

A level Spanish summer work

We are very pleased that you have chosen to carry on with your Spanish studies. Learning a foreign language is a challenging but rewarding experience and the skills you will gain will undoubtedly boost your future employability.

We are following the AQA specification. For detailed information about the course content and assessment, click on this link:

<http://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7691>

The 'specification at a glance' section gives you an easy overview of the course.

This is the work you must complete over the summer:

Grammar boost, revision of main tenses:

- Prepare an A4 side worth of notes for each of the following tenses:
Present, future (will), the preterite and the imperfect.
You could explain when you would use that tense, explain how it is formed, conjugate* a few verbs in that tense, and write a few sentences to illustrate that tense.
- Complete and print at least 10 interactive tasks, use
<http://www.languagesonline.org.uk/Hotpotatoes/Index.htm>



Help: You can use this website which contains detailed explanations on tenses:
<http://www.studyspanish.com>

* to conjugate: write a verb in a specific tense using all persons: yo / tú / él/ella / nosotros / vosotros / ellos/ellas

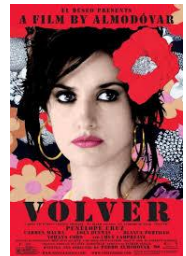
Film

During the first year of the A' Level, we are going to study Pedro Almodóvar's film Volver.

Tasks:

Get hold of a copy to watch over the holidays:

- ~ Consider the use of colour in the film: write a few bullet points
- ~ Consider the role of women in the film: write a few bullet points
- ~ Write 50 words in Spanish about your favourite character or an interesting scene in the film.



¡Suerte!

Buenas vacaciones.



9 Verbs: the indicative mood

A verb indicates **what** is happening in a sentence and the tense indicates **when**.

9.1 The infinitive

This is the form you will find when you look a verb up in the dictionary, a word list or vocabulary section. It will indicate which endings you should use for each tense and person. You will need to follow and understand the patterns of verbs and the various tenses so that you can check them in the verb tables in section 23.

In Spanish, verbs fall into three groups. These are shown by the last two letters of the infinitive:
 -ar: *comprar* (to buy); -er: *comer* (to eat); -ir: *subir* (to go up)

The endings of Spanish verbs change according to the tense and the person or thing doing the action, and the group a verb belongs to indicates which endings you should use for each tense and person.

- The infinitive itself is often used after another verb.
 Common verbs usually followed by an infinitive are:

<i>querer</i>	to want	<i>Quiero ver la tele esta noche.</i>
<i>gustar</i>	to please	<i>Me gusta bailar. Me gustaría ir al cine.</i>
<i>poder</i>	to be able to	<i>No puedo salir contigo.</i>
<i>tener que</i>	to have to	<i>Tengo que cocinar.</i>
<i>deber</i>	to have to, must	<i>Debemos hablar en voz baja.</i>

- The impersonal expression *hay que* takes an infinitive:
Hay que estudiar mucho para estos exámenes.
- Soler*, used only in the present and imperfect tenses, indicates what usually happens:
Suelo levantarme temprano. I usually get up early.
¿Qué solías hacer cuando eras joven, abuela? *Solía jugar como tú.*
 What did you used to do when you were little, grandma? I used to play just like you.

- The infinitive is used:
 - in impersonal commands and instructions:
No arrojar escombros. Abrir con cuidado.
 - as a noun:
Estudiar es duro cuando hace calor.

For verbs which take *a* or *de* + infinitive, see section 18.1. The infinitive also follows prepositions: see section 18.2.

For the past infinitive see section 9.10.

9.2 The present tense

To form the present tense of regular verbs, add the following endings to the stem of the verb.

Regular verbs			Reflexive verbs
comprar	comer	subir	levantarse
compro	como	subo	me levanto
compras	comes	subes	te levantas
compra	come	sube	se levanta
compramos	comemos	subimos	nos levantamos
compráis	coméis	subís	os levantáis
compran	comen	suben	se levantan

- Spelling changes
 Some verbs change their spelling to preserve the same sound as in the infinitive:
 - before the vowels *e* and *i*:
c > qu: *sacar* – *saqué*
g > gu: *pagar* – *pagué*
z > c: *empezar* – *empecé*
 - before the vowels *a* and *o*:
g > j: *coger* – *cojo/coja*
gu > g: *seguir* – *sigu/sigues*
 - from *i* to *y* when unaccented and between vowels:
– construyó but *construimos*
- Some verbs add an accent:
continuar – *continúo, continúas, continúa* etc.
enviar – *envío, envías, envía* etc.



- Radical changes: where the stem of the verb changes

o > ue	contar – cuento, cuentas, cuenta, contamos, contáis, cuentan dormir – duermo, duermes, duerme, dormimos, dormís, duermen
u > ue	jugar – juego, juegas, juega, jugamos, jugáis, juegan
e > ie	empezar – empiezo, empiezas, empieza, empezamos, empezáis, empiezan
e > i	pedir – pido, pides, pide, pedimos, pedís, piden

Irregular verbs

The most common you will need are:

ser	soy, eres, es, somos, sois, son
estar	estoy, estás, está, estamos, estáis, están
ir	voy, vas, va, vamos, vais, van
tener	tengo, tienes, tiene, tenemos, tenéis, tienen
hacer	hago, haces, hace, hacemos, hacéis, hacen

Some verbs are only irregular in the first person of the present tense then follow the regular pattern:

poner – pongo, pones etc.

salir – salgo, sales etc.

caer – caigo, caes etc.

conducir – conduzco, conduces etc.

See the verb tables in section 23.

Note: *Hay* = there is/there are

Use the present tense

– to indicate what is happening

¿Adónde vas? Voy al cine.

– to express what happens regularly, a repeated action or habit

Veo la tele cada noche a las siete.

– to refer to something that started in the past and continues into the present (note that the perfect tense is used here in English)

Vivo aquí desde hace años.

– to refer to historical events (the historical present)

Aquella noche, el 23 de febrero de 1981, habla el Rey por la radio y la tele ...

– to refer to something timeless or universal

El planeta Tierra gira alrededor del sol.

– to express the future

Adiós. Nos vemos mañana.

9.3 The present continuous

This is formed by taking the present tense of *estar* and the present participle (gerund) of the main verb, formed as follows:

ar → *ando* *er* → *iendo* *ir* → *iendo*

Exceptions are *leyendo*, *durmiendo*, *divirtiéndose*.

