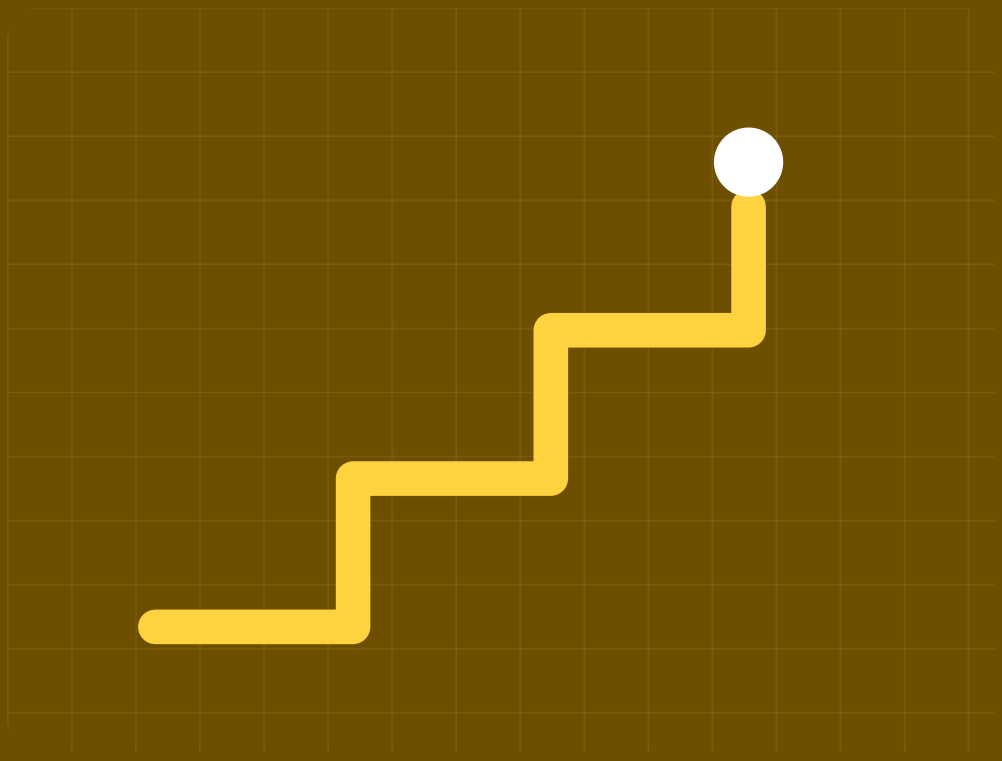
UpOnly Learning



LEVEL 4 · GRADES 6–8

FREE SAMPLE WORKBOOK

Learn Spanish Level 4 · Grades 6–8

One step at a time. · Ages 11–14 · Free sample: 1 of 12 topics

UO-SPKIDS-L4

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 4 · GRADES 6–8

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Topic 1 · Spanish stem-changing verbs: quiero, puedo, pido **6**

Conjugate common stem-changing verbs in the present tense (e to ie, o to ue, e to i, and jugar u to ue) and use the boot pattern to know when the stem changes and when it does not ACTFL Intermediate Low: Interpersonal Communication

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Spanish stem-changing verbs: quiero, puedo, pido

The student will conjugate common stem-changing verbs in the present tense (querer, pensar, empezar, preferir, poder, dormir, volver, almorzar, pedir, servir, repetir and jugar), apply the boot pattern so that the nosotros form keeps its original stem, and use these verbs to talk about wants, plans, abilities and routines.

① Quick Check

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

1. Dialogue: A: ¿Quieres ir al parque? B: Sí, ___ ir.

A quiere **B** quieres **C** queremos **D** quiero

2. Which present-tense form of poder goes with ella?

A pode **B** puedes **C** pueden **D** puede

3. How do you say I sleep in Spanish?

A duermo **B** duerme **C** dormo **D** durmo

4. Which present-tense form of servir goes with yo?

A sirvo **B** servo **C** siervo **D** sirve

5. Complete: ¿A qué hora ___ ustedes a casa? (volver)

A vuelven **B** vuelve **C** volven **D** volvemos

6. Read: Me llamo Sofía. Los lunes empiezo la escuela a las ocho. Almuerzo con mis amigos a las doce. Después de la escuela juego al fútbol y vuelvo a casa a las cinco. Duermo nueve horas. At what time does Sofía eat lunch?

