

Transition to Spanish A-level



Summer homework

Why Spanish?

Congratulations on selecting Spanish A Level. You have opened the door of opportunity! Studying Spanish will enrich your life, giving you opportunities to travel abroad and to learn about different cultures and different ways of life. Studying a language will also enhance your life chances, as universities and employers tend to prefer candidates who can speak more than one language. Did you know that linguists are better communicators and writers and have a better understanding of their own language too?

Students who study languages do better in tests and learning a language will improve the functionality of your brain and improve your memory skills. Spanish is currently the 4th most spoken language worldwide. Geographically, many countries have Spanish as a dominant language from Spain to Mexico and beyond. Knowing Spanish means you could communicate with a third of a billion speakers worldwide!

Studying A Level Spanish will enable you to learn the Spanish language and you will also gain an in-depth insight into the cultural, social, political, and artistic aspects of the Spanish speaking country/countries you will study.



A Level Spanish – Introduction to the course

At A Level, we follow the AQA syllabus. What will I learn? During this course you will develop your linguistic skills alongside your understanding of the culture and society of the countries where Spanish is spoken.

You will study:

- technological and social change, looking at the multicultural nature of Hispanic society.
- highlights of Hispanic artistic culture, Spanish regional identity and the cultural heritage of past civilisations.
- aspects of the diverse political landscape of the Hispanic world.
- the influence of the past on present-day Hispanic communities.

Throughout your studies, you learn the language in the context of Hispanic countries and issues and influences, which have shaped them. You will study texts and film and will have

the opportunity to carry out independent research on an area of your choice. Course structure

The AQA A level in Spanish comprises three units.

Paper 1: Listening, reading and writing

Paper 2: Writing (Essay on a novel + a film)

Paper 3: Speaking (involving discussion on a topic of your choice) General Topic Areas for A level Spanish The topics you will cover are as follows:

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Year 1	
Aspects of Hispanic society	Artistic culture in the Hispanic world
<ul style="list-style-type: none">• Modern and traditional values• Cyberspace• Equal rights	<ul style="list-style-type: none">• Modern day idols• Spanish regional identity• Cultural heritage
Year 2	
Multiculturalism in Hispanic society	Aspects of political life in the Hispanic world
<ul style="list-style-type: none">• Immigration• Racism• Integration	<ul style="list-style-type: none">• Today's youth, tomorrow's citizens• Monarchies and dictatorships• Popular movements

Transition Activities: How can you prepare for A Level Spanish?

You are to be set five tasks. These are linked to skills you will need at Spanish A Level. We will focus on:

1. Translate topics in the A-level course
2. Write a film analysis
3. Individual Research Project
4. Inferring from the context
5. Grammar
6. Beyond the classroom

Task1: translate the topics you will be covering during your Spanish A-level course

Los valores tradicionales y modernos	
Los cambios en la familia	
Actitudes hacia el matrimonio y el divorcio	
La influencia de la Iglesia Católica	
El ciberespacio	
La influencia del internet	
Las redes sociales: beneficios y peligros	
Los móviles inteligentes en nuestra sociedad	
La igualdad de sexos	
La mujer en el mercado laboral	
El machismo y el feminismo	
Los derechos de los gays y las personas transgénero	
La influencia de los ídolos	
Estrellas de televisión y cine	
Modelos	
La identidad regional en España	
Tradiciones y costumbres	
La gastronomía	

Las lenguas	
El patrimonio cultural	
Sitios turísticos y civilizaciones prehispánicas, Machu Picchu, la Alhambra, etc.	
Arte y Arquitectura	
El patrimonio musical y su diversidad	
La inmigración	
Los beneficios y los aspectos negativos	
La inmigración en el mundo hispánico	
Los indocumentados - problemas	
El racismo	
Las actitudes racistas y xenófobas	
Las medidas contra el racismo	
La legislación anti-racista	
La convivencia	
La convivencia de culturas	
La educación	
Jóvenes de hoy, ciudadanos del mañana	
Los jóvenes y su actitud hacia la política: activismo o apatía	
El paro entre los jóvenes	

Su sociedad ideal	
Monarquías y dictaduras	
La dictadura de Franco	
La evolución de la monarquía en España	
Dictadores latinoamericanos	
Movimientos populares	
La efectividad de las manifestaciones y las huelgas	
El poder de los sindicatos	
Ejemplos de protestas sociales (eg 15-M, las Madres de la Plaza de Mayo...)	
Las religiones	

Task 2: Write a film analysis

Write a film analysis. The film is “A Cambio de Nada” by Daniel Guzmán staring Miguel Herrán. Click on the following link to watch the trailer:

https://www.youtube.com/watch?time_continue=4&v=V3qXCDkSmrl&feature=emb_logo



To write your summary use the following bullet points:

1. Introduction (Introducción): Title of the film, director and say who the main characters (personajes)

Example: A Cambio de Nada, una película dirigida por Daniel Guzmán, trata de las experiencias de Darío, un chico de dieciséis años. Su mejor amigo se llama Luismi y son vecinos. Los padres de Darío están separados: una situación que no es fácil para Darío.

