

# A Level Spanish

## Transition Booklet

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# ¡Bienvenido!

Congratulations on choosing to study 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 spoken by at least an estimated 350 million people around the world and is currently the 4th most commonly spoken language worldwide.

Geographically, a large number of countries have Spanish as a dominant language: Spain, the United States, Venezuela, Argentina, Chile, Equatorial Guinea, the Philippines, Guatemala, Honduras, Nicaragua, Costa Rica, Ecuador, Peru, Mexico, Cuba, the Dominican Republic, Puerto Rico, Panama, Colombia, Bolivia, Paraguay, and Uruguay. Knowing Spanish means you could communicate with 1/3 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.

This booklet will help you make the jump from GCSE to A Level. It's a big jump but don't be daunted, just get started! You will need to show your teacher the completed tasks at the start of the course.

¡Buena Suerte!

## Spain - Knowledge task

Familiarise yourself with the Spanish regions.

Fill in the names of the regions on the blank map and put in at least 6 main cities

Find out some information about the 3 regions mentioned below and write key facts in the boxes



Cataluña

El País Vasco (Euskadi)

### Latin America - Knowledge task

Find out and fill in the names and capital cities of each country.

Choose 2 countries and research key information about it and write in box



## Timeline - Research task

Find out what has happened to make Spain the country it is today.

Fill in the events on the time - line next to the relevant dates.



711 – Spain is invaded by Moorish raiders who occupy most of the peninsular

1469

1492 – a) The last Moorish forces are defeated. b) c)

1588-

1873 -

1890 – Spain loses its last colony; Cuba

1927

1933 Declaration of the 2<sup>nd</sup> Republic

1936

1939

1975

1986 – Spain joins the EU

1992

2017



## **Overview of course themes - Vocabulary task**

Look at the themes and sub-themes below. For each theme, think of 10 words it would be useful to know in Spanish, look them up on [www.wordreference.com](http://www.wordreference.com) and write them in the boxes

### **Theme 1: Changes in Spanish society (Relates to Spain only)**

- Different family models
- The world of work
- The impact of tourism in Spain



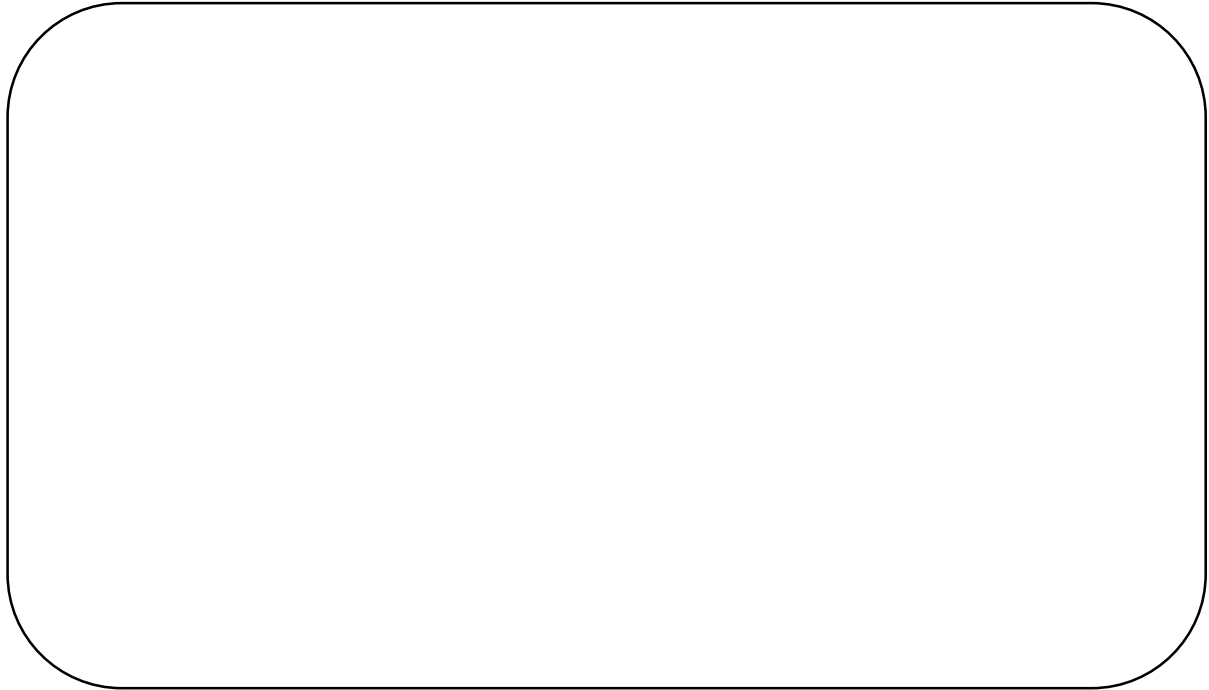
### **Theme 2: Culture in Hispanic society**

- Music and dance
- The media
- Festivals



### **Theme 3 - Immigration and multicultural society**

- The positive impact of immigration
- The challenges of integration
- Public reaction



### **Theme 4 -Contemporary Spanish history**

- The Civil War and the rise of Franco
- The Franco Dictatorship
- The Transition to democracy



## IRP (Independent research project)

As part of your oral exam you will present and discuss your research project

### What you should prepare to do.

1- At some point during the 2 year course you need to identify a subject or a key question which is of interest to you and which relates to a country or countries where Spanish is spoken. **You may already have an idea of the topics which interest you. Make a note of them below.**

Topics of interest	Possible key questions for discussion

2-Select relevant information in Spanish from a range of sources including the internet. The aim of the research project is to develop research skills. **You will be given guidance on this and your teacher will prompt you to do this during the 2 year course but you may wish to make a start now. Keep a research log.**

Topics researched	Research sources

Projects that students have presented recently:

The rivalry between Real Madrid and FC Barcelona

Is the Spanish monarchy still relevant?

