

TRANSITION WORK



SPANISH 2020

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¡Bienvenido!

1. Why study Spanish?

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 – you will be in an elite club of those who can!

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 the second-most widely spoken language in the world (after Mandarin Chinese), with 400 million native speakers, and with official status in a staggering 21 countries, spanning South, Central and North America, as well as Africa and Europe.

Studying A Level Spanish will enable you to learn the Spanish language and will also help you to 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! The main reason students find A level study a big jump is if they've gone the whole summer without speaking, listening or reading anything in the language.

¡Buena suerte!



“he (she) who does not know foreign languages does not know anything about his (her) own”
Johann Wolfgang von Goethe, German writer

2. Prepare for A level

At County we study the AQA A level course.

There are 2 core themes in the A level specification:

- **Social Issues and trends**
- **Political and artistic culture**

In addition you will have to study a play in year 12 and a film in year 13.

Themes and sub-themes will be assessed in paper 1 & 3.

Film and play will be assessed in paper 2.

Paper 1: Listening, reading and writing (including translations Spanish to English and English to Spanish)

Paper 2: Writing - One text and one film or two texts from the list set in the specification & Grammar

Paper 3: Speaking -Discussion of a sub-theme with the discussion based on a stimulus card (5 – 6 minutes) You will study the card for 5 minutes at the start of the test.

Presentation (2 minutes) and discussion (9 – 10 minutes) of individual research project. The choice of works (literary texts and films) offers opportunities to link with the themes.

3. What makes a successful language student?

Have opinions: Look at the topic areas and maybe just jot down in Spanish or even English how you feel about the major issues arising from each one of them. Watch the news or read a national broadsheet newspaper. Above all **be interested and be informed.**

Practise grammar all the time: There is a large gap between GCSE and A-Level, caused to a great extent by the non-grammatical approach to GCSE in the past. It is absolutely unavoidable now, so practise it week-in week-out and bridge that gap!

Be resilient: You're great at English because of the amount of time you've spent practising it, so don't give up when you don't immediately master Spanish – none of us do! Spend time little and often to build up your skills.

Go the extra mile: Do not rely merely on time in class to provide you with information for the topic areas and cultural information. Make it a habit to explore on your own, searching for interesting texts and making the most of the wide variety of cultural options provided here.

Be organised: Keep material from different topic areas separately filed in your folders. Have a separate grammar book/area and constantly refer to it when attempting written tasks in particular. Always have your grammar books and dictionaries open in front of you when you are attempting tasks in any of the skill areas.

And lastly ...

You will take from the course what you put in.

Students who put in the most effort with independent work are always the most successful.

“a different language is a different vision of life”
Frederico Fellini, Italian film director

4. A world of culture

Your GCSE topics were mainly limited to personal matters and experiences. The next step is to try and develop a broader knowledge of the target language country's society, government, history, fashion, art, music and lifestyle.

At the same time you will also be developing your listening and reading skills.

Spanish cinema

Watch films with subtitles in English first, and then in Spanish, will be an excellent preparation for the A level course. This way you listen and read so you see the spelling, hear the pronunciation and learn the meaning in a context, all at the same time. We study the Spanish film *El Laberinto del Fauno*.

El laberinto del fauno Guillermo del Toro (2006)

Ocho apellidos vascos Emilio Martínez-Lázaro (2014)

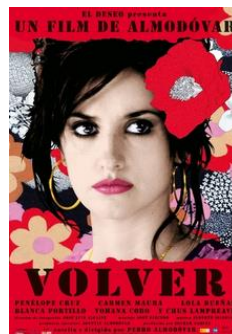
María, llena eres de gracia Joshua Marston (2004)

Volver Pedro Almodóvar (2006)

Abel Diego Luna (2010)

Las 13 rosas Emilio Martínez-Lázaro (2007)

Voces inocentes Luis Mandoki (2004)



Spanish television

https://wwitv.com/tv_channels/8234.htm This site allows you to choose from a number of Spanish TV channels that you can watch online. RTVE La 1 is the original Spanish channel and a good place to start.

On the BBC site <http://www.bbc.co.uk/languages/spanish/tv/> you can see access a variety of programmes online.

Spanish literature

You will be required to do more reading for your A level subjects. In year 12 we study the play *La Casa de Bernarda Alba*, which you should read over the summer between Year 11 and year 12.

You could also get a translation of an English book/author you know eg. Harry Potter or Charlie and the Chocolate factory.