A At twelve **B** At eight **C** At five **D** At nine

7. Fix the mistake: ¿Tú pedes ayuda?

A ¿Tú piedes ayuda? **B** ¿Tú pide ayuda? **C** ¿Tú pedimos ayuda? **D** ¿Tú pides ayuda?

8. Complete: En el restaurante, mi papá siempre ___ pollo. (pedir)

A pide **B** pede **C** pido **D** pedimos

2. Safety: you are walking home and a stranger in a car says ¿Quieres subir? Te puedo llevar. What is the safest answer?

   A Sí, quiero. Then get into the car. **B** Wait next to the car to talk more.

   C Tell him your address so he can call you. **D** No, gracias. Then walk away and tell an adult.

3. Read Marta's schedule. Marta says: "Yo ___ a las nueve y media." Which word fits?

Hora	Marta
7:00	se despierta
12:30	almuerza
4:00	juega al tenis
9:30	duerme

A dormo **B** duerme **C** dormimos **D** duermo

② Learn It

Key words

- **querer (keh-REHR)**: to want; yo quiero (kee-EH-roh), I want
- **pensar (pehn-SAHR)**: to think, to plan to; yo pienso (pee-EHN-soh)
- **empezar (ehm-peh-SAHR)**: to begin, to start; empieza (ehm-pee-EH-sah), it starts
- **preferir (preh-feh-REER)**: to prefer; yo prefiero (preh-fee-EH-roh)
- **entender (ehn-tehn-DEHR)**: to understand; yo entiendo (ehn-tee-EHN-doh)
- **poder (poh-DEHR)**: can, to be able to; yo puedo (PWEH-doh)
- **dormir (dohr-MEER)**: to sleep; yo duermo (DWEHR-moh)
- **volver (bohl-BEHR)**: to come back, to return; yo vuelvo (BWEHL-boh)
- **almorzar (ahl-mohr-SAHR)**: to eat lunch; yo almuerzo (ahl-MWEHR-soh)
- **pedir (peh-DEER)**: to ask for, to order; yo pido (PEE-doh)
- **servir (sehr-BEER)**: to serve; yo sirvo (SEER-boh)
- **repetir (rreh-peh-TEER)**: to repeat; yo repito (rreh-PEE-toh)
- **jugar (hoo-GAHR)**: to play a game or sport; yo juego (HWEH-goh)
- **la raíz (lah rrah-EES)**: the stem: the verb without -ar, -er or -ir

Warm-up

1. Have your student conjugate a regular verb out loud, such as hablar or comer, for yo, tú, él or ella, nosotros and ellos or ellas.
2. Say the five forms of querer slowly and ask your student to spot what is different. The ending works like a regular verb, but the e in the middle became ie in four of the five forms.

> *Hablo, hablas, habla, hablamos, hablan. Now listen: quiero, quieres, quiere, queremos, quieren. What changed?*

Teach

1. Explain the stem: take off -ar, -er or -ir. The stem of querer is quer-, the stem of poder is pod-, the stem of pedir is ped-. In stem-changing verbs, the last vowel of the stem changes when it carries the stress.

	querer (e→ie)	poder (o→ue)	pedir (e→i)	jugar (u→ue)
yo	quiero	puedo	pido	juego
tú	quieres	puedes	pides	juegas
él / ella / usted	quiere	puede	pide	juega
nosotros	queremos	podemos	pedimos	jugamos
ellos / ellas / ustedes	quieren	pueden	piden	juegan