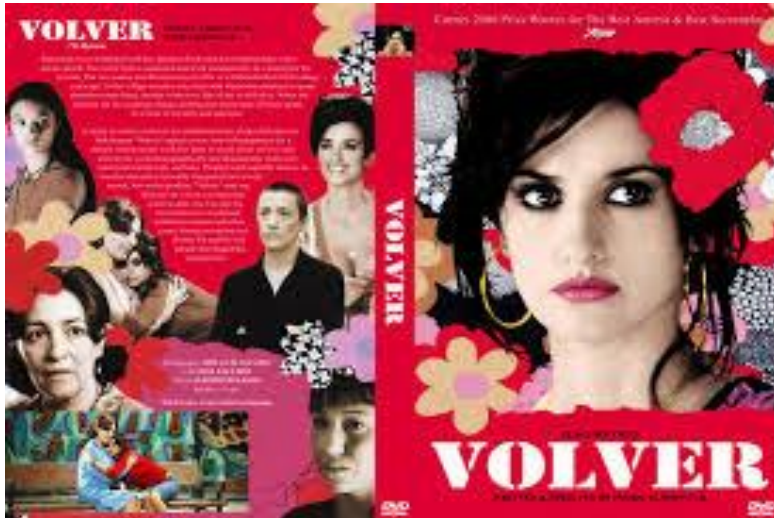
The history of Salsa dancing in Colombia

What traces of the Moorish occupation of Spain can still be seen today?



You will study one film and one work of literature as part of your course and will write about them as part of Paper 2 exam

### Film - *Volver* Dir. Pedro Almodovar



Watch this film (available on YouTube with English subtitles) You might need to watch it more than once.

Write a synopsis

Make a list of the characters and describe each one in Spanish

### Literature - *La casa de Bernarda Alba* by Federico García Lorca

Read this play over the holiday. Look up and write down the meanings of words you don't know. (You may also find it helpful to access an English translation from the internet)

Write down the names of the main characters and describe them in Spanish.



As a minimum read a synopsis of this play.

Even better, buy a copy and start to read it, looking up words you don't know using an online dictionary like [www.wordreference.com](http://www.wordreference.com)

Write a synopsis

Make a list of the characters and describe each one in Spanish.

See if you can find a film version on YouTube and watch it

Lorca, the author, had an interesting life and death. Do some research and find out what happened.

# GRAMMAR

One of the best ways to prepare yourself for tackling A-level grammar would be to ensure you don't forget your top level GCSE grammar over the summer. Please work through the following sections which get progressively harder. These tasks will also help you become familiar with the terminology you will need in lessons.

If you are stuck, search the title of the section on [www.spanishdict.com](http://www.spanishdict.com) or [www.studyspanish.com](http://www.studyspanish.com) On the 'conjugator' on [www.wordreference.com](http://www.wordreference.com) you can get full conjugations of any verb in any tense.

## I. Beginner Level. Nivel Básico

### Definite and Indefinite Articles

1. Write the 4 forms of the definite article in the table below.

masc. singular	fem. singular	masc. plural	fem. plural
the	the	the	the

2. Give 5 examples of singular masculine nouns using the correct definite article.

Definite article	Noun	English meaning

3. Give 5 examples of singular feminine nouns using the correct definite article.

Definite article	Noun	English meaning

4. Give 5 examples of masculine plural nouns using the correct definite article.

Definite article	Noun	English meaning

5. Give 5 examples of feminine plural nouns using the correct definite article.

Definite article	Noun	English meaning

<https://www.thoughtco.com/how-to-use-definite-articles-3079100>

<https://www.rocketlanguages.com/spanish/grammar/spanish-definite-and-indefinite-articles>

<https://www.spanishdict.com/guide/indefinite-articles-in-spanish>

6. Write down four instances when a definite article is used in Spanish but not in English.

- 
- 
- 
- 

7. Write the 4 forms of the indefinite article in the table below.

masc. singular	fem. singular	masc. plural	fem. plural
a/an	a/an	some	some

8. Give 5 examples of singular masculine nouns using the correct indefinite article.

Definite article	Noun	English meaning


9. Give 5 examples of singular feminine nouns using the correct indefinite article.

Definite article	Noun	English meaning

10. Give 5 examples of masculine plural nouns using the correct indefinite article.

Definite article	Noun	English meaning

11. Give 5 examples of feminine plural nouns using the correct indefinite article.

Definite article	Noun	English meaning

12. State three instances when the indefinite article is not used in Spanish when it is in English.

- 
- 
- 

13. Fill in the gaps in these sentences which describe masculine and feminine nouns.

- a. Generally, nouns which end in \_\_\_\_ are masculine and nouns which end in \_\_\_\_ are feminine. However, there are some exceptions.

List some in the box below.

- b. Words that end in -or, -ón and és are generally \_\_\_\_\_.
- c. Words that end in -ción, -dad and -dad are generally \_\_\_\_\_.

