online checks that score themselves and track each student's progress? Visit uponlylearning.com.

LEVEL 6 · GRADES 11–12

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Topic 1 · Spanish imperfect subjunctive: quería que, era importante que, ojalá tuviera **6**

Form the imperfect subjunctive from the ellos form of the preterite (hablaron, hablara; tuvieron, tuviera), recognize the -se forms, use it after a trigger in the past (quería que, me pidió que, era importante que), with ojalá for wishes that are unlikely now and with como si, and keep the present subjunctive after a present trigger. `ACTFL Intermediate Mid: Interpersonal Communication`

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Spanish imperfect subjunctive: quería que, era importante que, ojalá tuviera

The student will form the imperfect subjunctive from the ellos form of the preterite (hablaron, hablara; tuvieron, tuviera; fueron, fuera; pidieron, pidiera), recognize the -se forms (tuviese) in reading, use it after a trigger in the past (quería que, me pidió que, era importante que, me alegró que, dudaba que), use ojalá + imperfect subjunctive for wishes that are unlikely now (ojalá tuviera más tiempo) and como si + imperfect subjunctive (habla como si fuera el jefe), and keep the present subjunctive after a present trigger.

① Quick Check

Do this before the lesson. It shows what your student already knows. Score: ____ / 10

1. Listen and choose: Era importante que todos llegaran a la cena. What was important?

A That everyone cooked dinner **B** That dinner was early **C** That no one was late to school **D** That everyone came to dinner

2. In a book you read: Quería que lo hiciese. Which word means the same as hiciese?

A haga **B** hacía **C** hizo **D** hiciera

3. Choose the correct form: Mi tío nos pidió que ___ la mesa. (poner)

A poníamos **B** pondríamos **C** pusiéramos **D** pusimos

4. Form the imperfect subjunctive: tener: tuvieron, so yo ___

A tenga **B** teniera **C** tuviera **D** tenía

5. Listen and choose: Ojalá mi hermano no viviera tan lejos. What is the problem?

A The brother never calls. **B** The brother is moving tomorrow. **C** The brother lives too close. **D** The brother lives far away.

6. Read: A: ¿Por qué llegaste tarde? B: Mi mamá me pidió que ___ a mi hermano. Which word fits?

A llevaba **B** llevaré **C** llevara **D** llevé

4. Choose: Me miró como si no me ___. (conocer)

   A conociera **B** conozca **C** conociendo **D** conoce

5. Read: A: ¿Te gustó la quinceañera de tu prima? B: Sí, y me alegró que toda la familia ___. Which word fits?

   A estuviera **B** estar **C** está **D** estará

6. Fix the mistake (standard Spanish): Me gustaría que tú vendrías a la fiesta.

   A Me gustaría que tú venías a la fiesta. **B** Me gustaría que tú vinieras a la fiesta.

   C Me gustaría que tú viniste a la fiesta. **D** Me gustaría que tú vendrás a la fiesta.

7. How do you say this in Spanish? I was surprised that you did not call.

   A Me sorprende que no llames. **B** Me sorprendió que no llamáramos.

   C Me sorprendió que no llamarás. **D** Me sorprendió que no llamaras.

② Learn It

Key words

- **tuviera, fuera, pudiera (too-BYEH-rah, FWEH-rah, poo-DYEH-rah)**: imperfect subjunctive of tener, ser or ir, poder
- **quería que (keh-REE-ah keh)**: wanted (someone) to
- **me pidió que (meh pee-DYOH keh)**: asked me to
- **era importante que (EH-rah eem-pohr-TAHN-teh keh)**: it was important that
- **ojalá (oh-hah-LAH)**: I wish, if only
- **como si (KOH-moh see)**: as if
- **las expectativas (lahs ehks-pehk-tah-TEE-bahs)**: the expectations
- **las costumbres (lahs kohs-TOOM-brehs)**: the customs, the traditions
- **la crianza (lah kree-AHN-sah)**: the upbringing
- **la sobremesa (lah soh-breh-MEH-sah)**: the time spent talking at the table after a meal
- **la quinceañera (lah keen-seh-ah-NYEH-rah)**: the fifteenth-birthday celebration
- **mudarse (moo-DAHR-seh)**: to move (to a new home)
- **extrañar (ehks-trah-NYAHR)**: to miss (someone or something)
- **criarse (kree-AHR-seh)**: to grow up, to be raised

Warm-up

1. Review the present subjunctive from Level 5: ask ¿Qué quieren tus padres que hagas? The student answers Quieren que yo estudie, que ayude en casa.

1. Read the two warm-up sentences. Ask in English: which one is about now and which one is about the past? The past one uses a new form, estudiara.