2. Show the table. Group 1, e to ie: querer, pensar, empezar, preferir, entender. Group 2, o to ue: poder, dormir, volver, almorzar. Group 3, e to i (only -ir verbs): pedir, servir, repetir. Jugar is the only verb that changes u to ue.
3. Draw the boot. Write the forms on the boot outline: yo, tú and él or ella down the left side and the foot, ellos or ellas at the toe, and nosotros at the top right, outside the boot. Every form inside the boot changes. Nosotros is outside, so it keeps the original stem: queremos, podemos, pedimos, jugamos.
4. Point out that the endings are the normal present endings. Only the stem changes. Querer still ends in -o, -es, -e, -emos, -en like comer.
5. Show the two-verb pattern: quiero jugar, puedo ir, pienso estudiar. The first verb is conjugated, the second stays in the infinitive. Pensar + infinitive means to plan to do something.

> *Quiero, puedo, pido. The stem changes inside the boot. Nosotros stays outside the boot.*

Guided practice

1. Look at the four pictures. For each one, your student says the infinitive and then the yo form: dormir, duermo; jugar, juego; pedir, pido; almorzar, almuerzo.


dormir: duermo


jugar: juego


pedir: pido


almorzar: almuerzo

2. Card game: draw an infinitive card and roll a die for the person (1 yo, 2 tú, 3 él or ella, 4 nosotros, 5 ellos, 6 your choice). Your student says the form and points to where it sits on the boot.

2. Restaurant role-play: use the menu. One person is the server and asks ¿Qué quieres pedir? The other answers with Quiero... or Pido... and asks ¿Cuánto cuesta? The server answers with the price in dollars.

> *¿Qué quieres hacer el sábado? Quiero jugar al fútbol. ¿Y tú?*

Worked examples

Conjugate dormir for yo and for nosotros, and explain the difference.



Yo duermo; nosotros dormimos. Yo is inside the boot, so o changes to ue. Nosotros is outside the boot, so the stem stays dorm-.

Translate: My brother and I want to play soccer, but we can't.
Mi hermano y yo queremos jugar al fútbol, pero no podemos. The subject is nosotros, so querer and poder keep their stems, and jugar stays in the infinitive after queremos.

Watch for these mistakes

Mistake: Changing the stem in the nosotros form: queiremos, puedemos, pidimos.
Fix: Draw the boot again and put nosotros outside it. Practice pairs out loud: quiero and queremos, puedo and podemos, pido and pedimos.

Mistake: Mixing up the groups: piedo instead of pido, or quero instead of quiero.
Fix: Learn each verb with its yo form as a pair, like a vocabulary word: pedir, pido; querer, quiero; poder, puedo. Remember that e to i only happens in -ir verbs like pedir, servir and repetir.

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 volver mean?

A to come back **B** to see **C** to sleep **D** to fly

> **Answer: A** to come back
> **Why:** Volver means to come back. It is a stem-changing verb.

2. Read: Almuerzo un sándwich. Which picture shows the lunch? Choose A, B, C or D.



A **B** **C** **D**

> **Answer: D**
> **Why:** It is picture D. Almuerzo un sándwich: I eat a sandwich for lunch.

3. Dialogue: A: ¿Qué pides? B: ___ una ensalada.

A Pido **B** Piedo **C** Pides **D** Pide

> **Answer: A** Pido
> **Why:** B answers for yo: pido.

4. What does dormir mean?

A to come back **B** to sleep **C** to eat lunch **D** to dream

> **Answer: B** to sleep
> **Why:** Dormir means to sleep. It is a stem-changing verb.

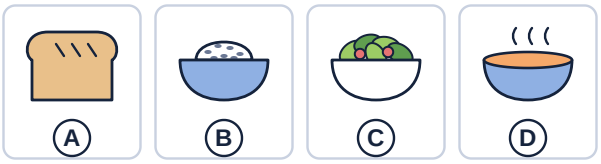
5. What does No puedo encontrar mi lápiz mean?

A I can't find my pencil. **B** I didn't lose my pencil. **C** I can find my pencil.

D I don't want my pencil.

> **Answer: A** I can't find my pencil.
> **Why:** No puedo means I can't, and encontrar means to find.

