

Introducing the Imperfect Tense

Name: _____ **Date:** _____

LEARNING OBJECTIVE

Students will use the imperfect tense to describe repeated or habitual past actions, contrasting it with the preterite.

MATERIALS NEEDED

- paper
- colored pencils

HANDS-ON ACTIVITY

1. Draw a picture of yourself as a young child (around age 5), including a setting that shows something you used to do regularly (playing with a toy, at a park, etc.).
2. Learn the imperfect endings for -AR verbs (-aba, -abas, -aba, -abamos, -abais, -aban) and for -ER/-IR verbs (-ia, -ias, -ia, -iamos, -iais, -ian) by writing them next to your drawing.
3. Write 3 captions under your drawing in the imperfect tense describing things you used to do as a child (e.g., 'Yo jugaba con mis juguetes todos los dias').
4. Underneath, write one preterite sentence about a single specific memory from childhood (e.g., 'Un dia, yo rompi mi juguete favorito') to compare the two tenses side by side.

QUESTIONS

1. What are the imperfect tense endings for regular -AR verbs?

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2. Write one of your imperfect sentences describing a habitual childhood action, and translate it.

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3. What is the difference in meaning between the imperfect and preterite tenses?

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4. Write your one preterite sentence about a specific childhood memory, and explain why the preterite (not imperfect) is correct here.
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