> *Mis padres quieren que yo estudie. Cuando tenía seis años, mis padres querían que yo estudiara.*

Teach

1. How to form it: take the ellos form of the preterite, drop -ron and add -ra, -ras, -ra, -ramos, -rais, -ran. Every irregular preterite keeps its stem: tuvieron, tuviera; hicieron, hiciera; pudieron, pudiera; dijeron, dijera; durmieron, durmiera; leyeron, leyera.

ellos (preterite)	yo, él, ella, usted	nosotros	ellos, ustedes
hablaron	hablara	habláramos	hablaran
comieron	comiera	comiéramos	comieran
tuvieron	tuviera	tuviéramos	tuvieran
fueron	fuera	fuéramos	fueran
pidieron	pidiera	pidiéramos	pidieran
dijeron	dijera	dijéramos	dijeran

2. The nosotros form has a written accent on the vowel before -ramos: habláramos, tuviéramos, fuéramos.
3. Use it after the same triggers as the present subjunctive (wishes, requests, emotion, doubt, impersonal expressions) when the trigger is in the past or the conditional: Quería que vinieras. Me pidió que lo ayudara. Era importante que todos llegaran. Me alegró que me llamaras. Dudaba que fuera verdad. Me gustaría que vinieras.
4. Sequence of tenses: a present trigger takes the present subjunctive (Quiero que vengas mañana); a past trigger takes the imperfect subjunctive (Quería que vinieras).
5. Ojalá + imperfect subjunctive is a wish about now that is unlikely or impossible: Ojalá tuviera más tiempo (but I do not). Compare ojalá + present subjunctive, a wish that can come true: Ojalá tenga tiempo mañana.
6. In standard Spanish, como si (as if) is followed by the imperfect subjunctive: Habla como si fuera el jefe. (For an earlier time it takes the pluperfect subjunctive, which comes in topic 2.)
7. In books you will also see forms in -se: tuviese, hablase, fuese. They mean the same as the -ra forms. Use the -ra forms when you speak and write.

> *Hablaron, hablara. Tuvieron, tuviera. Fueron, fuera. Pidieron, pidiera. Mis padres querían que yo aprendiera a cocinar.*

Guided practice

1. Point to each picture and ask ¿Qué querían tus padres o tus abuelos cuando eras niño o niña? The student answers with the phrase on the card and adds one more of his or her own.


quería que la visitara


quería que aprendiera a cocinar


era importante que llegara a tiempo


me pidió que limpiara la casa

2. Call out preterite ellos forms from the index cards (hicieron, pudieron, durmieron). The student gives the yo form of the imperfect subjunctive (hiciera, pudiera, durmiera).
3. Say a present sentence (Mi papá quiere que yo ayude) and the student moves it to the past (Mi papá quería que yo ayudara).

> *Mi abuela quería que yo la visitara los domingos.*

Worked examples

Complete: Era importante que todos ___ (llegar) a la cena.



llegaran. Era importante que is a past trigger, so it takes the imperfect subjunctive. Llegaron becomes llegaran.

Say it in Spanish: My grandmother asked me to make the dessert.
Mi abuela me pidió que hiciera el postre. Hicieron becomes hiciera, after the past trigger me pidió que.

Watch for these mistakes

Mistake: Using the present subjunctive after a past trigger in writing: Mis padres querían que yo estudie.
Fix: In careful speech and writing, a past trigger takes the imperfect subjunctive: Mis padres querían que yo estudiara.

Mistake: Building the form from the infinitive: tenera, hacera, pedira.
Fix: Start from the ellos preterite: tuvieron, tuviera; hicieron, hiciera; pidieron, pidiera.

③ We Do It Together: 10 questions

> *Do these side by side. Read each question together, let your student answer, then read the answer and the "why" right below it and talk it through.*

1. What does Ojalá tuviera más tiempo. mean?

A I will have more time. **B** I wish I had more time. **C** I had more time.

D I hope I have time tomorrow.

> **Answer: B** I wish I had more time.
> **Why:** Ojalá + tuviera: a wish about an unlikely present.

2. Form the imperfect subjunctive: hablar: hablaron, so yo ___

A hablaba **B** hable **C** hablara **D** hablera

> **Answer: C** hablara
> **Why:** Drop -ron from hablaron and add -ra: hablara.

3. Look at the picture. Choose: Mi papá me pidió que lo ___ al llegar. (llamar)



A llamaba **B** llamara **C** llamé **D** llamaré

> **Answer: B** llamara
> **Why:** Me pidió que + llamara.

4. Choose: Ojalá ___ más tiempo con mis abuelos, pero viven lejos. (tener)

A tendría **B** tuviera **C** tener **D** tengo

> **Answer: B** tuviera
> **Why:** A wish about now that is unlikely: ojalá + imperfect subjunctive.

5. Choose: Ojalá ___ cocinar como mi abuela, pero no sé. (saber)

A sé **B** saber **C** sabría **D** supiera

> **Answer: D** supiera
> **Why:** The speaker does not know how, so the wish is about an unreal now: supiera.