5. Read: Mi abuela sirve la sopa. Which picture shows what she serves? Choose A, B, C or D.



A **B** **C** **D**

> **Answer: D**
> **Why:** It is picture D. Sirve la sopa: she serves the soup.

6. Complete: La maestra ___ la pregunta dos veces. (repetir)

A repetimos **B** repite **C** repito **D** repete

> **Answer: B** repite
> **Why:** Ella is inside the boot, and repetir changes e to i: repite.

7. Listen and choose: La clase empieza a las ocho y media. When does the class start?

A At 8:30 **B** At 9:30 **C** At 8:00 **D** At 7:30

> **Answer: A** At 8:30
> **Why:** A las ocho y media means at 8:30.

8. Complete: Mi familia y yo ___ tacos los martes. (servir)

A servemos **B** sirvemos **C** servimos **D** sirven

> **Answer: C** servimos
> **Why:** Mi familia y yo means nosotros, outside the boot: servimos. Servir is an -ir verb, so it ends in -imos.

9. Complete: Cuando mis abuelos ___ de su viaje, nosotros ___ juntos. (volver, almorzar)

A vuelven / almorzamos **B** vuelven / almuerzamos **C** vuelve / almorzamos

D volven / almuerzamos

> **Answer: A** vuelven / almorzamos
> **Why:** Mis abuelos is ellos (vuelven); nosotros stays outside the boot (almorzamos).

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 querer mean?

A to think **B** to want **C** to bring **D** to ask for

2. What does almorzar mean?

A to eat lunch **B** to eat dinner **C** to cook **D** to serve

3. Listen and choose: Mi gato duerme en mi cama. Where does the cat sleep?

A On the chair **B** On the sofa **C** On the bed **D** In the kitchen

4. Read: En el restaurante Las Palmas, los meseros sirven sopa gratis. Mi papá pide pescado y yo pido tacos. Mi mamá prefiere una ensalada. Los tacos cuestan nueve dólares. What do the servers give for free?

A Tacos **B** Fish **C** Salad **D** Soup

5. Fix the mistake: Ellos jugan al fútbol.

A Ellos jugar al fútbol. **B** Ellos jugamos al fútbol. **C** Ellos juegan al fútbol.

D Ellos juega al fútbol.

6. Dialogue: A: ¿Prefieres la pizza o la pasta? B: ___

A Prefiero la pizza. **B** Preferimos la pizza. **C** Prefero la pizza. **D** Prefieres la pizza.

7. Complete: Mis amigos ___ ir a la playa en julio. (pensar)

A piensan **B** pensamos **C** pensan **D** piensa

8. Complete: Yo ___ salir, pero no ___ porque tengo tarea. (querer, poder)

A quiero / podo **B** quero / puedo **C** queremos / puedo **D** quiero / puedo

9. You want to ask a store clerk how much a backpack costs. What do you say?

A ¿Cuánto cuesto la mochila? **B** ¿Cuánto costa la mochila? **C** ¿Cuánto cuesta la mochila?

D ¿Cuánto cuestan la mochila?

10. Fix the mistake: Yo pienso que ir al parque.

A Yo pensar ir al parque. **B** Yo pienso voy al parque. **C** Yo pienso ir al parque.

D Yo pienso a ir al parque.

Spanish stem-changing verbs: quiero, puedo, pido: Answers and explanations

① Quick Check

1. Dialogue: A: ¿Quieres ir al parque? B: Sí, ___ ir.
   D quiero
   B answers about himself or herself: quiero.

2. Which present-tense form of poder goes with ella?
   D puede
   Poder changes o to ue inside the boot, and ella is inside the boot: puede.

3. How do you say I sleep in Spanish?
   A duermo
   Dormir changes o to ue for yo: duermo.

4. Which present-tense form of servir goes with yo?
   A sirvo
   Servir changes e to i inside the boot, and yo is inside the boot: sirvo.