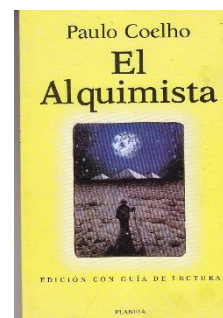
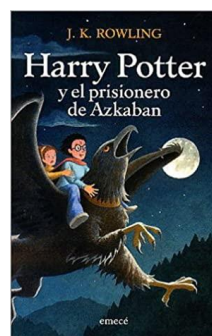
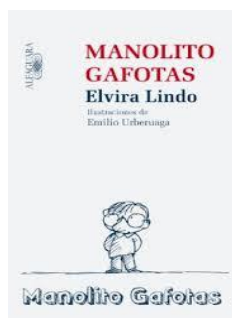
You could read some of the famous comics such as Zipi y Zape or El justiciero fantasma. Spanish books to try would be Manolito Gafotas, El Alquimista or Spanish short stories for beginners.

You can have access to free books at this digital library <http://bibliotecadigital.ilce.edu.mx/>

Keep your own vocabulary book for new expressions you come across. You could order it alphabetically, by topic area based on what we are going to study or just use it as a diary and scribble away your Spanish development in it.

TOP TIP: Don't look up every word you are not sure of when reading an article/ book

Yes... you read that right. When you are reading articles etc, try not to look up every word as it will take you forever. Skim and scan the text to get the gist. Remember to use the context or the article, cognates and common sense to figure out what the article is saying. Pick out a couple of words that you like the look of, that you feel may be real hurdles to getting the idea of the text, look them up carefully and add them to your vocab booklet. The aim at this stage is to get the gist of the article, not be able to translate it completely. Translation is a whole different ball game and you will learn it soon enough.



Spanish newspapers

Read a foreign language newspaper.

El País has its own website <http://elpais.com/> so that you can read the paper online. You do not have to read the paper cover to cover, just scan the headlines and pick out ONE article that grabs your attention. You could also use <http://www.elmundo.es>

This website is a more light-hearted newspaper which covers global stories as well as gossip. <http://www.20minutes.es> Also try <https://www.20minutos.es/videos/> This is the TV Channel for this newspaper.

In Spain there is also a news website for young people: <https://primerasnoticias.com/> It has sections on the Internet and Mobile Technology; Science and Wildlife; Education; Culture; Sport; Society and Health. A glance today contained articles about addiction to technology, secrets of Mexico and FC Barcelona to name but a few.

Spanish radio

The great thing about listening to the radio is that you can get on with something else at the same time. Listen live using the RTVE site. It can take a while to buffer so be patient. RTVE Radio 3 <https://www.rtve.es/radio/radio3/> or M80 radio <https://radiofy.online/m80-radio>

Online radiobox <https://onlineradiobox.com/es/> allows you to choose from a range of radio eg Muy Buena or Los 40 principales.

Spanish music

Music artists are studied in year 12 as part of one of the topics. You will have come across some already. This is another great way to improve listening and reading skills. Use www.lyricstraining.com to play!

Alvaro Soler, Rosalia, Bad Bunny, Juanes and many more ...



Spanish websites

Switch to Spanish browsers such as and www.terra.es/ or www.es.yahoo.com as well as www.google.es. This way, you will read Spanish every time you log on and it will become part of your everyday activity.



"learn a new language and get a new soul"
Czech proverb

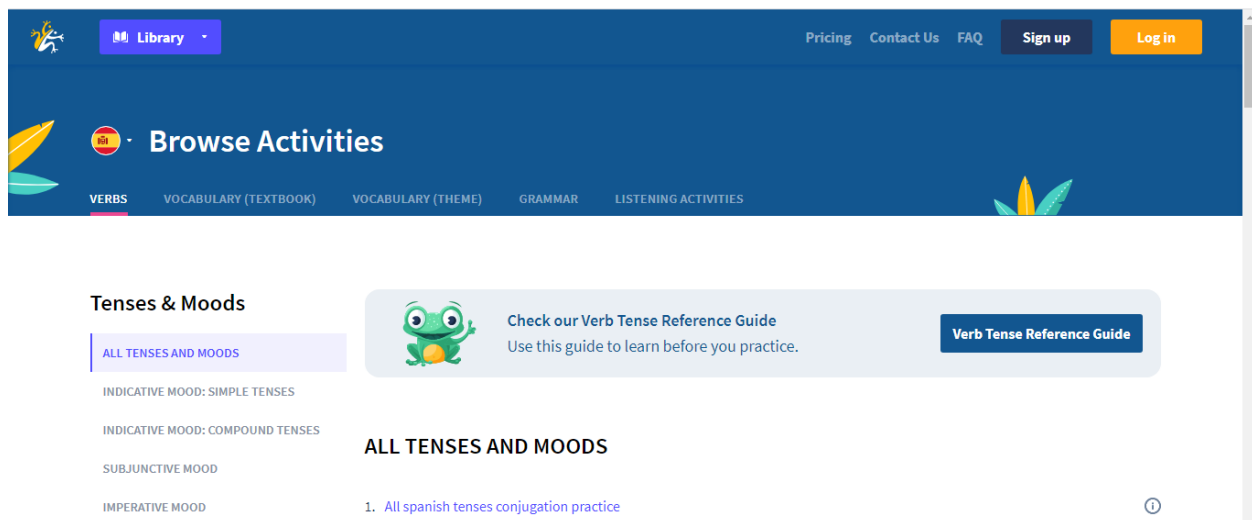
5. Language essentials (or ‘what I should know by now’)

