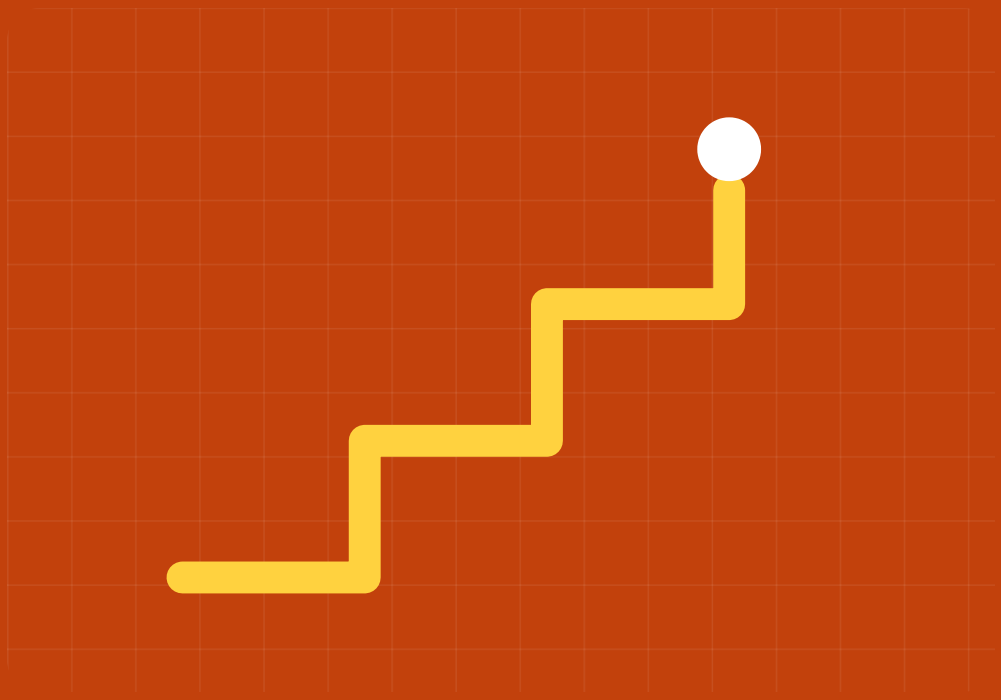
UpOnly Learning



LEVEL 5 · GRADES 9–10

FREE SAMPLE WORKBOOK

Learn Spanish Level 5 · Grades 9–10

One step at a time. · Ages 14–16 · Free sample: 1 of 12 topics

UO-SPKIDS-L5

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.

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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 5 · GRADES 9–10

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Topic 1 · Spanish indirect and double object pronouns: le, les, se lo **6**

Use me, te, le, nos and les with verbs of giving and telling, combine them with lo, la, los and las (me lo, te la, se lo), change le and les to se, and attach pronouns to infinitives, gerunds and commands with the written accent: dámelo, voy a dárselo. ACTFL Intermediate Low: Interpersonal Communication

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Spanish indirect and double object pronouns: le, les, se lo

The student will use indirect object pronouns (me, te, le, nos, les) with verbs of giving and telling, combine them with direct object pronouns in the right order (me lo, te la, se lo, se las), change le and les to se before lo, la, los and las, and place the pronouns before a conjugated verb or attached to an infinitive, a gerund or an affirmative command, with the written accent (dámelo, voy a dárselo).

① Quick Check

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

1. Replace both objects with pronouns: Te presto la calculadora.

A Me la presto. **B** Te lo presto. **C** La te presto. **D** Te la presto.

2. Listen and choose: Te lo presto mañana. What does the speaker mean?

A You lent it to me yesterday. **B** I will lend it to you tomorrow. **C** I will buy it for you tomorrow. **D** Lend it to me tomorrow.

3. What does Nos los mandan. mean?

A They send them to us. **B** They send it to us. **C** We send them to them. **D** They sent them to us.

4. You want to say I will give it back to you tomorrow (el libro). What do you say?

A Me lo devuelves mañana. **B** Te lo devuelvo mañana. **C** Te la devuelvo mañana. **D** Se lo devuelve mañana.

5. What happens to le before lo, la, los or las?

A It moves after the verb. **B** It changes to se. **C** It changes to les. **D** It is dropped.

6. Fix the mistake: Lo me prestas.

A Me lo prestas. **B** Lo te prestas. **C** Melo prestas. **D** Prestas me lo.

7. What does Voy a devolvérselas. mean?

A I am going to return it to her. **B** I am going to return them to her. **C** She is going to return them to me. **D** I returned them to her.

3. Listen and choose: Todavía no se las devolví. What does the speaker say?

A I returned them yesterday. **B** I have not returned them yet. **C** I am returning them now. **D** They returned them to me.