5. Complete: ¿A qué hora ___ ustedes a casa? (volver)
   A vuelven
   Ustedes is inside the boot with ellos: vuelven.

6. Read: Me llamo Sofía. Los lunes empiezo la escuela a las ocho. Almuerzo con mis amigos a las doce. Después de la escuela juego al fútbol y vuelvo a casa a las cinco. Duermo nueve horas. At what time does Sofía eat lunch?
   A At twelve
   Almuerzo a las doce: she eats lunch at twelve.

7. Fix the mistake: ¿Tú pedes ayuda?
   D ¿Tú pides ayuda?
   Pedir changes e to i for tú: pides.

8. Complete: En el restaurante, mi papá siempre ___ pollo. (pedir)
   A pide
   Él is inside the boot: pide.

9. Safety: you are walking home and a stranger in a car says ¿Quieres subir? Te puedo llevar. What is the safest answer?
   D No, gracias. Then walk away and tell an adult.
   Safety: never get into a car with a stranger. ¿Quieres subir? means Do you want to get in?

10. Read Marta's schedule. Marta says: "Yo ___ a las nueve y media." Which word fits?
    D duermo
    Marta talks about herself, so she uses yo: duermo.

④ You Try

1. What does querer mean?
   B to want
   Querer means to want. It is a stem-changing verb.

2. What does almorzar mean?
   A to eat lunch
   Almorzar means to eat lunch. It is a stem-changing verb.

3. Listen and choose: Mi gato duerme en mi cama. Where does the cat sleep?
   C On the bed
   Duerme en mi cama: it sleeps on my bed.

4. Read: En el restaurante Las Palmas, los meseros sirven sopa gratis. Mi papá pide pescado y yo pido tacos. Mi mamá prefiere una ensalada. Los tacos cuestan nueve dólares. What do the servers give for free?
   D Soup
   Los meseros sirven sopa gratis.

5. Fix the mistake: Ellos jugan al fútbol.
   C Ellos juegan al fútbol.
   Jugar changes u to ue for ellos: juegan.

6. Dialogue: A: ¿Prefieres la pizza o la pasta? B: ___
   A Prefiero la pizza.
   B answers for yo with the e to ie change: prefiero.

7. Complete: Mis amigos ___ ir a la playa en julio. (pensar)
   A piensan
   Ellos is inside the boot: piensan. Pensar + infinitive means to plan to.

8. Complete: Yo ___ salir, pero no ___ porque tengo tarea. (querer, poder)
   D quiero / puedo
   Both are yo forms inside the boot: quiero and puedo.

9. You want to ask a store clerk how much a backpack costs. What do you say?
   C ¿Cuánto cuesta la mochila?
   Costar changes o to ue, and one backpack takes cuesta.

10. Fix the mistake: Yo pienso que ir al parque.
    C Yo pienso ir al parque.
    Pensar + infinitive means to plan to: pienso ir. No que and no a.

THE FULL WORKBOOK

Keep going with the full Learn Spanish workbook

You just tried one topic. The full Level 4 · Grades 6–8 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 stem-changing verbs: quiero, puedo, pido ACTFL Intermediate Low: Interpersonal Communication
2. Ser vs estar: when to use each in Spanish ACTFL Intermediate Low: Interpretive Reading
3. Spanish gustar: me gusta vs me gustan ACTFL Intermediate Low: Interpersonal Communication
4. Spanish reflexive verbs: daily routine ACTFL Intermediate Low: Presentational Speaking
5. Spanish preterite tense: regular and irregular verbs ACTFL Intermediate Low: Presentational Writing
6. Spanish imperfect vs preterite: when I was a kid ACTFL Intermediate Low: Presentational Speaking
7. Spanish future tense: ir a and the simple future ACTFL Intermediate Low: Interpersonal Communication
8. Spanish commands: tú commands, recipes and directions ACTFL Intermediate Low: Interpretive Listening
9. Spanish direct object pronouns: lo, la, los, las ACTFL Intermediate Low: Interpersonal Communication
10. Travel Spanish phrases: airport, hotel, directions and restaurant ACTFL Intermediate Low: Interpersonal Communication
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