¿Qué estás leyendo?

¡Callaos! Están durmiendo.

- It indicates what is happening at the time of speaking or that one action is happening at the same time as another. It follows the English pattern closely.
- It is often used with *pasar* to express how you spend time.
Paso el tiempo divirtiéndome, viendo la tele, haciendo deporte.
- It is often used also after *seguir*, *ir* and *llevar*.
Sigo estudiando a los treinta años.
Los precios van subiendo cada día más.
Llevo cinco años estudiando medicina.

9.4 The preterite tense

This is formed by adding the following endings to the stem of the verb:

-ar: -é -aste -ó -amos -asteis -aron
-er/-ir: -í -iste -ió -imos -isteis -ieron

Regular verbs

comprar	comer	subir
compré	comí	subí
compraste	comiste	subiste
compró	comió	subió
compramos	comimos	subimos
comprasteis	comisteis	subisteis
compraron	comieron	subieron

Spelling changes

Some verbs change their spelling to preserve the same sound as in the infinitive:

c → *qu* before *e*: *sacar* – saqué, sacaste, sacó etc.

g → *gu* before *e*: *pagar* – pagué, pagaste, pagó etc.

z → *c* before *e*: *empezar* – empecé, empezaste, empezó etc.

i → *y*: *creer* – creí, creiste, creyó, creimos, creisteis, creyeron (also *leer*, *oír*, *caer*)

gu → *gü*: *averiguar* – averigüé, averiguaste, averiguó etc.

- Radical changes
-ir verbs change in the third person singular and plural:
o → *u*: *morir* – *murió*, *murieron* (also *dormir*)
e → *i*: *pedir* – *pidió*, *pidieron* (also *sentir*, *mentir*, *seguir*, *vestir*)
- Some common irregular verbs. Note that there are no accents.

It helps to learn irregulars in groups; some follow a pattern of *uve*:

<i>andar</i>	<i>anduve</i> , <i>anduviste</i> , <i>anduvo</i> , <i>anduvimos</i> , <i>anduvisteis</i> , <i>anduvieron</i>
<i>estar</i>	<i>estuve</i> , <i>estuviste</i> , <i>estuvo</i> , <i>estuvimos</i> , <i>estuvisteis</i> , <i>estuvieron</i>
<i>tener</i>	<i>tuve</i> , <i>tuviste</i> , <i>tuvo</i> , <i>tuvimos</i> , <i>tuvisteis</i> , <i>tuvieron</i>

Note *ser* and *ir* have the same form so *fui* can mean 'I went' or 'I was'.

fui fuiste fue fuimos fuisteis fueron

Dar and *ver* follow a similar pattern.

dar – *di*, *diste*, *dio*, *dimos*, *disteis*, *dieron*

ver – *vi*, *viste*, *vio*, *vimos*, *visteis*, *vieron*

A larger group are quite irregular:

hacer	haber	poder	poner	querer	venir
hice	hube	pude	puse	quise	vine
hiciste	hubiste	pudiste	pusiste	quisiste	viniste
hizo	hubo	pudo	puso	quiso	vino
hicimos	hubimos	pudimos	pusimos	quisimos	vinimos
hicisteis	hubisteis	pudisteis	pusisteis	quisisteis	vinisteis
hicieron	hubieron	pudieron	pusieron	quisieron	vinieron

- Use the preterite
– to refer to events, actions and states started and completed in the past
El año pasado hubo una huelga de los empleados del metro.
– to refer to events, actions or states which took place over a defined period of time but are now completely finished
Mis padres vivieron en Guatemala durante tres años.

9.5 The imperfect tense

This is formed by adding the following endings to the stem:

-ar: -aba -abas -aba -ábamos -abais -aban
-er/-ir: -ía -ías -ía -íamos -íais -ían

There are only three irregular verbs (*ir*, *ser* and *ver*).

comprar	comer	subir	ir	ser	ver
compraba	comía	subía	iba	era	veía
comprabas	comías	subías	ibas	eras	veías
compraba	comía	subía	iba	era	veía
comprábamos	comíamos	subíamos	íbamos	éramos	veíamos
comprabais	comíais	subíais	ibais	erais	veíais
compraban	comían	subían	iban	eran	veían

- Use the imperfect tense:
 - to indicate what used to happen (a regular or repeated action in the past)
De niño iba a pie al colegio.
 - to say what happened over a long (indefinite) period of time
Durante el invierno hacía mucho frío.
 - to say what was happening (a continuous action)
Mirábamos la puesta del sol.
 - together with the preterite tense to denote interrupted action
Mirábamos la puesta del sol cuando nos dimos cuenta de la hora.
 - to describe what someone or something was like in the past
Josefa era una chica muy formal.
 - to describe or set the scene in a narrative in the past
La lluvia caía como una cortina gris.
 - in expressions of time (where English would use a pluperfect)
Acababa de llegar cuando tuvo una sorpresa grande.
Esperaba su respuesta desde hacía más de un mes.
 - to make a polite request
Quería pedirte un gran favor.



9.6 The imperfect continuous

This is formed by taking the imperfect form of *estar* and adding the present participle.

¿Qué estabas haciendo? Estaba bañándome.

¿Qué es lo que estaba pasando? Estaban divirtiéndose bastante.

Just like the present continuous it indicates what was happening at a particular moment – in this case in the past. It is also used to describe one action interrupted by another:

Estaba leyendo el periódico cuando llegó el correo.

9.7 The future tense

This is formed by taking the infinitive of regular verbs and adding the following endings:

-é -ás -á -emos -éis -án

Irregular futures have the same endings as the regular ones – it is the stem that changes.

comprar	comer	subir	Some common irregular verbs
compraré	comeré	subiré	decir → diré haber → habré
comprarás	comerás	subirás	hacer → haré poder → podré
comprará	comerá	subirá	poner → pondré querer → querré
compraremos	comeremos	subiremos	saber → sabré salir → saldré
compraréis	comeréis	subiréis	tener → tendré venir → vendré
comprarán	comerán	subirán	

- Use the future to:
 - indicate what will happen or take place
Vendrán a las cinco.
 - express an obligation
No pasarán.
 - express a supposition, probability or surprise
No tengo la menor idea qué hora será.
Tendrá unos doce años.
- If you want to express 'will' or 'shall' in terms of willingness or a request use *querer* in the present tense:
 - ¿Quieres decirlo otra vez?
 - No quiere venir a esta casa.