14. Fill in the gaps in these sentences about plural nouns.

- a. To form the plural of nouns you normally add \_\_\_\_\_ to words ending in a \_\_\_\_\_ and \_\_\_\_\_ to words ending in a consonant.
- b. Nouns which end in z in the singular, end in \_\_\_\_\_ in the plural.

### **Subject Pronouns and Object Pronouns**

15. Read the sentences below and say whether they are true or false.

- a) Pronouns are used in place of the verb, to avoid repeating it.
- b) Pronouns are used in place of the noun, to avoid repeating it.
- c) The pronoun must agree with the noun it is replacing.

- d) Subject pronouns are always used in Spanish.
- e) Subject pronouns are often only used for emphasis as the verb ending tells us the person who is the subject of the verb.
- f) Object pronouns can be direct or indirect.

16. a) Memorise the subject pronouns below and their meanings.

1. **yo** - I
2. **tú** – you (*singular familiar*)
3. **usted** – you (*singular formal*)
4. **él, ella** – he, she
5. **nosotros, nosotras** – we
6. **vosotros, vosotras** – you (*plural familiar*)
7. **ustedes** – you (*plural formal*)
8. **ellos, ellas** – they

b) Re-write them below from memory.

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- 
- 
- 
- 
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- 

17. a) Memorise the direct and indirect object pronouns.

*Direct object pronouns*

me
te
lo/la
nos
os
los/las

*Indirect object pronouns*

me - me
te - you
le – him, her, it, you ( <i>sing, formal</i> )
nos - us
os - you
les – them, you ( <i>plural, formal</i> )

c) Read the three statements below about object pronouns. Memorise them thoroughly. Cover them and re-write them below from memory.

- Object pronouns normally go **before** the verb.
- Object pronouns go **after** the negative word.
- Object pronouns **are attached** to the end or before the near future tense and the present continuous.

18. Rewrite the sentences below using direct object pronouns.

- Quiero la falda más corta. \_\_\_\_\_
- Tengo la regla. \_\_\_\_\_
- No hago el alpinismo. \_\_\_\_\_
- Quiere un coche menos caro. \_\_\_\_\_
- Tenemos un libro. \_\_\_\_\_

19. Rewrite the sentences below using direct and indirect object pronouns.

- Da el boli a Carlos. \_\_\_\_\_
- Escucha a mi madre. \_\_\_\_\_
- Voy a escribir a mi padre. \_\_\_\_\_
- Nadie tiene el gato. \_\_\_\_\_
- Compré un regalo para María. \_\_\_\_\_
- Mi profesor me enseña a hablar español. \_\_\_\_\_

20. Translate these sentences into Spanish.

- I write to her every month. \_\_\_\_\_
- I bought him a present. \_\_\_\_\_
- I don't have it. \_\_\_\_\_
- I sent him an email. \_\_\_\_\_
- I am going to do it. \_\_\_\_\_

- I have made it. \_\_\_\_\_
- He gave her some money. \_\_\_\_\_

## II. Advanced Beginner Level - Nivel Básico + 1

### Adjectives

1. Complete the following sentences about adjectives by filling in the gaps.

Adjectives are \_\_\_\_\_ words. In Spanish, adjectives usually come \_\_\_\_\_ the noun they are describing. Adjectives must \_\_\_\_\_ with the \_\_\_\_\_ they describe. Ends of adjectives may \_\_\_\_\_ depending on the \_\_\_\_\_ of the noun they are describing and depending on whether the noun they are describing is \_\_\_\_\_ or singular.

2. Some adjectives always come before the noun. Make a list of them in the box below.

3. Fill in the table with examples of adjectives ending in o, e, or and in a consonant, in their different forms.

Adjectives ending in	Masculine singular	Feminine singular	Masculine plural	Feminine plural
-o/-a				
-e				
-or/ora				
in a consonant				



4. Some adjectives are shortened when they come before a masculine singular noun.

bueno → buen  
malo → mal  
primero → primer  
tercero → tercer  
alguno → algún  
ninguno → ningún

b. Translate the following sentences.

- Un buen amigo. \_\_\_\_\_
- Hace mal tiempo. \_\_\_\_\_
- El primer día. \_\_\_\_\_
- El Tercer Mundo. \_\_\_\_\_
- ¿Tienes algún libro? \_\_\_\_\_
- No tengo ningún interés en hacerlo. \_\_\_\_\_

5. What do you notice about *gran* in these sentences?

Tengo una *gran* familia católica irlandesa.  
Me gustaría un *gran* piso.

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

6. Some nationalities do not end in -o and follow a different pattern. List some examples below. <https://www.spanishdict.com/guide/nationalities-in-spanish>

Ending in -s	Masculine singular	Feminine singular	Masculine plural	Feminine plural
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Ending in -				

7. Translate the following sentences. Remember Spanish word order and adjectival agreement!

a) A small house.

---

b) A black dog.

---

c) I live in a big house.

---

d) My mother is very nice.

---

e) For school, I have to wear a black jacket.

---

f) The hotel is an impressive building.

---

g) I don't have much money.

---

h) I have blond hair and blue eyes.

---

i) My parents are divorced.

---

j) I don't have any pens.

---

k) The Spanish girls.

---

l) There are a lot of historical buildings.

---

m) The big beautiful church.

---

n) I think Maths is fun.

---

o) I wear a light blue shirt.

