# SP28: Imperfect v. Preterite

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student ID Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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For media links in this activity, visit [the LLC Spanish Tutoring website](https://www.mtsac.edu/llc/passportrewards/spanishdlas/index.html). Find your DLA number to see all the resources to finish your DLA.

## Learning Outcomes: You will be able to…

* Conjugate *preterite* and *imperfect*
* Distinguish differences in usage between *preterite* and *imperfect*
* Explain the reasons for the different usage of *preterite* and *imperfect*

## Section 1: Differences in Usage

The Preterite and the Imperfect are both past tenses. Although both tenses are used to report past actions, each tense is used in different contexts.

### Pretérito (Preterite)

1. Actions that were completed in the past. Basically, the preterite refers to *completed actions that have a definite beginning and a definite end.*

***Ej****.* Yo **cocineé** ayer.

I **cooked** yesterday.

1. An action ***repeated a specific number of times, or lasted for a certain amount of time***

***Ej*. Estuvo** un mes en Perú.

He **was** in Peru for a month.

***Ej.*** Te **llamó** tres veces**.**

She **called** you three times.

### Imperfecto (Imperfect)

1. Past actions *that are not seen as complete or actions that were in progress when another even occurred*. A good translation for this kind of sentence is the past progressive form (was/were doing something).

***Ej.* Cocinaba** cuando mi hermano me llamó.

**I was cooking** when my brother called.

1. *Habitual past action*. *Habitual actions are are actions that were reapeated many times in the past*. It can translate to “used to” in English.

***Ej.*** Mi padre **fumaba** mucho.

My father **used to smoke** a lot.

1. *Describes people, places, things, conditions, of the past, and to refer to time, age, and date in the past.*

***Ej.*** La ciudad **tenía** muchos museos.

The city **had** many museums.

***Ej.* Tenía** 15 años cuando fui a Europa.

I **was** 15 when I went to Europe.

1. *Justifies the reason* someone did or did not do something or *explains why something* did or did not get done.

***Ej.*** Fuimos al cine *porque* **estábamos** aburridos.

We went to the movie theater *because* we **were** bored.

### Two or More Past Actions Together

1. To express an action that was ongoing when another action took place, the *ongoing action will* *be in the imperfect, and the interrupting action will be in the preterite*.

***Ej.* Yo estudiaba la lección de español** cuando **llegó** mi amiga a visitarme.

**I was studying when my friend arrived to visit me.**

1. To express simultaneous actions in the past, *only* the imperfect is used.

***Ej.* Mientras dormía**, mi amiga **escuchaba** la radio.

**While I slept, my friend listened to the radio.**

1. When narrating a past event, use both tenses to tell the story. ***Note:*** the preterite narrates the action and the imperfect describes the circumstances (the background or setting) in which the action takes place.

***Ej.* Era** una mañana muy bonita. El sol **brillaba** en el cielo y los pájaros **cantaban** en los árboles. Yo **me levanté, me vestí, desayuné** y **fui** a la playa.

It **was** a very nice morning. The sun **was shining** in the sky and birds **sang** in the trees. I **got up**, **dressed**, **ate** my breakfast and **went** to the beach.

## Section 2: Conjugations

### Pretérito

When conjugating regular verbs in the preterite tense, preserve the root of the verb and add the “-ar”, “-er”, or “-ir” preterite endings.

**Person**

**Yo**

**Tú**

**El/Ella/Ud.**

**Nosotros**

**Vosotros**

**Ellos/Ellas/Uds.**

**Amar**

am**é**

am**aste**

am**ó**

am**amos**

am**asteis**

am**aron**

**Comer**

com**í**

com**iste**

com**ió**

com**imos**

com**isteis**

com**ieron**

**Abrir**

abr**í**

abr**iste**

abr**ió**

abr**imos**

abr**isteis**

abr**ieron**

[Note that 1st person and 3rd person singular forms always have an accent]

### Irregular Preterite Verbs

**Person**

**Yo**

**Tú**

**El/Ella/Ud.**

**Nosotros**

**Vosotros**

**Ellos/Ellas/Uds.**

**Ser**

fui

fuiste

fue

fuimos

fuisteis

fueron

**Ir**

fui

fuiste

fue

fuimos

fuisteis

fueron

### Imperfecto

When conjugating regular verbs in the imperfect tense, you just have to preserve the root of the verb and add the imperfect “-ar”, “-er”, or “-ir” endings.

**Person**

**Yo**

**Tú**

**El/Ella/Ud.**

**Nosotros**

**Vosotros**

**Ellos/Ellas/Uds.**

**Amar**

am**aba**

am**abas**

am**ábamos**

am**amos**

am**abais**

am**aban**

**Comer**

com**ía**

com**ías**

com**ía**

com**íamos**

com**íais**

com**ían**

**Abrir**

abr**ía**

abr**ías**

abr**ía**

abr**íamos**

abr**íais**

abr**ían**

### Irregular Imperfect Verbs

**Person**

**Yo**

**Tú**

**El/Ella/Ud.**

**Nosotros**

**Vosotros**

**Ellos/Ellas/Uds.**

Ser

era

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## Section 3: Práctica

Read the following story and write the preterite or imperfect form of the verb in parentheses.