2. Characters (Personajes): Find adjectives in Spanish to describe the following characters:

Example: Cada personaje es diferente. Darío es

3. Favourite character (Personaje preferido): Describe your favourite character and explain why: Example: El personaje que más me gusta es porque (Edad / Carácter / Problemas / Relación con su familia / sus amigos)

4. Themes (Temas): What would you say the film is highlighting as social issues? Example: El tema principal de esta película es → Las juventudes problemáticas (conflictos con la familia, el colegio, la justicia) → La familia y la responsabilidad de los padres → La amistad → La adolescencia → Las relaciones entre diferentes generaciones

5. Cultural references (Referencias culturales): Films often make references to other aspects of culture e.g. older works of literature, music, customs, etc. It has been said that in this film Darío is Don Quijote and Luismi is Sancho Panza. Find out who these characters from classical Spanish literature are and say whether you agree. Example: En la película, Daniel Guzmán hace varias referencias a la Literatura Clásica Española. El director hace una comparación entre las figuras Don Quijote y Sancho Panza. Estoy de acuerdo con esta observación porque

6. Conclusion (Conclusión): Say what you thought overall of the film. Example: Concluyendo, diría que esta película



Immerse yourself in the target language and culture through other films and tv shows

(Some suggestions below contain strong language or adult themes.)

Películas

Watch a Spanish film (suggestions below)

- Volver (Pedro Almodóvar)
- Todo sobre mi madre (Pedro Almodóvar)
- ¡Ay Carmela! (Carlos Saura)
- Mar adentro (Alejandro Amenábar)
- Diarios de moptocicleta (Walter Salles)
- Ocho Apellidos Vascos (Emilio Martínez-Lázaro)
- El Laberinto del Fauno (Guillermo del Toro)
- María Llena eres de gracia (Joshua Marston)
- Abel (Diego Luna)
- Las 13 Rosas (Emilio Martínez-Lázaroa)

Netflix

- Las Chicas del Cable
- Gran Hotel
- Alta Mar
- Casa de Papel
- Velvet

Disney

- Los Montaner

Task 3 - Individual research project

As part of the speaking exam at A level, you talk about a topic of your choice. This has to be based on an area of interest linked to the Spanish-speaking world. It is best to do this on an area of interest to you. In previous years students have chosen the following:

- Street Art in Madrid by the artist Muelle
- Barcelona Football Club and Catalan Identity
- Political change in Cuba
- Feminism in Spain
- Muslim identity in modern Spain
- Student protests in Chile



These were all chosen by students based on their own areas of interest. The idea is that you should be an expert on your chosen topic. Task 2 is to prepare a presentation on an area of interest to you that is linked to the Spanish-speaking world. This would be a spoken presentation, however for this task it will be written.

1. Think of something that interests you e.g. sport, music, identity politics, etc.

Example: Music

2. Narrow this down to an example of this in a Spanish-speaking country. You will need to research this online.

Example: Reguetón

3. Find out about the origins of your topic and compare with today.

Example: The origins of this music; how it has grown in popularity; the growth of the Latino community, etc.

4. Prepare bullet points in Spanish. You can use phrases from your research. Make sure you understand what they all mean.

Example:

- El reguetón es un género musical bailable que se deriva del reggae y del dance hall, así como elementos principalmente del hip hop, y la música hispana.
- Es un género musical muy popular hasta hoy día, que tuvo su apogeo máximo en los años 2000 y 2010.
- Se influenció del reggae en español de Panamá y se desarrolló en Puerto Rico en 1990; surgió a raíz de la popularidad del reggae jamaicano, junto con el hip hop estadounidense durante los inicios de esa época.
- El reguetón entró en los Estados Unidos en los años 1990 y 2000 y se ha convertido en un modo de expresión para muchos jóvenes hispanos. A lot of the A level course is about expressing opinions, defending your opinions, and justifying your point of view. Start to think about your opinions on your topic area. You may change your opinions as you start learning about the issue.

Task 4 – Inferring from the context

As part of the speaking exam at A level, you will learn how to analyse texts and to infer meaning. Sometimes people imply meaning rather than saying things directly. This can further help to improve your comprehension. We are going to look at a song by a band called Bomba Estéreo. Complete the following tasks:

- a) Watch the video for the song “Soy yo” (link on next page). Does the video help you to understand what the message of the song might be? If so, what do you think the message is? The message is implied.



Or click on the link - <https://www.youtube.com/watch?v=bxWxXncl53U>

SOY YO



**BOMBA
ESTÉREO**

Or click on the link - <https://www.youtube.com/watch?v=bxWxXncI53U>



SOY YO

Yo caí, me paré, caminé, me subí
Me fui contra la corriente y también me perdí
Fracasé, me encontré, lo viví y aprendí
Cuando más te pegas fuerte, más profundo es el beat

Sigo bailando y escribiendo mis letras
Sigo cantando con las puertas abiertas
Atravesando por todas estas tierras
Y no hay que viajar tanto pa' encontrar la respuesta

Y no te preocupes si no te aprueban
Cuando te critiquen, tú solo di
Soy yo
Soy yo
Soy yo
Soy, soy, soy, soy, soy, soy, soy
Soy yo
Yo, yo, yo, yo, yo, yo, yo

Sigo caminando y sigo riendo
Hago lo que quiero y muero en el intento
A nadie le importa lo que estoy haciendo
Lo único que importa es lo que está por dentro