From GCSE you should be starting with the foundation in the table below. Some parts of this may be more secure than other parts, and revision of this is included in the course.

TOPIC	CONTENT
Recognise and use a range of tenses with regular verbs.	Regular –AR, -ER, -IR verbs: Tenses: Present (hablo) Preterite (hablé) Imperfect (hablaba) Near Future (form of ir + infinitive) Future (hablaré) Conditional (hablaría) Present continuous (estoy hablando) Perfect (he hablado)
Recognise and use a range of tenses with irregular verbs.	Common irregular verbs: ser, estar, tener, ir, hacer, poder, querer Tenses: Present Preterite Imperfect Near Future (form of ir + inf.) Future (eg. Sera) Conditional (eg. sería)
Give opinions with reasons	<ul style="list-style-type: none"> • A range of opinion expressions • Positive and negative reasons for opinions • To be able to agree and disagree
Develop extended sentences	<ul style="list-style-type: none"> • Use sentence starters • Use complex connectives • Include a subjunctive phrase <p>Use <u>5 is the magic number</u> to help you learn a wider variety of these</p>

The Grammar Revision resources on www.languagesonline.org.uk and languagegym.com are great as you can then select what tense you want to revise, read the explanations and complete the exercises.

Conjuguemos: a great website for practicing your verb conjugations. Find it here: <https://conjuguemos.com/>



Oye language skills: this website is free after 4pm and really comes into its own with its A level section. Practice your verbs, pronouns, do practice translations and review other grammar points. Find it here <http://oye.languageskills.co.uk/index.html>



“The limits of my language are the limits of my universe.”
Ludwig Wittgenstein

6. 10 tasks

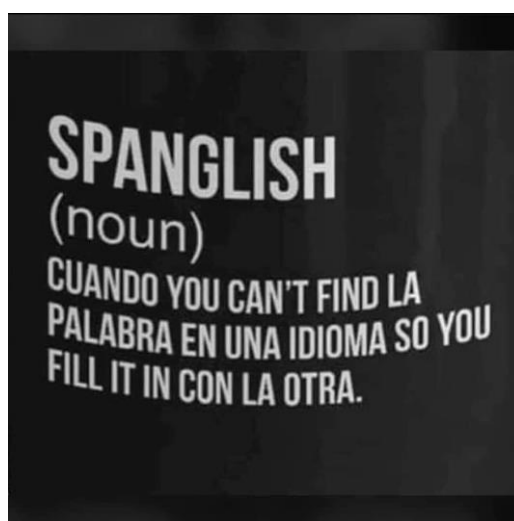
1. Familiarise yourself with the topics you are going to study next year. Translate the sub-themes into English.

Aspects of Hispanic society (in relation to any Spanish-speaking country or countries)	
Spanish	English Translation
Los valores tradicionales y modernos	• Modern and traditional values
• Los cambios en la familia	
• Actitudes hacia el matrimonio/el divorcio	
• La influencia de la Iglesia Católica	
El ciberespacio	• Cyberspace
• La influencia de internet	
• Las redes sociales: beneficios y peligros	
• Los móviles inteligentes en nuestra sociedad	
La igualdad de los sexos	• Equal rights
• La mujer en el mercado laboral	
• El machismo y el feminismo	
• Los derechos de los gays y las personas transgénero	
Artistic culture in the Spanish-speaking world (in relation to any Spanish-speaking country or countries)	
Spanish	English Translation
La influencia de los ídolos	• Modern day idols
• Cantantes y músicos	
• Estrellas de televisión y cine	
• Modelos	
La identidad regional en España	• Spanish regional identity
• Tradiciones y costumbres	
• La gastronomía	
• Las lenguas	
El patrimonio cultural	• Cultural heritage
• Sitios turísticos y civilizaciones prehispánicas: Machu Picchu, la Alhambra, etc	
• Arte y arquitectura	