9.8 The immediate future

Another way to indicate what is going to happen is to take the verb *ir* + *a* and add the infinitive.

Voy a escribir una carta.

¿A qué hora vas a venir?

9.9 The conditional tense

This is formed by taking the infinitive of regular verbs and adding the following endings:

-ía -ías -ía -íamos -íais -ían

Irregular conditionals have the same endings as the regulars – it is the stem that changes, in the same way as in the future tense (see 9.7 above).

comprar	comer	subir
compraría	comería	subiría
comprarías	comerías	subirías
compraría	comería	subiría
compraríamos	comeríamos	subiríamos
compraríais	comeríais	subiríais
comprarían	comerían	subirían

- Use the conditional to:
 - indicate what would, could or should happen
Sería imposible irnos enseguida.
Me gustaría ir a visitarla al hospital.
 - in 'if' clauses to say what could happen
Sería una maravilla si llegaras a tiempo.
 - express supposition or probability in the past
Tendría unos cinco años cuando nos mudamos de casa.
 - refer to a future action expressed in the past
Dijo que vendría a las ocho en punto.
- Note that if you want to say 'would' in the sense of willingness or a request, use the verb *querer* in the imperfect tense:
 - No quería comer nada.*
 If you want to say 'would' in the sense of a habitual action in the past, use the verb *soler* in the imperfect tense:
 - Solía visitarnos cada sábado por la tarde.*



9.10 Compound tenses: the perfect tense

Compound tenses have two parts – an auxiliary verb and a past participle. The two parts must never be separated.

The perfect tense is formed by using the present tense of *haber* (the auxiliary verb) plus the past participle of the verb you want to use.

haber	comprar	comer	subir	cortarse
he	comprado	comido	subido	me he cortado
has				te has
ha				se ha
hemos				nos hemos
habéis				os habéis
han				se han

Reflexive verbs in the perfect tense need the reflexive pronoun before the auxiliary verb *haber*.

¿Qué te ha pasado? Me he cortado el dedo.

Some common irregular past participles

<i>abrir</i> → <i>abierto</i>	<i>morir</i> → <i>muerto</i>
<i>cubrir</i> → <i>cubierto</i>	<i>poner</i> → <i>puesto</i>
<i>decir</i> → <i>dicho</i>	<i>romper</i> → <i>roto</i>
<i>escribir</i> → <i>escrito</i>	<i>ver</i> → <i>visto</i>
<i>hacer</i> → <i>hecho</i>	<i>volver</i> → <i>vuelto</i>

Compound verbs have the same irregular past participle as the original verb
descubrir → *descubierto*

The perfect tense is used in the same way as in English to indicate an action which began and ended in the same period of time as the speaker or writer is describing. It is used in a question which does not refer to any particular time.

- Two important exceptions:
 - talking about how long: Spanish uses the present tense where English uses the perfect
Hace más de una hora que te espero.
 - to translate ‘to have just’: *acabar de* – *acabo de llegar*
- The perfect infinitive
This is formed by using the infinitive of the verb *haber* plus the appropriate past participle.
De haberlo sabido ...
Me gustaría haberlo terminado antes de las cinco.

9.11 Compound tenses: the pluperfect tense

This is formed by using the imperfect of the auxiliary *haber* and the past participle of the verb required.

había, habías, había etc. *comprado, comido, subido, dicho, hecho* etc.

Just as in English it is used to refer to an action which happened before another action took place in the past.
La cena ya se había terminado cuando ellos llegaron.

- The same two exceptions apply as for the perfect tense:
 - *hacer* in time clauses: where English uses the pluperfect ‘had’, Spanish uses the imperfect *hacía*:
Hacía 20 años que vivía aquí.
 - *acabar de* – ‘had just’: *Acababa de llegar cuando empezó a llover.*

9.12 The future and conditional perfects

These tenses are formed by using the future or conditional of the auxiliary verb *haber* and the past participle of the verb required.

Habrà terminado dentro de dos horas.

Habría terminado antes pero no vi la hora.

They both follow a similar pattern to the English to translate ‘will have’ or ‘would have done something’.

9.13 Direct and indirect speech

- Direct speech is used when you quote the exact words spoken:
Dijo: “Quiero verte mañana por la mañana”.
 - Indirect speech is used when you want to explain or report what somebody said:
Dijo que me quería ver/quería verme el siguiente día por la mañana.
- Remember you will need to change all parts of the sentence that relate to the speaker, not just the verb.



10 Verbs: the subjunctive mood

So far all the tenses explained have been in the indicative 'mood'. Remember the subjunctive is not a tense but a verbal mood. For its uses see 10.4. It is not used very often in English but is used a lot in Spanish.

10.1 The present subjunctive

This is formed by adding the following endings to the stem of the verb:

-ar: -e -es -e -emos -éis -en
 compre, compres, compre, compremos, compréis, compren
-er/-ir: -a -as -a -amos -áis -an
 coma, comas, coma, comamos, comáis, coman
 suba, subas, suba, subamos, subáis, suban

Remember that some verbs change their spelling to preserve their sound, and that others – radical-changing verbs – change their root in the first, second and third person singular and plural. They follow this same pattern in the present subjunctive:

coger	coja, cojas, coja, cojamos, cojáis, cojan
cruzar	cruce, cruces, cruce, crucemos, crucéis, crucen
pagar	pague, pagues, pague, paguemos, paguéis, paguen
jugar	juegue, juegues, juegue, juguemos, juguéis, jueguen
dormir	duerma, duermas, duerma, durmamos, durmáis, duerman
preferir	prefiera, prefieras, prefiera, prefiramos, prefiráis, prefieran

Irregular verbs

Many of these are not so irregular if you remember that they are formed by taking the first person singular of the present indicative:

hacer → *hago* → *haga, hagas, haga, hagamos, hagáis, hagan*

tener, caer, decir, oír, poner, salir, traer, venir and *ver* follow this pattern.