A mí me gusta estar en la arena
Bañarme en el mar sin razón, sin problema
Estar sentada sin hacer nada
Mirando de lejos y estar relajada

Y no te preocupes si no te aprueban
Cuando te critiquen, tú solo di
Soy yo
Soy yo
Soy yo
Soy, soy, soy, soy, soy, soy, soy
Soy yo
Yo, yo, yo, yo, yo, yo, yo

Soy así, soy así, soy así
Relaja'a
Y tú ni me conoces a mí
Bien relaja'a

Soy así, soy así, soy así
Relaja'a
Y tú ni me conoces a mí
Bien relaja'a
You know what I mean
You know what I mean

Y no te preocupes si no te aprueban
Cuando te critiquen, tú solo di
Soy yo
Soy yo
Soy yo
Soy, soy, soy, soy, soy, soy, soy
Soy yo
Yo, yo, yo, yo, yo, yo, yo

c) Have a look through the lyrics for the song and highlight any sentences that help you explain what the song is about.

d) Read the article below from an online newspaper in Colombia and translate it into English.

“SOY YO”, EL VIDEO DE BOMBA ESTÉREO

Del álbum “Amanecer” nos llega la canción “Soy Yo” con un clip protagonizado por una joven heroína que no se deja intimidar por nada.

“No te preocupes si no te aprueban, cuando te critiquen tú solo di: ‘Soy yo’”, dice la canción. *“El mensaje es el de no dejarse afectar por las críticas de otras personas y que la aceptación de uno mismo es esencial. El video se enfoca en los niños, haciendo referencia al acoso escolar que ocurre en los colegios”*, añadió la cantante de Bomba Estéreo.



+ Música

To develop your listening skills and learn about Hispanic music, you can listen to the radio online. You have some links below:

<http://www.los40.com/> is the website for the top 40 songs in Spain.

<http://www.rtve.es/radio/radio3/>

<http://www.cadenadigital.com/>

<http://www.discomusicradio.com>

So many international singers currently speak Spanish or are from a Spanish speaking country. To help you develop your knowledge of Spanish music and Hispanic singers, complete the Bingo below. You need to research where the singers are from and listen to three of their songs. Once you have done so you can cross them.

BINGO

*de cantantes españoles
y latinoamericanos*

For each singer find out:

- where they are from
- 3 songs you like

Create a Splanish playlist in Spotify and add the songs to your playlist



Camilo



Rosalía



Rozalén



DeVicio



Shakira



Manuel Turizo



TINI



Sebastian Yatra



Álvaro Soler



CNCO



Melendi



Aitana



Nil Moliner

Task 5 – Grammar

When covering all of the General Topic Areas for A level Spanish we will also look in depth at grammar and how the Spanish language is held together by patterns and rules.



Complete the following tasks to make sure your foundations of Spanish grammar are strong before starting the course.

Adjective Agreement

Adjectives are describing words. You use them to describe a noun a person or a thing.

In Spanish adjectives must agree with the noun they describe. This means that the ending depends on whether the noun is masculine, feminine, singular or plural. Unlike English, adjectives in Spanish usually come after the noun.

Una casa grande

A big house

Un hotel lujoso*A luxurious hotel*

Let's remind ourselves of the different endings.

Adjective ends in ...	Masc. Sing.	Fem. Sing.	Masc. Pl.	Fem. Pl
- o/a	Alto	Alta	Altos	Altas
- e	Inteligente	Inteligente	Inteligentes	Inteligentes
- consonant	Azul	Azul	Azules	Azules
-or/ora	Hablador	Habladora	Hablaadores	Habladoras
- ista	Deportista	Deportista	Deportistas	Deportistas

Actividad 1

Complete the table with the correct form of the adjective.

Masculine		Feminine	
Singular	Plural	Singular	Plural
Simpático			Simpáticas
	Optimistas	Optimista	
Fiel		Fiel	
	Cómodos		Cómodas
Útil			Útiles
		Egoísta	
Gracioso		Graciosa	
	Exigentes		

Actividad 2

Select the correct form of the adjective.

1. Mi madre es **simpático / simpática**.
2. Los alumnos son **habladores / habradoras**.
3. Esta sopa es **rico / rica**.
4. Mis amigos son **tontos / tontas**.
5. Mi ciudad es bastante **modernas / moderna**.
6. Creo que el uniforme es muy **fea / feo**.
7. Me gustan las ciencias porque son **interesante / interesantes**.
8. Mi padre puede ser bastante **severo / severa**.

Actividad 3

Complete the sentence with the correct form of the adjective in brackets.

1. Creo que los profesores son muy _____ (amable).
2. Diría que soy una persona _____ (trabajador).
3. Los edificios en mi pueblo son _____ (antiguo).
4. En mi opinión las redes sociales pueden ser _____ (peligroso).
5. Lo bueno es que hay unas aulas _____ (moderno).
6. Cuando era pequeña era más _____ (delgado).
7. Mi hermano y yo tenemos el pelo _____ (corto).

Present Tense - Regular Verbs

The present tense is used to talk about things that are taking place now.