---

8. Translate the paragraph into English.

*Vivo en España en Madrid donde hay mucha contaminación pero es una ciudad bastante histórica también. Hay muchas iglesias antiguas y muchas calles pequeñas. Lo bueno es que tenemos unos espacios verdes y bonitos en la ciudad.*

*Vivo en Madrid con mi familia. Mi madre tiene cuarenta y ocho años y es divertida, bonita y bastante alta. Mi padre tiene el pelo rubio y corto y los ojos verdes. No es muy tímido porque es hablador y es muy trabajador. Además, tengo un perro blanco y negro que se llama Coco. Me encantan los perros pero odio los gatos porque pienso que son muy perezosos. En mi familia somos muy altos. Todos tenemos los ojos verdes también, menos mi hermano que tiene los ojos azules.*

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9. Cover the original paragraph and use your translation to put it back into Spanish.

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**Comparative and Superlative Adjectives.**

10. Complete the sentence about comparatives by filling in the gaps with the correct word.

Comparative adjectives \_\_\_\_\_ two things by saying that one thing is better or bigger or worse etc. than the \_\_\_\_\_.

The comparative is formed by using the correct form of the adjective with the following constructions.

Más + adjective + que

Menos + adjective + que

Tan + adjective + como

11. Translate the following sentences.

a) Mi padre es más guapo que tu padre.

---

b) José es menos inteligente que María.

---

c) Mi madre es tan simpática como mi padre.

---

d) Madrid es más pequeña que Londres.

---

e) Pienso que la ciudad es menos aburrida que el campo.

---

12. Learn these irregular ones off by heart.

Adjective	Comparative	Superlative	
Bueno (good)	mejor (better)	el/la mejor	los/las mejores (the best)
malo (bad)	peor (worse)	el/la peor	los/las peores (the worst)

Cover the table above and complete it from memory.

Adjective	Comparative	Superlative
(good)	(better)	(the best)
(bad)	(worse)	(the worst)

13. Complete the sentence about superlatives by filling in the gaps with the correct word.

Superlative adjectives \_\_\_\_\_ two or more things, saying one is the best or worst or biggest etc.

The superlative is formed by using the correct form of the adjective with the following construction:

el/la/los/las + más/menos + adjective

14. Translate the following sentences.

a) Mi perro es el mejor.

---

b) Mi coche es el más rápido.

---

c) Tu hermano es el menos alto.

---

d) Esta película es la peor.

---

e) Los libros son los mejores.

---

f) Mi amiga es la más deportista.

15. Translate these sentences into Spanish.

a) The maths teacher is less boring than the English teacher.

---

b) This car is the newest.

---

c) Maria is my best friend.

---

d) The restaurant is the best in the town.

---

e) Your house is the biggest in the street.

---

f) His team are the worst.

---

### III. Intermediate Level - Nivel intermedio

#### Subject pronouns

1. What are the 6 subject pronouns in Spanish?

	Singular	Plural
First Person		
Second person		
Third person		

In what circumstances would you use these pronouns?

<i>Tú</i>	
<i>Usted</i>	
<i>Vosotros</i>	
<i>Ustedes</i>	

## Infinitives

2. Put a cross next to the **four** statements that are true about infinitives.

	You cannot find an infinitive in a dictionary.
	Modal verbs are followed by the infinitive.
	Verbs expressing like, dislike are followed by the infinitive.
	Verbs expressing future intentions or wish are never followed by the infinitive.
	Infinitives always end in –ar in Spanish.
	The infinitive is used after antes de.
	When two verbs follow each other in a sentence, the second verb is always in the infinitive.
	Verbs expressing preferring are not followed by the infinitive.

**Correct all the false statements.**

3. Highlight the infinitives in the sentences below and put a cross next to the four that **DO NOT** contain a mistake.

	Mañana voy a comprar un regalo para mi abuela.
	Me gusta como una hamburguesa.
	No puedo salgo con mis amigos.
	Tengo que llamar a mis padres.
	No quiere hace sus deberes.
	Antes de salir tengo que fregar los platos.
	Suelo ir al colegio en autobús.
	No me gusta voy al cine.



Correct the **four** sentences that contain a mistake.

### The Present Tense

4. Highlight the statements that are **true**.

- a) You use the present tense to describe what is taking place now.
- b) You use the present tense to describe what will happen in the distant future.
- c) You use the present tense to describe something that happened yesterday.
- d) You use the present tense to describe something that happens regularly.
- e) Present tense verb endings change depending on who is doing the verb/action.

5. Fill in the gaps below to form a correct description about how to formulate the present tense of regular **-ar** verbs.

Take the \_\_\_\_\_ form of an **-ar** verb. Remove the \_\_\_\_\_ from the infinitive to form the \_\_\_\_\_ and then add the correct verb ending.

6. List the endings for regular **-ar** verbs

Subject pronouns	Endings <b>-ar</b> verbs
<i>yo</i>	
<i>tú</i>	
<i>él/ella</i>	
<i>nosotros</i>	
<i>vosotros</i>	
<i>ellos/ellas</i>	

7. List the endings for regular **-er** verbs

Subject pronouns	Endings <i>-er</i> verbs
<i>yo</i>	
<i>tú</i>	
<i>él/ella</i>	
<i>nosotros</i>	
<i>vosotros</i>	
<i>ellos/ellas</i>	

8. List the endings for regular *-ir* verbs

Subject pronouns	Endings <i>-ir</i> verbs
<i>yo</i>	
<i>tú</i>	
<i>él/ella</i>	
<i>nosotros</i>	
<i>vosotros</i>	
<i>ellos/ellas</i>	