5. Which form is the -se version of tuviera?

A teniese **B** tuviese **C** tuviase **D** tuvise

> **Answer: B** tuviese
> **Why:** Tuviera and tuviese both come from tuvieron.

6. Read: Mi bisabuela quería que sus hijos estudiasen. What did she want?

A Her children wanted her to study. **B** She wanted her children to study.

C She studied with her children. **D** She wants her children to study now.

> **Answer: B** She wanted her children to study.
> **Why:** Quería que + estudiasen (= estudiaran): she wanted them to study.

7. Read: Mi familia se mudó de Guatemala a Texas cuando yo tenía diez años. Mis padres querían que mi hermana y yo aprendiéramos inglés rápido, pero también era importante que no olvidáramos el español. Por eso, en casa siempre hablábamos español. What else was important to the parents?

A Moving back soon **B** Learning to cook **C** Speaking only English **D** Not forgetting Spanish

> **Answer: D** Not forgetting Spanish
> **Why:** Era importante que no olvidáramos el español.

8. Read: Cuando era pequeño, me crié con mis abuelos en un pueblo. Mi abuela quería que yo la ayudara en la cocina y mi abuelo me pedía que cuidara las gallinas. Era importante que todos comiéramos juntos. Ahora vivo en la ciudad y ojalá tuviera más tiempo para visitarlos. What does ojalá tuviera más tiempo show?

A The writer has a lot of free time. **B** The writer does not have much time now.

C The grandparents have no time. **D** The writer will visit the grandparents tomorrow.

> **Answer: B** The writer does not have much time now.
> **Why:** Ojalá + imperfect subjunctive: an unlikely wish about now.

9. Listen and choose: Mis abuelos dudaban que nos acostumbráramos a la nieve. What did the grandparents doubt?

A That the snow would melt **B** That it would snow **C** That the family would get used to the snow

D That the family would visit

> **Answer: C** That the family would get used to the snow
> **Why:** Dudaban que nos acostumbráramos a la nieve.

④ You Try: 10 questions

Now your student works alone. Check answers in the Answer Key at the end of this topic. Score: ____ / 10

1. What does como si mean?

A even if **B** as soon as **C** as if **D** only if

2. You tell a friend that your parents wanted you to play the piano. What do you say?

A Mis padres quieren que yo tocara el piano. **B** Mis padres querían que yo tocaba el piano.

C Mis padres querían que yo tocara el piano. **D** Mis padres querían que yo toqué el piano.

3. Choose the correct form: Mis padres querían que yo ___ a cocinar. (aprender)

A aprendiera **B** aprendía **C** aprendí **D** aprendería

4. What does Mis abuelos dudaban que nos mudáramos. mean?

A My grandparents doubted that we would move. **B** My grandparents moved with us.

C My grandparents doubt that we are moving. **D** We doubted that my grandparents would move.

5. Choose the correct form: Mis abuelos dudaban que yo ___ comer tanto picante. (poder)

A pudiera **B** pudieran **C** podré **D** poder

6. Listen and choose: Mi tía me pidió que cuidara a mis primos. What did the aunt ask?

A For the speaker to look after the cousins **B** For the cousins to look after the speaker

C For the speaker to visit her **D** For the speaker to call the cousins

7. Present or imperfect subjunctive? Era importante que tú ___ a la reunión familiar. (venir)

A vendrías **B** vienes **C** vinieras **D** vendrás

8. Listen and choose: Me gustaría que pasáramos la Navidad en Puerto Rico. What would the speaker like?

A To spend the summer in Puerto Rico **B** To live in Puerto Rico

C To spend Christmas in Puerto Rico **D** To visit Puerto Rico last year

9. Fix the mistake: Mi abuela quería que yo la visito más.

A Mi abuela quería que yo la visité más. **B** Mi abuela quería que yo la visitara más.

C Mi abuela quería que yo la visitaría más. **D** Mi abuela quería que yo la visitaré más.

10. What does Me gustaría que me llamaras más. mean?

A You would like me to call you more. **B** I liked it when you called me.

C I would like you to call me more. **D** I want to call you more.

Spanish imperfect subjunctive: quería que, era importante que, ojalá tuviera: Answers and explanations

① Quick Check

1. Listen and choose: Era importante que todos llegaran a la cena. What was important?
   D That everyone came to dinner
   Que todos llegaran a la cena: that everyone arrived for dinner.

2. In a book you read: Quería que lo hiciese. Which word means the same as hiciese?
   D hiciera
   The -se forms mean the same as the -ra forms: hiciese = hiciera.

3. Choose the correct form: Mi tío nos pidió que ___ la mesa. (poner)
   C pusiéramos
   Pusieron becomes pusiéramos after the past request.