Vivimos en España We live in Spain *La casa es grande* The house is big

How to form the Present Tense

- first start with the infinitive form of the verb (the form used in the dictionary. E.g. hablar = to speak).
- look at the last two letters of the infinitive and decide whether it's an **-ar**, **-er** or **-ir** verb.
- then remove the **-ar**, **-er** or **-ir** to find the stem.
- then add the following endings:

	Hablar	Comer	Vivir
I	Hablo	Como	Vivo
You Singular	Hablas	comes	Vives
He/She/It	Habla	Come	Vive
We	Hablamos	Comemos	Vivimos
You Plural	Habláis	Coméis	Vivís
They	Hablan	Comen	Viven

So, if we wanted to say **we dance**. We would need to take the following steps.

1. Find the infinitive – **Bailar**.
2. Look at the last two letters and decide whether it's an **ar**, **er** or **ir** verb. – **Bailar**
3. Remove the last two letters to find the stem – **Bail..**
4. Add on the '**we**' ending – **Bailamos**

If you're confident you can now move on to complete the activities.

Actividad 1

Match the Spanish infinitives to their English translations.

- | | |
|------------|-------------|
| 1. ayudar | a. to write |
| 2. limpiar | b. to read |

- | | |
|--------------|-------------|
| 3. Comprar | c. to visit |
| 4. Visitar | d. to help |
| 5. trabajar | e. to eat |
| 6. Comer | f. to buy |
| 7. Beber | g. to clean |
| 8. Leer | h. to live |
| 9. Vivir | i. to drink |
| 10. Escribir | j. to work |

Actividad 2

Complete the table for these 3 key regular verbs.

	Comprar	Beber	Vivir
I		Bebo	
You Singular	Compras		Vives
He/She/It			
We		Bebemos	
You Plural			Vivís
They	Compran		

Actividad 3

Conjugate the following verbs using the present tense. The infinitive form is provided in brackets.

1. they help (ayudar) _____
2. she travels (viajar) _____

3. you sg learn (aprender) _____
4. he works (trabajar) _____
5. I study (estudiar) _____
6. she enjoys (disfrutar) _____
7. it opens (abrir) _____
8. they write (escribir) _____
9. we allow (permitir) _____
10. you all spend *time* (pasar) _____

Actividad 4

Translate these sentences into Spanish.

1. Everyday my mum cooks (cocinar) and I wash (lavar) the dishes.

2. My friends and I study (estudiar) in the library.

3. If it's sunny I ride (montar) my bike.

4. My dad works (trabajar) in an office in the city centre.

5. Do you help (ayudar) at home?

6. During the holidays I always spend (pasar) time with my family.

7. At christmas we eat (comer) a lot of chocolate.

8. My friends use (usar) Whatsapp to share photos.

9. I never buy clothes on the internet.

10. Sometimes my brother and I argue (discutir).

Present Tense - Irregular Verbs

Key Irregular Verbs

	Ser To be	Jugar To play	Hacer To do	Ir To go	Ver To watch
I	Soy	Juego	Hago	Voy	Veo
You sg	Eres	Juegas	Haces	Vas	Ves
He/she/it	Es	Juega	Hace	Va	Ve
We	Somos	Jugamos	Hacemos	Vamos	Vemos
You all	Sois	Jugáis	Hacéis	Vais	veis

Actividad 1

Write the English translation of each verb.

1. Van _____

5. hago _____

2. Sois _____

6. Soy _____

3. Veo _____

7. Es _____

4. Jugamos _____

8. Va _____

Actividad 2

Translate the sentences into Spanish.

1. After school I play tennis with my friends.

2. I would say that I am hardworking and patient.

3. At the weekends my sisters go shopping.

4. After dinner I watch tv with my dad.

5. In general my teachers are funny and kind.

Preterite Tense - Regular Verbs

The preterite tense is used to talk about completed actions in the past.

Comí un pastel I ate a cake

Ayer visité a mi abuela Yesterday I visited my grandma

The preterite tense is not used for descriptions of things in the past or for repeated actions in the past. For these you use the Imperfect tense.

How to form the Preterite Tense

To form the different forms of regular verbs in the preterite tense, remove the **-ar**, **-er** or **-ir** to find the stem and then add the following endings.

	Hablar	Comer	Vivir
I	Hablé	Comí	Viví
You Sg	Hablaste	Comiste	Viviste
He/She/It	Habló	Comió	Vivió
We	Hablamos	Comimos	Vivimos
You all	Hablasteis	Comisteis	Vivisteis
They	Hablaron	Comieron	Vivieron

- ❖ Note that the endings for -er and -ir verbs are same.
- ❖ Be careful that you use accents correctly as using them incorrectly can change the meaning of the verb.
- ❖ There are many verbs which have an irregular form in the preterite. You will find more detail on these verbs in the Irregular Preterit reference guides.

Actividad 1

Conjugate these verbs into the preterite tense.

1. they went out (salir) _____
2. we swam (nadar) _____
3. He worked (trabajar) _____
4. I ate (comer) _____
5. You sg. helped (ayudar) _____
6. They cooked (cocinar) _____
7. We travelled (viajar) _____

Actividad 2

Rewrite out these sentences and put the verbs into the preterite tense.

1. Estudian las ciencias.

2. Mi madre cocina paella.

3. Mis amigos y yo tomamos el sol.

4. Mi hermano limpia la casa.

5. Escucho música en mi dormitorio.

6. Uso Facebook para organizar una fiesta.

7. ¿Comes carne?