9. Write out the full conjugations of these stem-changing verbs in the present tense.

<i>tener</i>	<i>ser</i>	<i>ir</i>	<i>hacer</i>

10. List the reflexive pronouns.

	Singular	Plural

<b>First Person</b>		
<b>Second person</b>		
<b>Third person</b>		

11. Write out the full conjugations of what **you** think are the **five** most useful reflexive verbs in Spanish.

<i>yo</i>					
<i>tú</i>					
<i>él/ella</i>					
<i>nosotros</i>					
<i>vosotros</i>					
<i>ellos/ellas</i>					

12. Put a cross next to the **five** sentences that contain modal verbs and underline the modal verb.

	Los sábados voy al cine con mis amigos.
	Quiero tomar una siesta porque estoy cansada.
	No puedo salir esta noche por que no hice mis deberes.
	Mis abuelos viven en Salamanca.
	En el pasado solía llevar uniforme escolar.
	No me gustan las películas de guerra por qué son demasiado largas.
	¿Puedes ir conmigo?
	No debes comer la comida rápida porque es malsana.

13. Write out the full conjugation of what you think are the **five** most useful modal verbs.

<i>yo</i>				
<i>tú</i>				
<i>él/ella</i>				
<i>nosotros</i>				
<i>vosotros</i>				
<i>ellos/ellas</i>				

#### IV. Proficient Level - Nivel competente

##### The Preterite Tense

1. Fill in the gaps.

The preterite ..... uses just one ..... to describe a single completed ..... The ..... tense is often used with time ..... To conjugate ..... verbs in the preterite tense, start with an ..... and then take off the ending to leave the ..... Then add the correct ending.

2. Using the example, write out the full conjugation of the verb *preparar* in the preterite tense.

<i>Trabajar</i>	To work	<i>preparar</i>	To prepare
<i>Yo trabajé</i>	I worked		I prepared
<i>tú trabajaste</i>	You worked		
<i>Él/ella trabajó</i>	He/she worked		
<i>Nosotros trabajamos</i>	We worked		
<i>Vosotros trabajasteis</i>	You worked		
<i>Ellos/ellas trabajaron</i>	They worked		

3. Using the example, write out the full conjugation of the verb *comer* in the preterite tense.

<b><i>aprender</i></b>	<b>To learn</b>	<b><i>comer</i></b>	<b>To eat</b>
<i>Yo aprendí</i>	I learnt		I ate
<i>tú aprendiste</i>	You learnt		
<i>Él/ella aprendió</i>	He/she learnt		
<i>Nosotros aprendimos</i>	We learnt		
<i>Vosotros aprendisteis</i>	You learnt		
<i>Ellos/ellas aprendieron</i>	They learnt		

4. Using the example, write out the full conjugation of the verb *recibir* in the preterite tense.

<b><i>salir</i></b>	<b>To go out</b>	<b><i>recibir</i></b>	<b>To live</b>
<i>yo salí</i>	I went out		I received
<i>tú saliste</i>	you went out		
<i>Él/ella salió</i>	he/she went out		
<i>Nosotros salimos</i>	we went out		
<i>Vosotros salisteis</i>	you went out		
<i>Ellos/ellas salieron</i>	they went out		

5. Look up the full conjugations of these verbs that are irregular in the preterite tense.

	<b><i>Estar</i></b>	<b><i>Hacer</i></b>	<b><i>Ir + ser</i></b>	<b><i>poner</i></b>	<b><i>tener</i></b>	<b><i>ser</i></b>
<b><i>yo</i></b>						
<b><i>tú</i></b>						
<b><i>Él/ella</i></b>						
<b><i>nosotros</i></b>						
<b><i>vosotros</i></b>						
<b><i>Ellos/ellas</i></b>						

6. Translate the following sentences into the preterite tense.

a) I ate an apple.

---

b) The day before yesterday he went out with his friends.

---

c) They decided to go to the cinema.

---

d) We received a letter yesterday.

---

e) We did our homework last night.

---

f) We spoke on the telephone two days ago.

---

g) Last year she bought a car.

---

h) I went to Spain last year.

---

i) They called at one.

---

j) I arrived at 7.

---

k) Then they prepared dinner.

---

l) Yesterday I wrote three letters.

---

m) At that moment, he began to cry.

---

n) Yesterday afternoon we went to Seville.

---

o) She sent a letter.

---

p) Where were you born?

---

q) Last year Elena and Juan got married.

---

r) I lived in Barcelona for three months.

---

s) They drank the coffee.

---

t) It rained at 3 o'clock.

---

u) I ate a sandwich.

---

v) We went to bed at 7 o'clock.

---

w) She decided to go out.

---

x) Did he read the book?

---

y) Did you do your homework?

---

z) He lived there for five years.

**The Perfect Tense**

7. Fill in the gaps.

The perfect \_\_\_\_\_ is a compound verb used to describe a single, completed \_\_\_\_\_ in the immediate \_\_\_\_\_, one which has just or recently \_\_\_\_\_ or which is still relevant to the ongoing \_\_\_\_\_ To form the \_\_\_\_\_ you need the auxiliary verb \_\_\_\_\_ in the present tense and a past \_\_\_\_\_

8. Fill in the table with the present tense of *haber*.

<b><i>haber</i> = to have</b>			
<i>yo</i>		<i>nosotros</i>	
<i>tú</i>		<i>vosotros</i>	
<i>él/ella</i>		<i>ellos/ellas</i>	

9. Change these infinitives into past participles.

<b>Infinitive</b>	<b>Past participle</b>
<i>comprar</i>	
<i>vivir</i>	
<i>comer</i>	
<i>hablar</i>	
<i>reducir</i>	

10. Look up 5 infinitives that have **irregular** past participles.

<b>Infinitive</b>	<b>Past participle</b>

11. Translate the following sentences into the perfect tense.



a) I have eaten an apple.