**Parte 1:** Una vez \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (haber) tres osos que \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (vivir) en una casa en el bosque: Papá Oso, Mamá Osa y Bebé Oso. Un día Mamá Osa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (hacer) una sopa muy rica y \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (poner) tres platos en la mesa. Como\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ser) mediodía, todos \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (sentarse) para comer porque \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (tener) muchísima hambre. Primero Papá Oso \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (probar) la sopa y \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (decir)- ¡Ay! ¡Está demasiado caliente! Bebé Oso y Mamá Osa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (querer) comerla, pero no \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_poder) porque \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (estar) tan caliente como la sopa de Papá Oso. Los tres osos \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (decidir) dar un paseo mientras \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (enfriarse) la sopa \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ser) un día bonito de verano y \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (hacer) sol.

**Parte 2:** Los tres osos \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (divertirse) en el bosque cuando una muchacha perdida \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (llegar) a la casa. Ella \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (llamarse) Ricitos de Oro y \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ser) una muchacha muy curiosa. Ella siempre \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (jugar) cerca de su casa, pero ese día ella \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (perderse) en el bosque. Ricitos de Oro\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (acercarse) a la casa y \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (mirar) por la ventana, pero no \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (haber) nadie en la casa. Ella \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (abrir) la puerta y \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (entrar) en la casa. Ricitos de Oro\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (alegrarse) mucho cuando \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ver) tres platos de sopa: un plato grande, un plato mediano y un plato pequeño. Ella \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (comer) toda la sopa del plato pequeño porque \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (estar) perfecta, ni demasiado caliente ni demasiado fría.

**Parte 3:** En la casa también \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (haber) tres sillas: una grande, una mediana y otra pequeña. Ricitos de Oro\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (sentarse) en la silla de Papá Oso, en la de Mamá Osa y por fin en la de Bebé Oso. A Ricitos de Oro le \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (gusto) más la silla de Bebé Oso, pero \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ser) pequeña para ella. De repente se le \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (romper) la silla y Ricitos de Oro \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (caerse) al suelo. Ella \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (estar) muy cansada y \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (acostarse) en las camas de Papá Oso, de Mamá Osa y de Bebé Oso. La cama de Bebé Oso \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ser) tan cómoda que \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (dormirse) enseguida.

**Parte 4:** Poco después, los osos \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (volver) de bosque dispuestos a comer la sopa. Cuando ellos \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (ver) la puerta abierta, el plato vacío y la silla rota, ellos \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (saber) que alguien \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (estar) en su casa. Nadie \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (saber) que pensar. Entonces los osos \_\_\_\_\_\_\_\_\_\_\_\_\_(ir) al dormitorio. ¡Qué sorpresa! ¡En la cama de Bebé Oso \_\_\_\_\_\_\_\_\_\_\_\_\_(haber) una chica! Ella \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (dormir) pero cuando \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (oír) las voces de los osos, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (despertarse) asustada. Ricitos de Oro \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (dar) un salto y \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (huir) de la casa. Ricitos de Oro \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (encontrar) un camino en el bosque para llegar a su casa.

## Section 4: Más práctica

Write a paragraph about your last vacation using the preterite and the imperfect and then go over it with a tutor.

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

## **Section 5: Practice with a Tutor**

**GOOD job! Now** [**make an appointment for Spanish Tutoring on the LLC website**](https://www.mtsac.edu/llc/passportrewards/spanishdlas/index.html)**.**

**Before your appointment, please** [**fill out the sign-in sheet.**](https://www.mtsac.edu/llc/passportrewards/spanishdlas/sign-in.html)

**When it is time for your appointment, meet your tutor in the** [**Virtual LLC**](https://mtsac-edu.zoom.us/j/97503332158)**.**

### Grading Rubric

| **Possible Points** | **happy face****Pass**  | **overwhelmed faced****Not Yet Pass** |
| --- | --- | --- |
| **Completion**  | The student completed all of the sections of the DLA. | The student has not yet completed all of the section of the DLA. |
| **Comprehension/****Metacognition** | The student can effectively explain the concepts and skills learned in the DLA. | The student cannot yet effectively explain the concepts and skills learned in the DLA. |
| **Course Connections** | The student can explain the connections between their coursework and the DLA. | The student cannot yet explain a connection between their course and DLA. |

**Students must succeed in all criteria to pass this DLA.**

**Verification of completion: If you successfully complete this DLA with the tutor, you will receive a stamp on your digital passport. An updated copy of your passport will be emailed to you 1-2 business days after your tutoring appointment.**