8. Mis padres viajan en tren.

Preterite Tense - Irregular Verbs

Many common verbs are irregular in the preterite and it is important that you know which they are and how they are formed. There is no pattern, so you need to learn them individually.

Ser to be	Ir to go	Estar to be	Hacer to do, to make	Tener to have
Fui	Fui	Estuve	Hice	Tuve
Fuiste	Fuiste	Estuviste	Hiciste	Tuviste
Fue	Fue	Estuvo	Hizo	Tuvo
Fuimos	Fuimos	Estuvimos	Hicimos	Tuvimos
Fuisteis	Fuisteis	Estuvisteis	Hicisteis	Tuvisteis
Fueron	Fueron	Estuvieron	Hicieron	Tuvieron
Poner to put	Poder to be able to	Venir to come	Querer to want	Dicir to say
Puse	Pude	Vine	Quise	Dije
Pusiste	Pudiste	Viniste	Quisiste	Dijiste
Puso	Pudo	Vino	Quiso	Dijo
Pusimos	Pudimos	Vinimos	Quisimos	Dijimos
Pusisteis	Pudisteis	Vinisteis	Quisisteis	Dijisteis
Pusieron	Pudieron	Vinieron	Quisieron	Dijeron

- ❖ Note that Ser and Ir are identical in the preterite. This means that fui can be translated to either I was or I went. This is something to be aware of when translating into English, you will have to look at the context to decide which one it should be.
- ❖ Irregular verbs do not take an accent unlike the regular verb forms.

Actividad 1

Match the Spanish to the English.

- | | |
|-------------|-------------------------|
| 1. vinieron | a. they were (location) |
| 2. dijo | b. I wanted |
| 3. fui | c. they came |

- | | |
|---------------|-------------------|
| 4. tuvimos | d. we could |
| 5. pudimos | e. we had |
| 6. quise | f. I went/was |
| 7. estuvieron | g. They went/were |
| 8. fueron | h. he/she said |

Actividad 2

Translate the sentences into Spanish.

1. Last year I went to Italy with my grandparents.

2. It was a fantastic experience.

3. We had a big party to celebrate my mum's birthday.

4. My friend said that smoking is dangerous.

5. I wanted to go to the cinema.

6. They did sightseeing and they went to the market.

Imperfect Tense

The imperfect tense is a past tense and is used for the following situations:

- To **describe** something or someone in the past.

El hombre era muy gordo The man **was** very fat

- To say what someone **was doing** or what was happening

Veía la tele cuando mi amigo llamó I **was watching** tv when my friend called

- To say what someone **used to do** or what things used to be like

De niño, jugaba al fútbol As a child, I **used to play** football

There are two sets of endings, one for -ar verbs and one for -er and -ir verbs. Take off the last two letters and add the following endings.

	Hablar	Comer	Vivir
I	Hablaba	Comía	Vivía
You Sing	Hablabas	Comías	Vivías
He/She/it	Hablababa	Comía	Vivía
We	Hablábamos	Comíamos	Vivíamos
You Pl.	Hablabais	Comíais	Vivíais
They	Hablaban	Comían	Vivían

There are only three irregular verbs in the imperfect tense:

Ser (to be)	Ir (to go)	Ver (to see)
Era	Iba	Veía
Eras	Ibas	Veías
Era	Iba	Veía
Éramos	Íbamos	Veíamos
Erais	Ibais	Veíais
eran	Iban	Veían

Actividad 1

Conjugate the verbs below into the imperfect tense.

1. We used to go (ir) _____
2. They used to play (jugar) _____
3. I used to use (usar) _____
4. She used to work (trabajar) _____
5. I used to be (ser) _____
6. He used to do (hacer) _____
7. You used to wear (llevar) _____
8. They used to eat (comer) _____
9. We used to watch (ver) _____
10. I used to like (gustar) _____

Actividad 2

Rewrite the sentences putting the verbs into the Imperfect tense.

1. Soy bastante perezoso y tímido.

2. Mis padres juegan al tenis.

3. Estudiamos los idiomas.

4. Me gustan los dibujos animados.

5. El hotel tiene una piscina enorme.

6. Mi pueblo es tranquilo y bonito.

7. Mis abuelos viven en el campo.

8. Trabajo en una tienda como dependiente.

Preterite Vs Imperfect

The preterite & imperfect tenses have different uses in Spanish.

- You use the **preterite** to talk about completed actions in the past. The preterite tense will usually be accompanied by time markers such as *ayer*, *la semana pasada*...
- Whereas the **imperfect** tense is used to discuss what someone used to do or what something used to be like. Think of these as ongoing actions.

If you really want to impress the examiner use both tenses within the same sentence.

Estaba muy contento porque mi equipo de futbol ganó el partido.

I was very happy because my football team won the match.

Actividad 1

Decide if these sentences need the preterite or imperfect form of the verb.

1. El año pasado **fui / iba** a Gales con mis padres.
2. Cuando **fui / era** pequeña hice / hacía natación.
3. En el pasado mi pueblo **tuvo / tenía** más espacios verdes.
4. Ayer mi hermano **lavó / lavaba** el coche.
5. La semana pasada los alumnos **hicieron / hacían** un examen.
6. Mi madre me **compró / compraba** un nuevo vestido.
7. El hotel **tuvo / tenía** aire acondicionado.