• El patrimonio musical y su diversidad	
Multiculturalism in Hispanic society (in relation to any Spanish-speaking country or countries)	
Spanish	English Translation
La inmigración	• Immigration
• Los beneficios y los aspectos negativos	
• La inmigración en el mundo hispánico	
• Los indocumentados - problemas	
El racismo	• Racism
• Las actitudes racistas y xenófobas	
• Las medidas contra el racismo	
• La legislación anti-racista	
La convivencia	• Integration
• La convivencia de culturas	
• La educación	
• Las religions	
Aspects of political life in the Hispanic world (in relation to any Spanish-speaking country or countries)	
Spanish	English Translation
Jóvenes de hoy, ciudadanos del mañana	• Today's youth, tomorrow's citizens
• Los jóvenes y su actitud hacia la política : activismo o apatía	
• El paro entre los jóvenes	
• Su sociedad ideal	
Monarquías y dictaduras	• Monarchies and dictatorships
• La dictadura de Franco	
• La evolución de la monarquía en España	
• Dictadores latinoamericanos	
Movimientos populares	• Popular movements
• 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, ...)	

2. Summarise, in Spanish, 2 articles (that were in Spanish!) that you have read from one of the websites/ papers above and say why they interested you. If you cannot print the article, make a note of the website. Try and make these related to one of the topics we will study (as per the table above).
3. Choose a Spanish-speaking country and prepare a short presentation on an aspect of culture – this should last no longer than 5 mins. You can create a PPT if you want, but try and use headings rather than too much prose on the slide. This will be good practice for your IRP (part of the speaking exam).
4. Choose something to watch/listen to/read from the 'A world of culture' section.
5. Go onto www.languagesonline.org.uk . Complete 10 exercises. Each exercise takes less than 5 minutes. Note down the exercise you did and your score.
6. Set your phone/computer to Spanish. This will familiarise you with basic everyday language.
7. Log on to Quizlet and join the class called 'Transition to Year 12 Spanish' for gcslanguages. Tackle some of the vocab set.
8. Complete the grammar exercises that follow to practice your grammar.
9. Choose a Spanish song on www.lyricstraining.com at Beginner level, and see if you can progress up.

Complete the Independent task log, or make your own one up but you will go through it with your Spanish teacher in September so make sure that it is clear and useful to you. When you look at a website/link on here, highlight it and note the date and what you thought about it. You can then put a couple of notes in your task log.



**I'VE BEEN SAYING
"MUCHO" MORE OFTEN WHILE
TALKING TO MY HISPANIC FRIENDS**



IT MEANS A LOT TO THEM

INDEPENDENT TASK LOG

Every time you work on your language learning, complete the details below as a record:

Date	Skill practised Eg. reading, grammar, other ...	Source	Topic	Time spent	Reflection, evaluation	Evidence

7. Useful resources

Grammar	https://www.todo-claro.com/e_index.php https://spanish.tolearnfree.com/free-spanish-lessons/
Vocab/general help	https://www.thoughtco.com/spanish-4133085 https://mfl.jimdo.com/resources/spanish/ https://www.123teachme.com/learn_spanish/exercises_basic_spanish_all https://studyspanish.com/vocab https://www.livelingua.com/spanish/vocabulary/ https://www.mosalingua.com/en/spanish-vocabulary-lists-by-topic/
TV/radio	https://www.rtve.es/ https://www.rtve.es/radio/
Newspapers	https://elpais.com/ https://www.elcomercio.com/ https://www.reforma.com/ https://www.lanacion.com.ar/
Translator in context	http://www.linguee.com/ https://context.reverso.net/translation/english-spanish/
News on current events	https://www.univision.com/ https://www.generacion21.com/ https://www.telemundo.com/ https://www.practicaespanol.com/noticias/
Spanish pronunciation	https://studyspanish.com/pronunciation https://www.spanishdict.com/pronunciation



The main tenses of verbs

The present tense: regular verbs;
the present continuous, the present participle

Regular verbs

Reminder

- The present tense is used to describe what is happening now or what usually happens. It can also refer to what you are about to do in the immediate future, and to make a polite request.

A In the numbered sentences below either *a* or *b* has a verb in the present tense. Find it and underline it.

- a ¿Vas de compras el sábado?
b ¿Fuiste de compras el sábado?
- a Sí, compré ropa y vino.
b Sí, voy al mercado cada semana.
- a ¿Vas en bici?
b Normalmente sí, pero esta semana tomé el autobús.
- a ¿Y tu hermana te acompañó?
b No, juega al tenis los sábados.
- a ¿Gastaste mucho dinero?
b No, en el mercado todo es bastante barato.
- a ¿Vas a tomar otro café?
b No, gracias, me encuentro con mi hermana dentro de diez minutos.
- a Bueno, salúdale de mi parte.
b No lo olvidaré. ¿Me das mi chaqueta, por favor?