A few have an irregular stem:

dar	dé, des, dé, demos, deis, den
estar	esté, estés, esté, estemos, estéis, estén
haber	haya, hayas, haya, hayamos, hayáis, hayan
ir	vaya, vayas, vaya, vayamos, vayáis, vayan
saber	sepa, sepa, sepa, sepamos, sepáis, sepan
ser	sea, seas, sea, seamos, seáis, sean

10.2 The imperfect subjunctive

There are two forms of the imperfect subjunctive. Both forms are used but the *-ra* form is slightly more common and is sometimes used as an alternative to the conditional.

Take the third person plural of the preterite form minus the *-ron* ending and add the following endings:

compra -ron	comie -ron	subie -ron
comprara/se	comiera/se	subiera/se
compraras/ses	comieras/ses	subieras/ses
comprara/se	comiera/se	subiera/se
compráramos/semos	comiéramos/semos	subiéramos/semos
comprarais/seis	comierais/seis	subierais/seis
compraran/sen	comieran/sen	subieran/sen

Spelling change, radical-changing and irregular verbs all follow the rule of the third person plural preterite form.

hacer – *hicieron* – *hiciera, hicieras*

tener – *tuvieron* – *tuviera, tuvieras*

pedir – *pidieron* – *pidiera, pidieras*

dormir – *durmieron* – *durmiera, durmieras*

oír – *oyeron* – *oyera, oyeras*



10.3 The perfect and pluperfect subjunctives

These both use the auxiliary verb *haber* plus the past participle.

- The perfect uses the present subjunctive:
haya comprado, hayas comprado, haya comprado, hayamos comprado, hayáis comprado, hayan comprado
- The pluperfect uses the imperfect subjunctive:
hubiera/hubiese comido, hubieras/hubieses comido, hubiera/hubiese comido, hubiéramos/hubiésemos comido, hubierais/hubieseis comido, hubieran/hubiesen comido

10.4 Uses of the subjunctive

The subjunctive is used widely in Spanish, above all in the following cases.

- When there are two different clauses in the sentence and the subject of one verb
 - influences the other (with *conseguir, querer, permitir, mandar, ordenar, prohibir, impedir*)
Quiero que vengas a verme esta tarde.
 - expresses a preference, like or dislike (with *gustar, odiar, alegrarse*)
No me gusta que hagan los deberes delante de la tele.
 - expresses feelings of fear or regret (with *temer* or *sentir*)
Temo que no vayan a poder hacerlo.
 - expresses doubt or possibility (with *dudar, esperar, puede que*)
Dudamos que sea posible. Puede ser que venga mañana.
- With impersonal expressions with adjectives
es importante que, es necesario que, es imprescindible que
Es muy importante que tengas buena presencia en la entrevista.
- After expressions of purpose (with *para que, a fin de que*)
Hablamos en voz baja para que los niños siguiesen durmiendo.
- After expressions referring to a future action (with *en cuanto, antes de que* etc.)
Cuando vengas te lo explicaré.

- After expressions referring to concessions or conditions
 - provided that, unless
Puedes acompañarme con tal de que te portes bien.
- In clauses describing a nonexistent or indefinite noun
Buscamos una persona que pueda ayudarnos.
- In main clauses
 - after *ojalá* ('if only')
 - after words indicating 'perhaps' (*tal vez, quizás*)
 - after *como si*
 - after *aunque* meaning 'even if' (but not 'although')
 - in set phrases
digan lo que digan, sea como sea, pase lo que pase
- after words ending in *-quiera* ('-ever')
cualquiera, dondequiera

Don't forget that when you make a sentence negative this often gives it an element of doubt:
Creo que llegarán a tiempo
but
No creo que lleguen a tiempo

Note the sequence of tenses using the subjunctive:

main verb	subjunctive verb
present future future perfect imperative	present or perfect
any other tense (including conditional)	imperfect or pluperfect

Exceptions:

'If I were to do what you are saying' = imperfect subjunctive: *Si hiciera lo que me dices*
'If I had' + past participle = pluperfect subjunctive – *Si lo hubiera sabido: 'If (only) I had known'*

11 The imperative

The imperative is used for giving commands and instructions. Positive form:

	tú	vosotros/as	usted	ustedes
comprar	compra	comprad	compre	compren
comer	come	comed	coma	coman
subir	sube	subid	suba	suban

Irregular verbs in the *tú* form:

decir → *di* *hacer* → *haz* *oír* → *oye*
poner → *pon* *salir* → *sal* *saber* → *sé*
tener → *ten* *venir* → *ven* *ver* → *ve*

NB Reflexive forms in the *vosotros* form drop the final *d*:

levantad + os *levantaos* *sentad + os* *sentaos*

and the final *s* in the *nosotros* form:

levantémonos, *sentémonos*

Exception: *irse* *idos*

Negative forms are the same as the present subjunctive.

		tú	vosotros/as	usted	ustedes
comprar	no	compres	compréis	compre	compren
comer	no	comas	comáis	coma	coman
subir	no	subas	subáis	suba	suban

Note how the positive and negative forms for *usted* and *ustedes* are the same.

Remember the use of the infinitive to give impersonal negative commands:

No fumar

Note that pronouns attach to the end of positive commands and immediately precede all negative commands:

Dámelo en seguida.

No, no se lo des ahora; dáselo más tarde.

12 Reflexive verbs

The reflexive pronoun – *me*, *te*, *se*, *nos*, *os*, *se* – is attached to the end of the infinitive form, the gerund and a positive imperative but is placed before all other forms.

- True reflexive forms are actions done to oneself:
Me lavé la cara (reflexive)
but
Lavé el coche viejo de mi tío (non-reflexive)
- Some verbs change their meaning slightly in the reflexive form:
dormir (to sleep) – *dormirse* (to fall asleep)
poner (to carry) – *ponerse* (to put on clothes)
- Some verbs have a reflexive form but do not appear to have a truly reflexive meaning:
tratar de, *quedarse*, *quejarse de*

- Use the reflexive pronoun to mean 'each other':
Nos miramos el uno al otro.
- The reflexive form is often used to avoid the passive (see section 13).

13 The passive

The passive is used less in Spanish than in English and mostly in a written form.

The structure is similar to English.

Use the appropriate form of *ser* plus the past participle which **must agree** with the noun. Use *por* if you need to add by whom the action is taken.

La ventana fue rota por los chicos que jugaban en la calle.
La iglesia ha sido convertida en un museo.