8. Mi hermano y yo cocinamos / cocinábamos una cena especial para nuestra madre.

Actividad 2

Translate the sentences into Spanish. Both the preterite and imperfect is used in each sentence.

1. I was at the beach when I saw my friend.

2. We were playing football when my friend had an accident.

3. She was sad because she failed (*suspender*) the exam.

4. They used to travel by car but last year they travelled by plane.

5. My city didn't have many sports facilities, but they built (*construir*) a new sports centre.

The Near Future

You use the near future tense in Spanish to say *what is going to happen*. You use the correct form of ir in the present tense, the letter a, and the infinitive.

Ir + a + infinitive

Voy a comer

Voy		Ir
Vas		Jugar
Va		Hacer
Vamos	a	Ver
Vais		Comer
Van		Visitar
		Estudiar
		Trabajar

Actividad 1

Put the words into the correct order.

1. y vamos mis al cine amigos yo a ir

2. mar voy en nadar a el

3. comprar mis a un coche padres van

4. mi universidad hermana va ir a la a

5. fútbol ver a un voy de partido

6. centro van comercial construir a nuevo un

Actividad 2

Translate the sentences into Spanish.

1. This weekend I am going to go shopping with my mum.

2. They are going to build more green spaces.

3. I am going to use less energy.

4. We are going to take photos.

5. If it's sunny I am going to go to the beach.

6. My brother Is going to download a film.

7. I am going to work as a waiter in a restaurant.

8. He is going to wear a black jacket.

9. I am going to go to university to study languages.

10. We are going to travel by plane because it's quicker.

The Future Tense

The future tense is used to say what someone **will do** or what **will happen**. It is formed by adding the following endings to the infinitive form of the verb. The good news is that there is only one set of endings.

Hablar	
I	Hablaré
You Sing	Hablarás
He/She/It	Hablará
We	Hablaremos
You all	Hablaréis
They	Hablarán

Some verbs have irregular stems in the future, but the endings are the same for regular verbs.

Decir (to say)	Diré	Saber (to know)	Sabré
Hacer (to do/make)	Haré	Salir (to leave/go out)	Saldré
Poder (to be able to)	Podré	Tener (To have)	Tendré
Poner (to put)	Pondré	Venir (to come)	Vendré
Querer (to want)	Querré	Haber (there will be)	Habrá

Actividad 1

Conjugate the verbs below into the future tense.

1. I will go (ir) _____

2. They will study (estudiar) _____

3. He will cook (cocinar) _____

4. It will be (ser) _____

5. We will have (tener) _____

6. There will be (haber) _____

7. I will buy (comprar) _____

8. You sg will use (usar) _____

9. They will improver (mejorar) _____

10. I will do (hacer) _____

Actividad 2

Translate the sentences into Spanish.

1. When I'm older I will have a big family.

2. We will recycle and we will use less water.

3. They will build more sports facilities.

4. I will go to Spain to practice my Spanish.

The Conditional

The conditional tense is used to say what someone **would do** or what **would happen** in the future. It is formed by adding the following endings to the infinitive form of the verb. The good news is that there is only one set of endings.

Hablar	
I	Hablaría
You Sing	Hablarías
He/She/It	Hablaría
We	Hablaríamos
You all	Hablaríais
They	Hablarían

Like the future tense some verbs have irregular stems in the conditional, these are the same as the future tense irregulars.

Decir (to say)	Diré	Saber (to know)	Sabré
Hacer (to do/make)	Haré	Salir (to leave/go out)	Saldré
Poder (to be able to)	Podré	Tener (To have)	Tendré
Poner (to put)	Pondré	Venir (to come)	Vendré
Querer (to want)	Querré	Haber (there will be)	Habrá

To impress the examiner use the conditional tense alongside the imperfect subjunctive.

Si pudiera + conditional = If I could I would...

Si tuviera mucho dinero + conditional = If I had a lot of money

Actividad 1 Conjugate the following verbs in the conditional into Spanish

1. I would do (hacer) _____
2. They would improve (mejorar) _____
3. We would build (construir) _____
4. They would use (usar) _____
5. I would study (estudiar) _____
6. He could (poder) _____
7. There would be (haber) _____
8. You would go (ir) _____
9. It would be (ser) _____
10. It would have (tener) _____

Actividad 2

Translate the sentences into Spanish.

1. I would like to go to university to study history.

2. If I could I would go to Italy because I love the food.

3. If we had the time we would go to the gym.

4. My parents would go to Australia but it's too expensive.

5. My sister would study English but she thinks it's too difficult.

6. My ideal house would have a big garden and a modern kitchen.

7. I would improve the public transport system.

Connectives

Connectives are words like 'and', 'but', 'however', 'because' etc.

It is essential that you use connectives in your work to create extended sentences and give structure to your spoken and written responses.

Connectives link sentences or parts of sentences together.

Me encanta la historia pero no soporto la geografía.

I love history but I can't stand geography.

Actividad 1

Match the Spanish to the English.