4. Choose: ¿Me puedes mandar el horario? Sí, puedo ___.

A mandartelo **B** mandártelo **C** mandármelo **D** te lo mandar

5. Listen and choose: El jefe nos los explicó el primer día. When did the boss explain them?

A Every day **B** On the last day **C** Next week **D** On the first day

② Learn It

Key words

- **me, te, le (meh, teh, leh)**: to me, to you (a friend), to him, her or you (usted)
- **nos, les (nohs, lehs)**: to us, to them or to you all (ustedes)
- **se lo (seh loh)**: it to him, her, them or you (le or les becomes se before lo, la, los, las)
- **prestar (prehs-TAHR)**: to lend
- **devolver (deh-bohl-BEHR)**: to give back, to return
- **entregar (ehn-treh-GAHR)**: to hand in, to deliver
- **mandar un mensaje (mahn-DAHR oon mehn-SAH-heh)**: to send a message
- **el cargador (ehl kahr-gah-DOHR)**: the charger
- **los apuntes (lohs ah-POON-tehs)**: the class notes
- **la calculadora (lah kahl-koo-lah-DOH-rah)**: the calculator
- **el recibo (ehl rreh-SEE-boh)**: the receipt
- **dámelo (DAH-meh-loh)**: give it to me
- **voy a dárselo (BOY ah DAHR-seh-loh)**: I am going to give it to him or her

Warm-up

1. Review direct object pronouns from Level 4: hold up a book and ask ¿Tienes el libro? The student answers Sí, lo tengo.
2. Ask ¿Me prestas tu lápiz? and hand it over when the student says Sí, te presto mi lápiz. Ask in English: who receives the pencil? The person who receives is the indirect object.

> *¿Me prestas tu lápiz? Sí, te presto mi lápiz.*

Teach

1. Teach the indirect object pronouns: me, te, le, nos, les. They answer to whom or for whom. Le and les are often doubled with a noun for clarity: Le doy el libro a Ana.

indirect	+ direct	+ verb	meaning
me	lo	das	you give it to me
te	la	presto	I lend it to you
nos	los	manda	she sends them to us
se (le, les)	las	devuelvo	I return them to him, her or them

2. Show the table. When there are two pronouns, the indirect one (the person) comes first and the direct one (the thing) second: Me lo das. Te la presto.
3. Teach the le to se rule: le and les never stand right before lo, la, los or las. They change to se: Le doy el libro becomes Se lo doy, not Le lo doy. Add a él, a ella or a ellos if you need to say who. In everyday Latin American speech you will also hear se los or se las when the person is plural (Se los dije, I told it to them); in writing, use se lo or se la for one thing.
4. Placement: both pronouns go before a conjugated verb (Te lo presto) or are attached, in the same order, to an infinitive, a gerund or an affirmative command (Voy a prestártelo, Estoy explicándoselo, Dámelo). When you attach two pronouns, add a written accent to keep the stress where it was: dar, dárselo; da, dámelo.
5. Negative commands put the pronouns before the verb: No me lo des.

> *Le doy el libro a Ana. Se lo doy. Me lo prestas. Te la devuelvo.*

Guided practice

1. Point to each picture and ask ¿Me prestas ...? The student answers with two pronouns: Sí, te lo presto. Sí, te los presto.



2. Now ask about a third person: ¿Le das el cargador a tu hermano? The student answers Sí, se lo doy. Check that the student says se, not le.
3. Practice both placements: ¿Vas a devolverle los apuntes a Marta? Sí, se los voy a devolver. Sí, voy a devolvérselos.

> *¿Me prestas la calculadora? Sí, te la presto.*

Worked examples

Replace both objects: Le presto mi calculadora a Sofía.



Se la presto. La calculadora is feminine singular, so it becomes la. Le comes before la, so it changes to se.

Say it two ways: I am going to send it to you. (to a friend, el mensaje)
Te lo voy a mandar. Voy a mandártelo. Te is to you and lo is el mensaje. Attached to the infinitive, mandártelo needs a written accent.

Watch for these mistakes

Mistake: Keeping le before lo or la: Le lo di. Les la mandé.
Fix: Le and les always change to se before lo, la, los or las: Se lo di. Se la mandé. Add a ella or a ellos if the meaning is not clear.

Mistake: Putting the thing before the person: Lo me das.
Fix: The indirect pronoun (the person) always comes first: Me lo das. When attached, the order stays the same: dámelo.

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. Read: A: Necesito la calculadora. B: Yo ___ presto. Which words fit?

A te lo **B** te la **C** me la **D** nos la

> **Answer: B** te la
> **Why:** La calculadora is la, and you lend it to the friend: te la.