4. Form the imperfect subjunctive: tener: tuvieron, so yo ___
   C tuviera
   Tuvieron keeps its stem: tuviera.

5. Listen and choose: Ojalá mi hermano no viviera tan lejos. What is the problem?
   D The brother lives far away.
   Ojalá mi hermano no viviera tan lejos: he lives far away now.

6. Read: A: ¿Por qué llegaste tarde? B: Mi mamá me pidió que ___ a mi hermano. Which word fits?
   C llevara
   Me pidió que + imperfect subjunctive: llevara.

7. Choose: Me miró como si no me ___. (conocer)
   A conociera
   The key point: Como si + imperfect subjunctive: conociera.

8. Read: A: ¿Te gustó la quinceañera de tu prima? B: Sí, y me alegró que toda la familia ___. Which word fits?
   A estuviera
   Past emotion + imperfect subjunctive: estuviera.

9. Fix the mistake (standard Spanish): Me gustaría que tú vendrías a la fiesta.
   B Me gustaría que tú vinieras a la fiesta.
   Me gustaría que tú vendrías is heard in some places, but standard Spanish uses the imperfect subjunctive after me gustaría que: vinieras.

10. How do you say this in Spanish? I was surprised that you did not call.
    D Me sorprendió que no llamaras.
    Past emotion + llamaras. Llamarás, with an accent, is the future.

④ You Try

1. What does como si mean?
   C as if
   Como si means as if: como si fuera el jefe.

2. You tell a friend that your parents wanted you to play the piano. What do you say?
   C Mis padres querían que yo tocara el piano.
   Past wish + tocara.

3. Choose the correct form: Mis padres querían que yo ___ a cocinar. (aprender)
   A aprendiera
   Querían que is a past wish, so the imperfect subjunctive: aprendiera.

4. What does Mis abuelos dudaban que nos mudáramos. mean?
   A My grandparents doubted that we would move.
   Dudaban que + nos mudáramos: they doubted we would move.

5. Choose the correct form: Mis abuelos dudaban que yo ___ comer tanto picante. (poder)
   A pudiera
   Doubt in the past takes the imperfect subjunctive: pudiera.

6. Listen and choose: Mi tía me pidió que cuidara a mis primos. What did the aunt ask?
   A For the speaker to look after the cousins
   Me pidió que cuidara a mis primos.

7. Present or imperfect subjunctive? Era importante que tú ___ a la reunión familiar. (venir)
   C vinieras
   Era importante is a past trigger: vinieras.

8. Listen and choose: Me gustaría que pasáramos la Navidad en Puerto Rico. What would the speaker like?
   C To spend Christmas in Puerto Rico
   Me gustaría que pasáramos la Navidad en Puerto Rico.

9. Fix the mistake: Mi abuela quería que yo la visito más.
   B Mi abuela quería que yo la visitara más.
   A past wish takes the imperfect subjunctive: visitara.

10. What does Me gustaría que me llamaras más. mean?
    C I would like you to call me more.
    Me gustaría que + llamaras: I would like you to call.

THE FULL WORKBOOK

Keep going with the full Learn Spanish workbook

You just tried one topic. The full Level 6 · Grades 11–12 workbook has every topic below, each with a Quick Check, a lesson, We Do It Together, up to 90 You Try questions, Show What You Know and a full answer key.

1. Spanish imperfect subjunctive: quería que, era importante que, ojalá tuviera — ACTFL Intermediate Mid: Interpersonal Communication
2. Si clauses in Spanish: si tuviera, haría and si tengo, iré — ACTFL Intermediate High: Presentational Speaking
3. Spanish subjunctive in descriptions: busco un lugar que tenga and espero que hayas — ACTFL Intermediate Mid: Interpretive Reading
4. Spanish conjunctions with the subjunctive: para que, a menos que, aunque — ACTFL Intermediate Mid: Presentational Writing
5. Spanish future perfect and probability: habrá llegado, ¿dónde estará? — ACTFL Intermediate High: Interpersonal Communication
6. Spanish passive voice and se for accidents: fue construido, se me olvidó — ACTFL Intermediate Mid: Interpretive Reading
7. Reported speech in Spanish: dijo que vendría, me pidió que revisara — ACTFL Intermediate High: Interpretive Listening
8. Spanish pluperfect: había terminado and life stories — ACTFL Intermediate High: Presentational Writing
9. Talking about art in Spanish: lo que, el cual, cuyo and describing a work — ACTFL Intermediate Mid: Presentational Speaking
10. Spanish for college and careers: personal statement, CV and interview — ACTFL Intermediate High: Presentational Writing
11. Argumentative writing in Spanish: global issues, sources and connectors — ACTFL Intermediate High: Presentational Writing
12. Cultural comparisons in Spanish: presentations, regions and identity — ACTFL Intermediate High: Presentational Speaking

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