There are several ways to avoid using the passive in Spanish:

- Rearrange the sentence into an active format but remember to use a direct object pronoun.
- Use the reflexive pronoun *se*.
- Use the third person plural with an active verb.
La iglesia, la convirtieron en museo.
La iglesia se convirtió en museo.
Convirtieron la iglesia en museo.

14 Ser and estar

Both these verbs mean 'to be' but they are used to indicate different circumstances.

- *Ser* denotes time and a permanent situation or quality, character or origin.
Son las cinco en punto. Hoy es martes 22 de noviembre.
Es abogado y es muy bueno. Es de Madrid y es joven.
It is also used in impersonal expressions and with the past participle to form the passive.
- *Estar* denotes position and a temporary situation, state of health or mood.
Tus libros están encima del piano.
Estás muy guapa hoy.
Estoy contenta porque mi papá está mejor de la gripe.

It indicates when a change has taken place.

¿Está vivo o está muerto? Está muerto.

Mi hermano estaba casado pero ahora está divorciado.

It is used with the gerund to form the continuous tenses (see sections 9.3 and 9.6).

Robert Smyth Academy

A Level Spanish Transition booklet



La Giralda - Sevilla



Welcome!

Welcome to Modern Foreign Languages at Robert Smyth Academy. Studying a language is hugely rewarding and will open many doors in your future career.

Throughout the course, you will acquire new language skills but also widen your global cultural knowledge as well as develop your critical thinking skills, all very useful for university studies and future employment.

We follow the AQA specification, you can find the full document here:

<https://filestore.aqa.org.uk/resources/spanish/specifications/AQA-7691-SP-2016.PDF>



This booklet aims at giving you:

- an overview of the programme of study
- the assessment criteria
- a list of supporting resources
- tips to develop good study habits
- tips for essay writing
- opportunities
- an independent work diary

Themes and sub-themes studied

Aspects of Hispanic society (Yr 12)

Students may study all sub-themes in relation to any Spanish-speaking country or countries.

Modern and traditional values (Los valores tradicionales y modernos)

- Los cambios en la familia
- Actitudes hacia el matrimonio/el divorcio
- La influencia de la Iglesia Católica

Cyberspace (El ciberespacio)

- La influencia de internet
- Las redes sociales: beneficios y peligros
- Los móviles inteligentes en nuestra sociedad

Equal rights (La igualdad de los sexos)

- La mujer en el mercado laboral
- El machismo y el feminismo
- Los derechos de los gays y las personas transgénero

Artistic culture in the Hispanic world (Yr 12)

Students must study the sub-theme Spanish regional identity in relation to Spain. Students may study the remaining sub-themes in relation to any Spanish-speaking country or countries.

Modern day idols (La influencia de los ídolos)

- Cantantes y músicos
- Estrellas de televisión y cine
- Modelos

Spanish regional identity (La identidad regional en España)

- Tradiciones y costumbres
- La gastronomía
- Las lenguas

Cultural heritage (El patrimonio cultural)

- Sitios turísticos y civilizaciones prehispánicas: Machu Picchu, la Alhambra, etc
- Arte y arquitectura
- El patrimonio musical y su diversidad

Multiculturalism in Hispanic society (Yr 13)

Students may study all sub-themes in relation to any Spanish-speaking country or countries.

Immigration (La inmigración)

- Los beneficios y los aspectos negativos
- La inmigración en el mundo hispánico
- Los indocumentados - problemas

Racism (El racismo)

- Las actitudes racistas y xenófobas
- Las medidas contra el racismo
- La legislación anti-racista

Integration (La convivencia)

- La convivencia de culturas
- La educación
- Las religiones

Aspects of political life in the Hispanic world (Yr 13)

Students must study Monarchies and dictatorships in relation to any relevant Spanish-speaking country or countries. Students may study the remaining sub-themes in relation to any Spanish-speaking country or countries.

Today's youth, tomorrow's citizens (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

Monarchies and dictatorships (Monarquías y dictaduras)

- La dictadura de Franco
- La evolución de la monarquía en España
- Dictadores latinoamericanos

Popular movements (Movimientos populares)

- La efectividad de las manifestaciones y las huelgas
- El poder de los sindicatos
- Ejemplos de protestas sociales (eg El 15-M, las Madres de la Plaza de Mayo, ...)

Paper 1: Listening, reading and writing	
What's assessed • Aspects of Spanish-speaking society: current trends • Aspects of Spanish-speaking society: current issues • Artistic culture in the Spanish-speaking world • Aspects of political life in the Spanish-speaking world • Grammar	
How it's assessed • Written exam: 2 hours 30 minutes • 100 marks • 50% of A-level	
Questions • Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording. All questions are in Spanish, to be answered with non-verbal responses or in Spanish (30 marks). • Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. All questions are in Spanish, to be answered with non-verbal responses or in Spanish (50 marks). • Translation into English; a passage of minimum 100 words (10 marks). • Translation into Spanish; a passage of minimum 100 words (10 marks). No access to a dictionary during the assessment.	

Paper 2: Writing	+	Paper 3: Speaking
What's assessed • One text and one film or two texts from the list set in the specification • Grammar		What's assessed • Individual research project • One of four themes ie Aspects of Spanish-speaking society: current trends, Aspects of Spanish-speaking society: current issues, Artistic culture in the Spanish-speaking world, Aspects of political life in the Spanish-speaking world
How it's assessed • Written exam: 2 hours • 80 marks in total • 20% of A-level		How it's assessed • Oral exam: 21–23 minutes (including 5 minutes preparation time) • 60 marks in total • 30% of A-level
Questions • one question on each work studied (book and film) • All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features Students are advised to write approximately 300 words per essay.		Questions • Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes) – 25 marks • Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks)