2. Read: Trabajo los sábados en una tienda. Ayer un cliente compró unos zapatos, pero no tenía bolsa. Busqué una bolsa y yo se la di al cliente con el recibo. What did the customer not have?

A A bag **B** Shoes **C** Money **D** The receipt

> **Answer: A** A bag
> **Why:** No tenía bolsa: he did not have a bag.

3. Read: A: Mamá, ¿me compras el libro? B: Sí, ___ compro el sábado. Which words fit?

A te la **B** me lo **C** te lo **D** nos lo

> **Answer: C** te lo
> **Why:** Mom answers her child: te lo compro.

4. A classmate asks ¿Me prestas tu borrador? You say yes. What do you answer?

A Sí, te la presto. **B** Sí, nos lo presto. **C** Sí, te lo presto. **D** Sí, me lo prestas.

> **Answer: C** Sí, te lo presto.
> **Why:** El borrador is lo, and you lend it to your classmate: te lo.

5. Replace both objects with pronouns: Le entregué la tarea a la profesora.

A Le la entregué. **B** La le entregué. **C** Se lo entregué. **D** Se la entregué.

> **Answer: D** Se la entregué.
> **Why:** La tarea is la, and le becomes se.

5. Which command is correct for Give it to me (to a friend, el cuaderno)?

A Damelo. **B** Dámela. **C** Dalome. **D** Dámelo.

> **Answer: D** Dámelo.
> **Why:** Affirmative commands take the pronouns on the end, me then lo, with an accent: dámelo.

6. Fix the mistake: No dámelo.

A No lo me des. **B** No me lo des. **C** No dalo me. **D** No me lo dar.

> **Answer: B** No me lo des.
> **Why:** Negative commands put the pronouns before the verb and use des.

7. How do you say this in Spanish? I am going to show them to you. (los videos)

A Te voy los a mostrar. **B** Te las voy a mostrar. **C** Los te voy a mostrar. **D** Te los voy a mostrar.

> **Answer: D** Te los voy a mostrar.
> **Why:** Te los before the conjugated verb voy. Voy a mostrártelos is also correct.

8. Fix the mistake: Le lo di ayer.

A Lo le di ayer. **B** Se lo di ayer. **C** Se lo dí ayer. **D** Le di lo ayer.

> **Answer: B** Se lo di ayer.
> **Why:** Le changes to se before lo.

9. Choose: ¿Las tareas? Estamos ___ ahora al profesor.

A entregandoselas **B** entregándolesla **C** entregándoselos **D** entregándoselas

> **Answer: D** entregándoselas
> **Why:** Les becomes se, las tareas is las, attached to the gerund with an accent.

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. Choose the indirect object pronoun: ___ mando un mensaje a mis primos.

A Te **B** Me **C** Nos **D** Les

2. Replace both objects with pronouns: Te mandé el recibo.

A Lo te mandé. **B** Se lo mandé. **C** Te lo mandé. **D** Te la mandé.

3. Your little brother wants your phone. You say no. What do you say?

A No me lo doy. **B** No te lo doy. **C** No me lo das. **D** No te la doy.

4. What does ¿Se lo diste a tu profesora? mean?

A Did you give them to your teacher? **B** Did your teacher give it to you?

C Will you give it to your teacher? **D** Did you give it to your teacher?

5. Fix the mistake: Mi papá da me el dinero.

A Mi papá me dan el dinero. **B** Mi papá le me da el dinero. **C** Mi papá me da el dinero.

D Mi papá dame el dinero.

6. Look at the picture. Choose: ¿Mis apuntes? Te ___ mando por correo.



A lo **B** las **C** les **D** los

7. Read: Trabajo los sábados en una tienda. Ayer un cliente compró unos zapatos, pero no tenía bolsa. Busqué una bolsa y yo se la di al cliente con el recibo. Who received the bag?

A The customer **B** A friend **C** The writer **D** The boss

8. Which sentence about lending a book is NOT correct?

A Lo te voy a prestar. **B** Voy a prestártelo. **C** No te lo voy a prestar. **D** Te lo voy a prestar.

9. Fix the mistake: Mi mamá les lo explicó a mis hermanos.

A Mi mamá se lo explicó a mis hermanos. **B** Mi mamá lo les explicó a mis hermanos.

C Mi mamá les explicólo a mis hermanos. **D** Mi mamá se lo explicó a mi hermanos.

10. Fix the mistake: Estoy explicandoselo.

A Estoy explicándoselo. **B** Lo se estoy explicando. **C** Estoy explicándolelo.

D Estoy se lo explicándo.