---

b) He has made a mistake.

---

c) They have learnt Spanish.

---

d) You have written a letter.

---

e) We have watched the film.

---

f) We have done our homework.

---

g) She has worked in a restaurant.

---

h) I have read the book.

---

i) She has spoken with my mother.

---

j) They have asked the teacher.

---

k) Maite has played football.

---

l) Ana has studied French.

---

m) Have you been to Portugal?

---

n) They have bought a car.

---

o) He has drunk the wine.

---

p) Juan and Maria have travelled to Spain.

---

q) Have you seen my phone?

---

r) We haven't eaten.

---

s) We have visited Madrid.

---

t) Has he eaten lunch?

---

u) What have you done?

---

v) Have you tried paella?

---

w) I have given the student a book.

---

x) I have called my parents.

---

y) I have finished the book

---

z) Has he spoken to them?

### **The Imperfect Tense**

12. Explain the **three** main uses of the imperfect tense.

- a) \_\_\_\_\_
- b) \_\_\_\_\_
- c) \_\_\_\_\_
- d) \_\_\_\_\_

13. Using the example, write out the full conjugation of *estar* in the imperfect tense.

<b><i>hablar</i></b>	<b>To speak</b>	<b><i>estar</i></b>	<b>To be</b>
<i>yo hablaba</i>	I used to speak		
<i>tú hablabas</i>	You used to speak		
<i>Él/ella hablaba</i>	He/she used to speak		
<i>Nosotros hablábamos</i>	We used to speak		
<i>Vosotros hablabais</i>	You used to speak		
<i>Ellos/ellas hablaban</i>	They used to speak		

14. Using the example, write out the full conjugation of *comer* in the imperfect tense.

<b><i>Beber</i></b>	<b>To drink</b>	<b><i>comer</i></b>	<b>To eat</b>
<i>yo bebía</i>	I used to drink		
<i>tú bebías</i>	You used to drink		
<i>Él/ella bebía</i>	He/she used to drink		
<i>Nosotros bebíamos</i>	We used to drink		
<i>Vosotros bebíais</i>	You used to drink		
<i>Ellos/ellas bebían</i>	They used to drink		

15. Using the example, write out the full conjugation of *vivir* in the imperfect tense.

<b><i>venir</i></b>	<b>To come</b>	<b><i>vivir</i></b>	<b>to live</b>
<i>yo venía</i>	I used to come		
<i>tú venías</i>	You used to come		
<i>Él/ella venía</i>	He/she used to come		

<i>Nosotros veníamos</i>	We used to come		
<i>Vosotros veníais</i>	You used to come		
<i>Ellos/ellas venían</i>	They used to come		

16. Look up these common verbs in the imperfect tense and complete the table.

	<b>Ser</b> – to be	<b>Ir</b> – to go	<b>Ver</b> – to see
<i>Yo</i>			
<i>tú</i>			
<i>él/ella</i>			
<i>nosotros</i>			
<i>vosotros</i>			
<i>ellos/ellas</i>			

19. Translate the following sentences into the imperfect tense.

a) I used to know Sergio.

---

b) He used to have a car.

---

c) They used to study Spanish.

---

d) You used to play hockey.

---

e) At that time, I was working in Madrid.

---

f) When I was young, I used to hate vegetables.

---

g) I used to go to the cinema every Saturday.

---

h) It was cloudy when I left the house.

---

i) She was hard working.

---

j) They used to wear school uniform.

---

k) I was working in a restaurant.

---

l) Ana used to eat meat.

---

m) Every year, we used to go on holiday to Portugal.

---

n) Every Saturday, the family could go shopping.

---

o) We used to prepare a special dinner.

---

p) We used to have fun.

---

q) She used to help.

---

r) She didn't used to do her homework.

---

s) When we worked in Spain we used to have a siesta.

---

t) We used to be sad.

---

u) When I was 11 years old I used to live in France.

---

v) My town was old and dirty.

---

w) Isabel was ten years old.

---

x) I went fishing every morning.

---

y) Rosa was doing her homework at 5pm.

---

z) He usually arrived early.

---

20. Put the time expressions into the correct column depending on whether they can be used with the preterite or imperfect tense or both tenses.

21.

Time expressions					
Ayer	siempre	a veces	el otro día	todos los días	a menudo
anoche	frecuentemente		hace tres años	anteayer	la semana pasada
Preterite	Both tenses		Imperfect		

## V. Advanced Level - Nivel avanzado

### The Immediate Future Tense

1. Write down when the immediate future is used in Spanish.

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---

2. Fill in the table with the present tense of *ir*.

<i>ir = to go</i>			
<i>Yo</i>		<i>nosotros</i>	
<i>tú</i>		<i>vosotros</i>	
<i>él/ella</i>		<i>ellos/ellas</i>	

3. Explain how to formulate the immediate future tense.

---

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---

4. Translate the following into Spanish:

a) Tomorrow I am going to go out.

---

b) Next weekend I am going to watch a football match.

---

c) My father is going to go shopping.

---

d) Miguel and Ricardo are going to do their homework.

---

e) She is going to carry on working until the age of 65.

---

f) I am not going to lie.

---

g) We are going to watch a film on my laptop.