- | | |
|----------------|-------------------------|
| 1. porque | a. in order to |
| 2. ya que | b. also |
| 3. sin embargo | c. because |
| 4. aunque | d. furthermore |
| 5. además | e. before |
| 6. también | f. as/since |
| 7. así que | g. however |
| 8. para | h. after |
| 9. después | i. although/even though |
| 10. antes | j. therefore |

Actividad 2

Fill in the gaps with a suitable connective from the list below.

1. _____ de la cena veo la tele.
2. En mi colegio hay un gimnasio _____ no hay comedor.
3. _____ es difícil me gusta el español.
4. Quiero ser diseñador _____ me interesa la moda.
5. Quiero ser médico, _____ estudiaré la medicina.

así que // aunque // pero // ya que // después

Actividad 2

Complete these sentences with a suitable phrase.

1. Me gusta mi colegio porque

2. El hotel tenía una piscina también

3. Creo que las redes sociales son prácticas, sin embargo

4. Después del cole

5. Uso Instagram para

6. Voy a reciclar, además

7. Soy muy creativo así que

8. Hay mucho que hacer en mi ciudad, por ejemplo

9. En mi tiempo libre veo la tele o

10. Mi colegio ideal tendría una biblioteca también

Negatives

Use a range of negative structures in your work to add complexity and make your spoken and written responses more interesting.

The easy way to make a sentence negative is to put the word ‘no’ in front of the sentence.

No tengo animales.

No hay centro comercial

No me gusta el pescado

There are other negative words which you should add to your work to increase complexity.

Nada nothing (or “not anything”)

Nadie nobody (or “not anybody”)

ningún, ninguno, ninguna no, none

nunca, jamás never

tampoco neither, not either

ni...ni... neither... not (or not either...or)

ya no not anymore

Actividad 1

Make each sentence negative.

1. En mi pueblo hay un cine y un polideportivo.

2. Llevamos uniforme.

3. Siempre como las patatas fritas.

4. Hay mucho que hacer.

5. Este fin de semana voy a ir de compras.

6. He probado la comida española.

Actividad 2

Put the words in the correct order to form a negative sentence.

1. España visitado he nunca

2. biblioteca no ni comedor hay ni

3. hermana escucha mi no nadie a

4. David hace nada no estar forma para en

5. hermano sus nunca hace mi deberes

6. comer hay nada no para

7. escucha nadie me

8. mañana no nada desayuno por la

Complex language

Complex language will make your answers more interesting and will help you gain more marks!

The structures below are all followed by an infinitive.

Acabo de + infinitive I have just

Example: Acabo de hacer mis deberes *I have just done my homework*

Translate :

I have just visited Spain.

I have just arrived at school.

I have just downloaded a song.

Siempre he querido + infinitive I have always wanted to

Example : Siempre he querido visitar Australia *I have always wanted to visit Australia.*

Translate :

I have always wanted to be an engineer.

I have always wanted to go to La Tomatina.

I have always wanted to study languages.

Tengo ganas de + infinitive I want to

Example **Tengo ganas de hacer esquí en Suiza** *I want to go skiing in Switzerland.*

Translate

I want to spend my holidays in Italy.

I want to go to a music festival with my friends.

I want to go to the beach because I love swimming in the sea.

Si pudiera + conditional If I could I would

Example **Si pudiera construiría un nuevo cine** – *If I could I would build a new cinema*

Translate

If I could I would improve the public transport system.

If I could would go to New York with my friends.

If I could I would like to go to university to study medicine.

Decidí a + infinitive I decided to

Example Decidí a visitar a mis abuelos *I decided to visit my grandparents.*

Translate

Last year, I decided to go to Greece with my sister.

I decided to study Spanish because I love languages.

I decided to travel because I want to see the world.

Cuando sea mayor... When I'm older...

Example Cuando sea mayor tendré una casa enorme *When I'm older I will have a big house*

Translate

When I'm older I will go to Japan.

When I am older I would like to get married and have a family.

When I'm older I will have a good job.

Beyond the classroom

When learning a language, the saying that “practice makes perfect” is very appropriate. You develop a higher level of comprehension (listening and reading) if you expose yourself to the language every day. The simplest of actions can help you develop vocabulary e.g. putting on Spanish subtitles on your favourite programme, changing the language settings on your email account to Spanish, etc.

These are some additional things you can try:

- Watch EASY SPANISH videos on YouTube. They are a great way of learning the language and the culture hearing from Spanish people about different topics.
- Watch the news. Start with short clips and slowly increase gradually.
- Listen to the radio
- Create yourself a Spotify playlist with Spanish music
- Follow #Instagram and @Twitter accounts that promote learning Spanish. There are a lot which share tips and common vocabulary
- Read newspapers. Focus on understanding headlines and try to decipher what the news are about from looking at the visuals. Follow them in social media as the news are shortened there.
- Read magazine articles and books for Spanish learners. You have some examples of books below.