Resources

Books to purchase

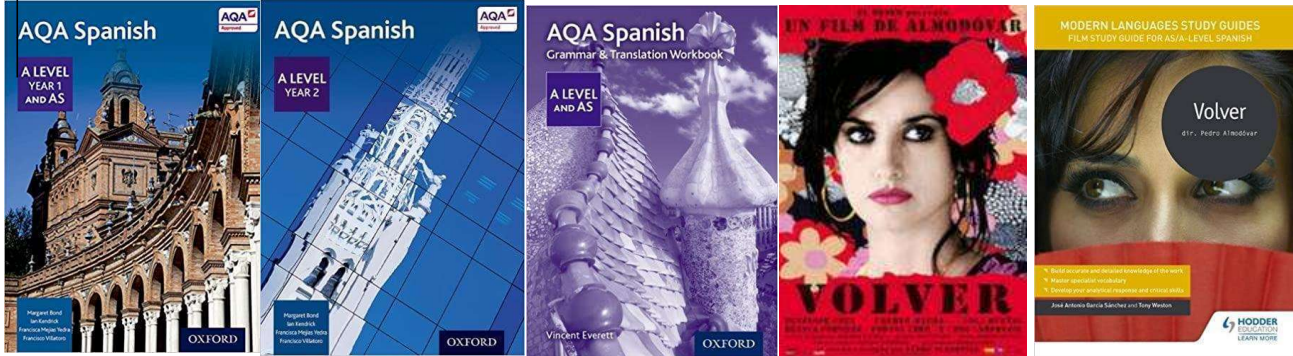
We will be using these two textbooks in class, available to purchase from OUP, Amazon or Waterstones
Year 12: 978-0198366904 (about £24.00)

Year 13: 978-0198366874 (this can be bought next year)

The grammar and translation workbook: 978-0198415558 (about £8.00)

Film 'Volver' by Pedro Almodóvar (prices vary depending on format)

'Volver' study guide 978-1471891786 (about £12.00) from Hodder or Amazon or Waterstones



Extra optional useful resources (These may be available to buy second hand).

Palabra por palabra Spanish vocabulary for AQA 978-1510434820

Lots of topic related vocab around each theme studied in years 12 and 13.

AQA A level Spanish revision practice workbooks 1 and 2 978-1510416727/ 978-1510416758

Lots of exam style practice around themes studied in years 12 and 13.

Online resources

MSTeams. Download the Microsoft Teams app on any device and join the MFL class with your school email and password.

You will be able to access past papers and mark schemes, audio files and transcripts as well of extra worksheets around the themes studied

<https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/download-app>

Dictionary: Use <https://www.wordreference.com/> to look up words. This is an online dictionary NOT a translator. It will give you all the possible translations with context so you can pick the best fit.

<https://www.linguee.com/> is also a useful tool.

If you need to check the conjugation of a verb use <https://conjugator.reverso.net/conjugation-spanish.html>

Websites

Grammar:

<https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html> the grammar section is a good way of revising tenses and transition from GCSE to A level. (interactive tasks)

<https://studyspanish.com/grammar> for grammar explanation and interactive tasks

<http://avosplumes.org/students/understand-grammar/> lots of videos going through various grammar points

<https://conjuguemos.com/activities/spanish/grammar/1> lots of grammar interactive tasks

Polishing your accent

<https://www.newsinslowspanish.com/> lots of current affairs, read out by a native speaker. Use the free content. You can adjust the speed, hover over the words to access translation. Listen and repeat to refine your accent.

Reading and listening skills:

<https://primerasnoticias.com/> this is a website with news aimed at young people, so you can try to read some articles and do a bit of translation

BBC2, Channel 4 and Film 4, Netflix and Amazon prime often show foreign language documentaries and films.

www.bbc.co.uk/bitesize is currently offering daily on-line lessons for all subjects and ages with a dedicated TV channel and podcasts on BBC Sounds which are worth checking out.

<http://www.bbc.co.uk/languages/spanish/> for a selection of different resources to practice

<https://neiljones.org/category/spanish-ks5/> for a selection of different activities including videos, grammar and reading exercises on a variety of topics related to the A Level course

<https://videoele.com/Curso.html> a lot of cultural videos that cover topics from pronunciation to grammar from beginners to advanced, you can have Spanish subtitles and there are activities booklets for each video

Cultural research

In the speaking exam, it is important to show that you know lots of different trends in Spanish speaking countries around each sub-theme studied. Whilst you will be able to collect some facts in class, it is important to keep up to date about what is happening in Spain and Spanish-speaking countries.

You could read magazines like Buho magazine (about series, films and music), or Muy interesante Junior . Marie Claire and Hola are also a good read for colloquial Spanish and hot gossip! Remember that all national newspapers, such as El Pais or El Mundo, are available online.

When using a search engine such as google always input your key words in Spanish to access Spanish websites. It is best to do your research based on Spanish documents it will provide useful accurate language to draw from.

<http://www.ine.es> INE is the main statistics website for Spain . It is a very good site to find out latest trends.

<http://metroscopia.org> you can find different opinion polls for current issues in Spain, so a good site to find out about views and attitudes.

Expectations and organisation of work

Independent work

You should complete at least 4 hours of independent work a week.

Learning new vocabulary and phrases is essential and you must do this on a weekly basis.

MSTeams and the websites listed above offer a wealth of free material you should exploit.

You will be asked to show what extra work you have completed to your teacher on a regular basis.

Keep on top of your work and ask if you need any extra help. We are here to support you.

What should you bring every lesson:

Some students find organising their resources quite a challenge, and poor organisation can easily lead to falling behind. It also causes great disruption if students come without their equipment, so ensure that you have:

- your Spanish ring binder with all the material relevant to the topic studied at the time. It is also useful to keep a few useful reference sheets, such as a list of irregular verbs. You will need 4 dividers with the following tabs:
 - ✓ Topic
 - ✓ Book / film
 - ✓ Reference
 - ✓ Tracking
- This booklet
- Your own textbook, don't rely on somebody else please!
- Your cultural knowledge organiser, to record facts and trends around topics.
- Your tracker, where you can record your end of unit assessment results, essay grades, mock exam etc
- Your grammar tracker, so you have an overview of what points you need to secure.

We will do some regular folder checks to help you with this.

Essay writing

Your written assessment will be paper 2 and will consist of two essays, one on the book, one on the film. (1 hour for each)

You will have a choice of 2 questions per work.

The aim is to show that you have a **thorough knowledge** of both works, so building a quote tracker around events and character evolutions as well as mind maps around themes is very useful.

You will need to **bring your own critical views, develop arguments and draw your own conclusions**. You will need to also **understand literary and cinematographic techniques** and use them judiciously to reinforce **the author / director's intention**.

You will need to read the book and watch the film several times, you will discover something new each time!

Planning is the most important stage and you should plan for at least 20 minutes, to make sure that you have thought of a **range of points and techniques**.

You must also show off a variety of grammatical structures (the more complex and accurate, the better) – this will count for **half your mark**

We recommend the **PETAL** method of planning.