---

h) Beatriz is going to call.

---

i) Are you going to eat with us?

---

j) Sara is going to work as a waitress.

---

### The Future Tense

5. Use the model to write out the full conjugation of the verbs in the future tense

<b><i>estudiar</i></b>	<b>To study</b>	<b><i>trabajar</i></b>	<b>To work</b>
<i>yo estudiaré</i>	I will study		
<i>tú estudiarás</i>	You will study		
<i>Él/ella estudiará</i>	He/she will study		
<i>Nosotros estudiaremos</i>	We will study		
<i>Vosotros estudiareis</i>	You will study		
<i>Ellos/ellas estudiarán</i>	They will study		
<b><i>seguir</i></b>	<b>To carry on</b>	<b><i>descubrir</i></b>	<b>To discover</b>




6. Look up the stem for the following verbs that are irregular in the future tense. Write the verb in the first person. Learn them\*.

Infinitive	Stem	First person form
<i>decir</i>		
<i>hacer</i>		
<i>poder</i>		
<i>poner</i>		
<i>querer</i>		
<i>tener</i>		
<i>saber</i>		

\* NB: These are the same stems that are used in the formation of the conditional tense.

7. Translate this paragraph into English. Underline all of the verbs in the future and immediate future tenses.

*El año próximo iré a Barcelona en España por dos semanas con mi novia. Viajaremos en avión desde el aeropuerto de Luton porque es más rápido que viajar en tren o en barco. Mi novia no puede viajar en tren durante largos periodos porque le dan mareos sin embargo viajar en avión puede ser caro. Vamos a visitar los monumentos como la Sagrada Familia y quizás algunos museos. Además veremos un partido de fútbol en el Camp Nou. Durante la noche, caminaremos por la ciudad y comeremos comida típica de la región, por ejemplo paella, gambas al ajillo o feves a la catalana. Podríamos intentar ir a algunos bares o clubes en un par de noches si tenemos suficiente dinero. Iremos en invierno así que me voy a ahorrar 800€ con suerte. Aunque iremos en febrero, espero que el clima sea agradable*

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**The Conditional Tense**

8. Fill in the gaps

To formulate the conditional tense, take the \_\_\_\_\_ tense stem and add the conditional \_\_\_\_\_. These are exactly the same as the \_\_\_\_\_ and \_\_\_\_\_ endings for \_\_\_\_\_ verbs in the \_\_\_\_\_ tense.

9. Write out the full conjugation of the verbs using the model. Translate them into English. Learn the conditional endings.

<i>Viajar</i>	To study	<i>estudiar</i>	To study
<i>yo viajaría</i>	I would travel		
<i>tú viajarías</i>	You would travel		
<i>Él/ella viajaría</i>	He/she would travel		
<i>Nosotros estudiaríamos</i>	We would travel		
<i>Vosotros estudiáis</i>	You would travel		
<i>Ellos/ellas estudiarían</i>	They would travel		

<b>Ver</b>	<b>To see</b>	<b>conducir</b>	<b>To drive</b>

10. Translate these sentences containing modal verbs in the conditional tense.

a) Se debería utilizar el transporte público para proteger el medio ambiente.

---

b) Querría ayudar a las personas desfavorecidas porque a mí *me parece* que tenemos que ser solidarios.

---

c) Podríamos donar más dinero a las organizaciones benéficas.

---

d) Creo que valdría la pena hacer preguntas.

---

e) Tendríamos que construir más viviendas.

---

## The Passive

11. In your own words, explain the difference between the active voice and the passive voice.

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---

12. Put a cross next to the **four** sentences that are written in the passive voice.

	Se hizo este pastel con mantequilla.
	En México se celebra el diez de mayo con fiestas para madres.
	Mi padre trabaja como contable en un despacho en el centro de la ciudad.
	David escribe un libro policial.
	Se venden periódicos.
	Yo hice el pastel con miel.
	El colegio fue construido en 1824.
	Normalmente se levanta a las siete y media.

13. Translate these sentences into English.

a) Se venden varios coches.

---

b) Las colonias fueron establecidas hace 200 años.

---

c) Mi secreto no fue revelado hasta ayer.

---

d) Todos ellos fueron interrogados.

---

e) La pizza fue cocida en el horno.

---

f) Nuestra casa fue construida en 1999.

## VI. Nivel expert - Expert Level

### The Pluperfect Tense

1. Write a step-by-step explanation of how the pluperfect tense is formed.

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2. Write out the full conjugation of the verb *haber* in the imperfect tense.

<i>haber</i> = to have			
<i>yo</i>		<i>nosotros</i>	
<i>tú</i>		<i>vosotros</i>	
<i>Él/ella</i>		<i>Ellos/ellas</i>	

3. Circle the past participles.

<b>A</b>	viajaba	viajó	viajaró	viajado
<b>B</b>	decidir	decidido	decide	decidiría
<b>C</b>	dar	dio	dado	daré
<b>D</b>	casarse	casaba	casado	Se casó
<b>E</b>	hago	hacer	hizo	hecho
<b>F</b>	oir	oído	oyó	oiga
<b>G</b>	cambiado	cambiaría	cambió	cambiando
<b>H</b>	murió	muerto	muere	morirá

4. Translate these sentences that contain the pluperfect tense.

- a) Ella había comido antes de ir al cine.

---

b) Había visto ya la película.

---

c) Yo había cerrado la puerta.

---

d) Isabel y Elena habían ahorrado mucho dinero para ir de vacaciones.