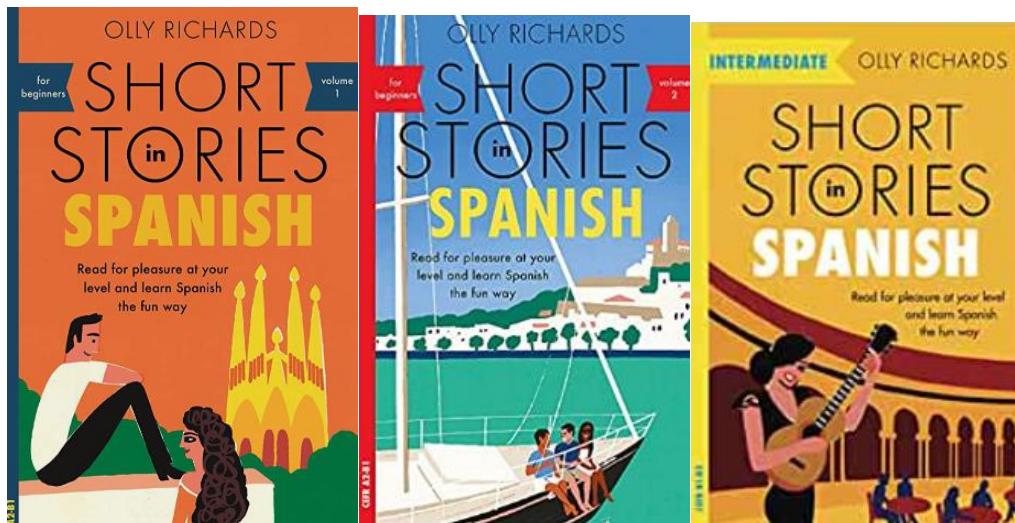
Libros

Try reading short stories in Spanish. You can also start with a bilingual book with parallel texts in both languages. Magazines are also good as they normally include photos and headings. Choose things that are interesting to you.

TOP TIP: Don't look up every word you are not sure of when reading an article/ book Yes... you read that right. When you are reading articles etc, try not to look up every word as it will take you forever. Skim and scan the text to get the gist.

Remember to use the context or the article, cognates and common sense to figure out what the article is saying. Pick out a couple of words that you like the look of, that you feel may be real hurdles to getting the idea of the text, look them up carefully and add them to your vocab booklet. The aim at this stage is to get the gist of the article, not be able to translate it completely. Translation is a whole different ball game and you will learn it soon enough. You will be surprised how much more enjoyable reading will be if you really pay attention to this tip.

The following recommended books include short stories, glossaries and comprehension tasks. They are a great starting point! And you can find them all in Amazon.



Easy Spanish

These are some interesting suggestions but I would encourage you to start here and then explore any other topics you are interested about.

Consejos para aprender español - <https://www.youtube.com/watch?v=N3v9ztUovBs>

¿Cuáles son tus planes para hoy? - <https://www.youtube.com/watch?v=SCS1dJ35lig>

Bares y restaurants - <https://www.youtube.com/watch?v=rxLBonV9-4Y>

El País Vasco - https://www.youtube.com/watch?v=pBL3p2_jeQ

¿Cómo hacer amigos? - <https://www.youtube.com/watch?v=UngvTazM-dM>

Estereotipos sobre los Latinoamericanos -

https://www.youtube.com/watch?v=H7Ur9zk_9Ok

Social Media

Sign up to Twitter for authentic text that you can quickly flick through. They will help you pick up the language even when lazily browsing twitter. Some ideas are:

@Spain - The official Twitter for tourism in Spain (also on Instagram)

@LaFraseDelDia_ - Más que palabras. A Spanish site which tweets inspirational sayings for each day. @spanishlanguage – Official Twitter account for Transparent Language Spanish. Learn the language with free resources, social media, and research-based software that works. Tweets expressions, phrases, words and articles in Spanish.

@spanishaddicts – El español de la calle (typical spoken spanish). Esto no son simples traducciones literales, es mucho más que eso. Spanish phrases, vocab, articles and more.

@spanishxxx2 – Free Spanish Sentences Vocabulary Pronunciation Grammar Tests. Tweets vocab, articles, and quizzes.

@muyinteresante – Revista de ciencia, historia, tecnología, salud, psicología, innovación y curiosidades. A Spanish news organisation that tweets in Spanish only. Great for practicing your reading skills (also on Instagram with the handle [muyinteresante_revista](#))

Follow Pictoline on social media Join MFL Clips with Subtitles on Facebook

Join Seneca and practice GCSE vocabulary and complete the Diagnostic Misconceptions questions.

Useful websites

Familiarise yourself with some useful Spanish websites.

Online dictionary

www.wordreference.com

Online Newspapers

<https://elpais.com/>

<https://www.lavanguardia.com/>

<https://www.bbc.com/mundo>

<https://www.elmundo.es/>

Reading

<http://es.maryglasgowplus.com/students>

<http://www.mecd.gob.es/reinounido/publicaciones-materiales/publicaciones.html>

<https://www.surrey.ac.uk/language-study-area/spanish-resources/read>

Listening

<http://radiolingua.com/cbs-step-1/>

<https://radiolingua.com/coffeebreakspanish/>

<https://www.profedeеле.es/categoría/actividad/podcast/>

www.spanishPod101.com

www.asisehace.net

www.newsinslowspanish.com

<https://www.surrey.ac.uk/language-study-area/spanish-resources/listen>

<http://telealacarta.es/>

<http://www.rtve.es/noticias/directo/canal-24h/>

Grammar

www.languagesonline.org.uk

www.linguanet-worldwide.org

www.studyspanish.com

<http://www.laits.utexas.edu/spe/index.html>