Introduction: this should be fairly short and present the question you are going to discuss, you can also mention the aspects you are going to focus on. Best written AFTER you have planned, so you know exactly the points you are going to make and in which order. You should NOT answer the question in your intro, purely present the question				
P	E	T	A	L
POINT each paragraph should start with a clear statement presenting the point you are going to explore in this paragraph. 1 point per paragraph, you should aim at making 3 distinct points	EXAMPLE draw on a particular scene / event / thought / character /action to illustrate your point. Give enough context so that the examiner gets the picture	TECHNIQUE is there a literary or cinematographic technique used to reinforce the author / director's intentions.	ANALYSIS This will depend on the title set, so stay focused on the angle Develop your point, connect to Spanish culture / society / are the techniques used effective (impact on audience / viewer) / how does it show that the character evolves / how is the author, director presenting society / is it biased? etc	LINK link back to title, this is a mini conclusion making it explicit how the point you have just developed contributes to answering the title
Conclusion: This should be fairly short, about 4 lines. It should be a direct answer to the question raised in the intro, you should refer briefly to the points you have made throughout your essay to justify your answer.				

AS essay mark scheme

Each assessment objective should be assessed independently. Students are advised to write approximately 300 words per essay. Everything that students write must be assessed; there is no word limit. Students writing the recommended length have access to the full range of marks.

AO3 17-20	The language produced is mainly accurate with only occasional minor errors. The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately. The student uses a wide range of vocabulary appropriate to the context and the task.
13-16	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
9-12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
5-8	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1-4	The language produced contains many errors of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex language accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

Minor errors are defined as those which do not affect communication.

Serious errors are defined as those which adversely affect communication.

Minor errors include: incorrect but close to correct spellings incorrect genders and consequential errors of agreement incorrect or missing accents unless these alter the meaning.

Serious errors include: incorrect verb forms especially irregular forms incorrect use of pronouns missing or incorrect agreements of adjectives or past participles.

Complex language includes: use of pronouns of all types tenses that support conceptual complexity (as in *si* sentences) connectives supporting a range of subordinate clauses including those requiring subjunctive constructions with verbs and verbs followed by infinitive with correct preposition use of present and past participles. (this list is non-exhaustive)

AO4 17-20	Excellent critical and analytical response to the question set. Knowledge of the text or film is consistently accurate and detailed. Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film. The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
13-16	Good critical and analytical response to the question set. Knowledge of the text or film is usually accurate and detailed. Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film. The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
9-12	Reasonable critical and analytical response to the question set. Knowledge of the text or film is sometimes accurate and detailed. Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film. The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
5-8	Limited critical and analytical response to the question set. Some knowledge of the text or film is demonstrated. Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film. The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
1-4	Very limited critical and analytical response to the question set. A little knowledge of the text or film is demonstrated. Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film. The essay demonstrates very limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied.
0	The student produces nothing worthy of credit in response to the question.



Range of key structures to show off in your essay

As well as showing that you have a thorough understanding of the book and the film, the essay should also showcase your language skills. Aim at showcasing as much grammatical knowledge as possible.

The more complex the better, but accuracy is paramount, so do not take too many risks and reign things in a bit if you are not confident with the language you are using.

adjectives	show accurate placement and agreement
superlative	AFTER the noun, <i>el personaje más fuerte</i>
comparative	<i>el Doctor Brown era más comprensivo que Pedro</i>
demonstrative	este/esta/estos/estas + noun (this / these + noun) <i>esta situación es insostenible</i>
adverbs	<i>pacientemente/ regularmente</i> etc placed AFTER the verb
direct obj pron	me/te/lo/la/nos/os/los/las <i>me</i> dio los papeles / Tita <i>lo</i> cocinó con amor
indir obj pr	me/te/le/nos/ os/ les <i>les</i> dijo lo que pensaba
emphatic pr	a mi /a ti /a él/ella/ a nosotros/a vosotros/ a ellos/as
indefinite	<i>alguno, cualquiera, otro/ algo, alguien</i>
relative pr	que, quien, el que, el cual
demonstrative pr	este, ese, aquel; esto, eso, aquello
possessive pr	el mío, la mía, los míos, las mías/ el tuyo, la tuya, los tuyos, las tuyas etc
lo+ adj	<i>lo bueno/lo malo etc</i>
personal a	<i>vi a tu hermana en el parque</i>
impersonal vbs	<i>hay que/ se debe + inf</i>
vbs + inf	<i>podría venir a vernos / no deberían sentir envidia</i>
Vbs + prep	<i>ir a/ acabar de/pensar en/ consistir en</i>
back to front vrbs	<i>me gusta/ me interesa/me duele/me parece</i>
desde hace+ present	<i>toco el piano desde hace 10 años</i>
hace + time expr	<i>hace 10 años</i> = 10 years ago
indir. speech	<i>Ella le ha dicho a sus padres que va a casa de una amiga (watch tenses)</i> <i>ella le dijo a sus padres que iba a casa de una amiga</i>
verbs+ gerund	<i>estar/ llevar/ seguir llevo haciendo los deberes 5 horas</i>
ser/estar	<i>la casa era muy grande/ la casa estaba en la costa</i>
por/ para	<i>por la mañana etc/ para mí/ para+ inf (in order to+inf)</i>
passive voice	<i>la novela fue publicada en 1995</i>
si clauses	<i>Si viene</i> a la fiesta, <i>seré</i> muy feliz/ <i>si viniera</i> a la fiesta, <i>sería</i> muy feliz
subjunctives	<i>es bueno que/ quiero que/ puede que/ para que/ antes de que</i>
remember to	show a range of verbs irregular ones are particularly good to show off show a range of tenses: present, preterite, imperfect, perfect, future, conditional, perfect tenses, pluperfect, subjunctive, imperfect subjunctive

Opportunities

Mentoring

You will be encouraged to become an MFL mentor to help younger students with their language studies. You may offer some one-to-one sessions or support a teacher in the classroom. There is a lot to be gained, mentors usually find that having a mentee sharpen their understanding of the language and grammar.

Work experience abroad

Some of our students have gone on work experience abroad with Halsbury. You can follow this link to find more information. <https://www.workexperienceabroad.co.uk/>

Exchange

The Rotary Club in Market Harborough organises full exchanges, where students spend 3 weeks in each other's family. They also organise youth camps.