---

e) Paco no le había dado la trajeta a su amigo.

---

f) Nos habíamos sentado cuando el tren salió.

---

### The Future Perfect

5. Fill in the gaps.

The future perfect is used to say what will have \_\_\_\_\_ before another event or by a certain time in the future. To form the \_\_\_\_\_ you need the \_\_\_\_\_ tense of \_\_\_\_\_ and a past \_\_\_\_\_

6. Complete the table with the full conjugation of *haber* in the future tense.

<b>haber = to have</b>			
<i>yo</i>		<i>nosotros</i>	
<i>tú</i>		<i>vosotros</i>	
<i>él/ella</i>		<i>ellos/ellas</i>	

7. Translate these sentences.

a) Habremos vuleto de Argentina para el doce de marzo.

---

b) José le habrá dado el regalo.

---

c) Cuando llegues ya habré salido.

---

d) Yo habré terminado mi trabajo para diciembre.

---

e) No habremos aprendido nada.

---

f) El juego habrá terminado cuando llegues.

---

g) No habrás terminado tus deberes para mañana.

---

Cover the originals and translate the sentences back into **Spanish**.

a) \_\_\_\_\_

b) \_\_\_\_\_

e) \_\_\_\_\_

f) \_\_\_\_\_

g) \_\_\_\_\_

h) \_\_\_\_\_

## Conditional Perfect

8. In your own words, explain:

- a) How the conditional perfect is formed.
- b) How it is different to the future perfect tense.

a) \_\_\_\_\_  
\_\_\_\_\_

b) \_\_\_\_\_  
\_\_\_\_\_

9. Change these sentences into the conditional perfect tense.

- a) Habremos vuelto de Argentina para el doce de marzo.

\_\_\_\_\_

- b) José le habrá dado el regalo.

\_\_\_\_\_

- c) Cuando llegues ya habré salido.

\_\_\_\_\_

- d) Yo habré terminado mi trabajo para diciembre.

\_\_\_\_\_

- e) No habremos aprendido nada.

\_\_\_\_\_

- f) El juego habrá terminado cuando llegues.

\_\_\_\_\_

- g) No habrás terminado tus deberes para mañana.

\_\_\_\_\_



## The Subjunctive Mood

10. Fill in the gaps.

The subjunctive is a \_\_\_\_\_ of the verb, not a \_\_\_\_\_. It is used to convey the speaker's attitude to the action described. It is used when statements are not to be taken as pure fact, but more as a matter of judgement or attitude. The \_\_\_\_\_ is nearly always used in a subordinate clause, i.e. the second part of a \_\_\_\_\_ introduced by *que*.

11. Look up the expressions below that are followed by the subjunctive mood.

Conjunctions	Meaning in English
	on the condition that
	unless
	before
	provided that
	in case
	hopefully
	so that
	for fear that
	provided that
	without
Conjunctions of time	English meaning
	as soon as
	when
	after
	as soon as
	until
Conjunctions of uncertainty	English meaning
	although
	how
	so that
	perhaps

12. Look up these verbs in the subjunctive tense. Learn them and ensure you know what they mean.

	<i>ser</i>	<i>estar</i>	<i>poder</i>	<i>tener</i>	<i>hacer</i>	<i>decir</i>
<i>yo</i>						
<i>tu</i>						
<i>el/ella</i>						
<i>nosotros</i>						
<i>vosotros</i>						
<i>ellos/ellas</i>						

	<i>ir</i>	<i>ver</i>	<i>dar</i>	<i>saber</i>	<i>querer</i>
<i>yo</i>					
<i>tu</i>					
<i>el/ella</i>					
<i>nosotros</i>					
<i>vosotros</i>					
<i>ellos/ellas</i>					

13. Put a cross next to each of the **five** sentences that contain the subjunctive. In the right-hand column explain why the sentence contains the subjunctive mood.

<b>A</b>	Tengo miedo que me estén mirando.	
<b>B</b>	Es cierto que ella viene.	
<b>C</b>	Quiero que vengas aquí.	
<b>D</b>	Cuando llegue vamos a cenar.	
<b>E</b>	No es cierto que ella salga.	
<b>F</b>	Debemos llamar mi abuela.	
<b>G</b>	Dudo que tengas el gripe.	
<b>H</b>	No tengo ganas de ir al cine esta noche.	

## The Imperative

14. Fill in the gaps.

- The imperative is used to give \_\_\_\_\_; these can either be affirmative or \_\_\_\_\_ To form affirmative commands with regular verbs use the \_\_\_\_\_ form of the verb but without the final \_\_\_\_\_
- For the *vosotros* form, remove the final \_\_\_\_\_ from the end of the \_\_\_\_\_ and replace it with \_\_\_\_\_
- For *Usted* and *ustedes* use the \_\_\_\_\_ person of the present \_\_\_\_\_
- To form negative commands with regular verbs always use the negative word plus the present \_\_\_\_\_

15. Write these verbs in the imperative.

	<i>Comer</i>	<i>Escuchar</i>	<i>Hablar</i>	<i>Escribir</i>
<i>tú</i>				
<i>vosotros</i>				
<i>usted</i>				
<i>ustedes</i>				

16. Make these commands negative

a) ¡Habla español!

\_\_\_\_\_

b) ¡Comes la comida rápida!

\_\_\_\_\_

c) ¡Escucha!

\_\_\_\_\_

d) ¡Ven aquí!

\_\_\_\_\_

e) ¡Dime la verdad!

\_\_\_\_\_