Spanish indirect and double object pronouns: le, les, se lo: Answers and explanations

① Quick Check

1. Replace both objects with pronouns: Te presto la calculadora.
   D Te la presto.
   La calculadora is la, after te.

2. Listen and choose: Te lo presto mañana. What does the speaker mean?
   B I will lend it to you tomorrow.
   Te lo presto mañana: I will lend it to you tomorrow.

3. What does Nos los mandan. mean?
   A They send them to us.
   Nos is to us, los is them, mandan is they send.

4. You want to say I will give it back to you tomorrow (el libro). What do you say?
   B Te lo devuelvo mañana.
   Te (to you) + lo (el libro) + devuelvo.

5. What happens to le before lo, la, los or las?
   B It changes to se.
   Le lo is never used. It becomes se lo.

6. Fix the mistake: Lo me prestas.
   A Me lo prestas.
   The person pronoun comes first: me lo.

7. What does Voy a devolvérselas. mean?
   B I am going to return them to her.
   Voy a devolver is I am going to return, se is to her and las is them.

8. Listen and choose: Todavía no se las devolví. What does the speaker say?
   B I have not returned them yet.
   Todavía no means not yet.

9. Choose: ¿Me puedes mandar el horario? Sí, puedo ___.
   B mandártelo
   Te (to you) + lo attached to mandar, with an accent: mandártelo.

10. Listen and choose: El jefe nos los explicó el primer día. When did the boss explain them?
    D On the first day
    El primer día: on the first day.

④ You Try

1. Choose the indirect object pronoun: ___ mando un mensaje a mis primos.
   D Les
   Mis primos is plural, so the indirect pronoun is les.

2. Replace both objects with pronouns: Te mandé el recibo.
   C Te lo mandé.
   El recibo is lo, after te.

3. Your little brother wants your phone. You say no. What do you say?
   B No te lo doy.
   El teléfono is lo, and you are talking to your brother: no te lo doy.

4. What does ¿Se lo diste a tu profesora? mean?
   D Did you give it to your teacher?
   Diste is you gave, se is to her (your teacher), lo is it.

5. Fix the mistake: Mi papá da me el dinero.
   C Mi papá me da el dinero.
   The indirect pronoun goes before the conjugated verb: me da.

6. Look at the picture. Choose: ¿Mis apuntes? Te ___ mando por correo.
   D los
   Los apuntes is masculine plural: te los mando.

7. Read: Trabajo los sábados en una tienda. Ayer un cliente compró unos zapatos, pero no tenía bolsa. Busqué una bolsa y yo se la di al cliente con el recibo. Who received the bag?
   A The customer
   Se la di al cliente: I gave it to the customer.

8. Which sentence about lending a book is NOT correct?
   A Lo te voy a prestar.
   The person pronoun te must come before lo. The other three are correct.

9. Fix the mistake: Mi mamá les lo explicó a mis hermanos.
   A Mi mamá se lo explicó a mis hermanos.
   Les changes to se before lo: se lo explicó.

10. Fix the mistake: Estoy explicandoselo.
    A Estoy explicándoselo.
    The gerund with two pronouns needs an accent: explicándoselo.

THE FULL WORKBOOK

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You just tried one topic. The full Level 5 · Grades 9–10 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 indirect and double object pronouns: le, les, se lo — ACTFL Intermediate Low: Interpersonal Communication
2. Spanish present perfect: he comido, has visto, ¿alguna vez has...? — ACTFL Intermediate Low: Interpersonal Communication
3. Spanish subjunctive for beginners: quiero que, espero que, ojalá — ACTFL Intermediate Low: Interpersonal Communication
4. Spanish subjunctive with feelings, advice and doubt: es importante que, dudo que — ACTFL Intermediate Low: Presentational Writing
5. Spanish formal commands: at the doctor, at work and on signs — ACTFL Intermediate Low: Interpretive Listening
6. Spanish conditional tense: me gustaría, podría, ¿qué harías? — ACTFL Intermediate Low: Presentational Speaking
7. Por vs para in Spanish: travel, gifts, time and reasons — ACTFL Intermediate Low: Interpretive Reading
8. Preterite vs imperfect in stories: narrating the past in Spanish — ACTFL Intermediate Low: Presentational Writing
9. Spanish for part-time jobs: job interviews, se busca and formal emails — ACTFL Intermediate Low: Presentational Writing
10. Giving opinions in Spanish: creo que, no creo que and debate phrases — ACTFL Intermediate Mid: Interpersonal Communication
11. Spanish future plans: cuando + subjunctive, the environment and volunteering — ACTFL Intermediate Low: Presentational Speaking
12. Spanish reading comprehension: articles and formal letters — ACTFL Intermediate Mid: Interpretive Reading

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