You can find more details here <https://www.rotary.org/en/our-programs/youth-exchanges>

Independent learning and learning log

To try and encourage good study habits we would like you to keep a diary of the work you are completing on a daily basis. This should show the time you spend on the set homework, but it is also important that you are proactive and complete extra work, useful to you specifically.

You should consolidate what you have learnt with extra independent practice, but also go above and beyond and try and challenge yourself with extra task to make more rapid progress.

When completing extra work, you must bring solid evidence of that work to show your teacher, this could be the task itself, a list of words written down that you have learnt relating to a task you have completed. Always make sure that you have corrected your work with a purple pen. If you are doing online tasks, take a photo with your phone to show your teacher.

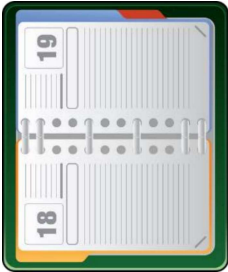
Skills to develop:

Vocab learning / translation / listening skills / reading skills / grammar practice / reading around topics to gather trends and cultural knowledge. Make sure you use the resources on MStems or the website listed before.

Independent work diary

Week 1: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Set Homewk							
Independent							
Skill(s)							
detail of tasks							
time spent							

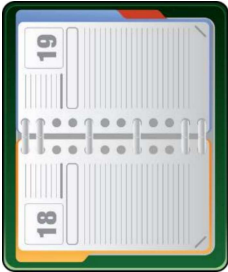


Total time spent week 1: _____

Independent work diary

Week 2: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Set Homewk							
Independent							
Skill(s)							
detail of tasks							
time spent							

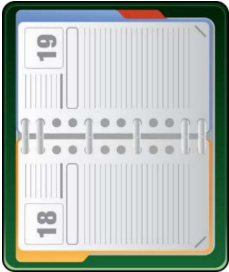


Total time spent week 2: _____

Independent work diary

Week 3: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Set Homewk							
Independent							
Skill(s)							
detail of tasks							
time spent							

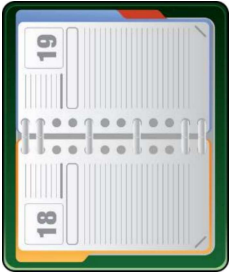


Total time spent week 3: _____

Independent work diary

Week 4: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Set Homewk							
Independent							
Skill(s)							
detail of tasks							
time spent							

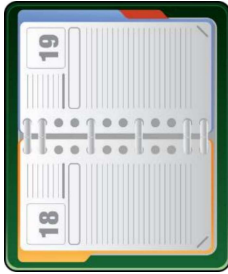


Total time spent week 4: _____

Independent work diary

Week 5: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Set Homewk							
Independent							
Skill(s)							
detail of tasks							
time spent							

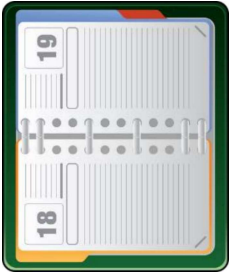


Total time spent week 5: _____

Independent work diary

Week 6: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Set Homewk							
Independent							
Skill(s)							
detail of tasks							
time spent							



Total time spent week 6: _____

Student's progress check

French / German / Spanish

Name:.....

Form:.....

GCSE grade: _____

Your target grade

Mock

	Paper1 (L, R, W)	Paper 2 (W)	Paper 3 (S)	Total /Grade	Next steps
Mock 1					
Mock 2					
Mock 3					

End of Unit assessments record, enter in %:

	Listening and Writing %	Reading and writing %	Transl %	Speak %	Total %	Next steps
Unit 1						
Unit 2						
Unit 3						
Unit 4						
Unit 5						
Unit 6						

Essays

Date:	Grade:	Date:	Grade:
Date:	Grade:	Date:	Grade:
Date:	Grade:	Date:	Grade:
Date:	Grade:	Date:	Grade:

Grammar checks

date & point checked	Result %	date and point checked	Result %

Year 2

End of yr12 grade

my target grade

Mock

	Paper 1 (L, R & W)	Paper 2 (W)	Paper 3 (S)	Total & Grade	Next steps
Mock 1					
Mock 2					

End of Unit assessments record, enter in %:

	Listening and Writing	Reading and writing	Transl	speak	total	Next steps
Unit 1						
Unit 2						
Unit 3						
Unit 4						
Unit 5						
Unit 6						

Grammar checks

date & point checked	Result %	date and point checked	Result %

Essays

Date:	Grade:	Date:	Grade:
Date:	Grade:	Date:	Grade:
Date:	Grade:	Date:	Grade:
Date:	Grade:	Date:	Grade:

Grammar checklist for AS and A2 Spanish.



Grammar point	Key revision notes?	Practised?	Revised?
AS Level -			
Nouns: gender, singular and plural forms			
Articles: Definite (el / la), indefinite (un / una)			
Adjectives Agreement, position, irregular. Comparative & superlative.			
Demonstrative (este, ese, aquel)			
Indefinite (alguno, cualquiera, otro)			
Possessive (mi/mío).			
Interrogative & exclamatory ¿cuánto?/¡cuánto!, ¿qué?/¡qué!			
Adverbs Comparative & superlative adverbs ending in -mente			
Quantifiers / intensifiers muy, bastante, poco, mucho			
Pronouns Personal / subject (yo, tu..)			
Reflexive (me, te)			
Object / indirect (lo, la, los, las / le, les...)			
Relative (que, quien, el que, el cual)			
Indefinite (algo, alguien)			
Interrogative (quien, que, cual).			
Possessive (el mío)			
Verbs Regular / irregular / reflexive.			
Impersonal verbs (hay que/ impersonal with se)			
Vbs + infinitive / vbs + preposition			
ser/ estar			

Grammar point	Key revision notes?	Practised?	Revised?
Negative forms			
Interrogative forms			
Tenses present preterite imperfect future conditional perfect future perfect conditional perfect pluperfect			
Imperative passive subjunctive			
desde hace/ hace			
Indirect speech			
prepositions: por/para			
personal a			
conjunctions			
Numbers (cardinal & ordinal), quantity and time			
A Level - ALL grammar and structures listed in AS, plus:			
Adjectives Relative (cuyo)			
Verbs and tenses Subjunctive mood : present, imperfect.			