B Match the six sentence to the reasons for using the present tense.

- Mando un texto a mi amigo madrileño.
- Nos enviamos textos una vez a la semana.
- La visito el domingo.
- Vive en un piso muy moderno.
- En Madrid, todo el mundo sale por la tarde para tomar una copa.
- Nos conocemos desde 1990.

The present tense is being used to describe.....

- A something that will happen in the near future.
- B something which happens regularly.
- C something which began in the past and is continuing.
- D something that is happening at the moment.
- E someone's current situation.
- F something that is a 'universal' or general fact.

Reminder

- The endings for a regular –ar verb in the present tense are: hablo, hablas, habla, hablamos, habláis, hablan.

C Complete the verbs and translate the phrases into English.

- (Yo) _____ (charlar)
- (Tú) _____ (cantar)
- Pablo _____ (bailar)
- (Vd) _____ (visitar)
- (Nosotros) _____ (tomar)
- Marisol y yo _____ (viajar)

7 (Vosotros) _____ (gastar)

8 (Ellos) _____ (pasar)

Reminder

- The endings for a regular –er verb are: como, comes, come, comemos, coméis, comen.

D Choose a verb from the box for each gap, put it into the correct form, and translate the sentences into English.

1 Siempre _____ en un restaurante los viernes.

2 (Tú) No _____ fumar mucho.

3 En nuestro mercado se _____ frutas riquísimas.

4 ¿_____ Vds. cuándo llega el tren de Madrid?

vender deber saber comer

Reminder

- The endings for a regular –ir verb are: vivo, vives, vive, vivimos, vivís, viven

E Use a suitable verb chosen from the box to translate the sentences into Spanish.

1 The shops open at three.

2 My boyfriend writes poetry for me.

3 My father lives 10km from our house.

4 In his article he describes the scenery of Navarra.

vivir abrir describir escribir

The present continuous, the present participle.

Reminder

- The present continuous (appropriate part of *estar* + present participle) is used to describe a process that is going on at the present moment. To form the present participle, replace the infinitive ending as follows: -ar – ando: -er/-ir – iendo. Note that some –ir verbs change their spelling from e to i or o to u in the present participle, eg. Durmiendo, prefiriendo.

A Underline the part of *estar* and circle the whole present continuous verb in the sentences below. Write the English translation of the circled phrase.

1 Están preparando pasteles para la fiesta.

2 Entrad. Estamos viendo un video.

3 Cuando la visito, siempre está trabajando.

4 León. Oye. ¿Estás durmiendo?

5 He pelado las cebollas, y ahora estoy cortándolas.

6 Hola, Alejandro. Un momentito...estamos bañando al perro. Ah, lo siento, se está sacudiendo....No, Brutus, basta ya. Estás salpicando a Alejandro.

B Translate the following sentences into Spanish.

1 Please talk more quietly, children – I'm listening to this music!

2 Miguel's been in the bath since 8 o'clock. He always says he's reading the paper but in my opinion he's sleeping.

3 Where are the boys? They're in the garden – they're playing football with the neighbours.

4 Could you call back in half an hour? We're just getting up.

Reminder

- The present participle is also used in the following constructions:
-after seguir it means to continue doing something
-after ir it also means to keep doing something
- after llevar it means to spend a certain amount of time doing something.

C Choose an appropriate expression from the box to complete the following sentences.

- 1 Manuela _____ La Guerra y la Paz.
- 2 _____ en la Universidad de Salamanca.
- 3 Isabel y Enrique _____ al tenis cada tarde.
- 4 _____ el precio de la gasolina.
- 5 _____ aquí hasta el mes entrante.
- 6 ¿Por qué _____ estas flores ridículas?

seguiré trabajando va subiendo siguen jugando llevan dos años estudiando
sigues enviándome sigue leyendo

Reminder

- There is another form of present participle, used as an adjective. The ending is –ante for –ar verbs and –iente for –er and –ir verbs. Remember that these present participles must agree, so although they do not change their form for the feminine, they do add an –s in the plural.

D Complete the table with the English for the following expressions.

1	el día siguiente	
2	agua corriente	
3	la semana entrante	
4	plantas vivientes	
5	una idea sorprendente	

The present tense: reflexive verbs; spelling change verbs; common irregular verbs

Reflexive verbs

Reminder

- Reflexive verbs work in the same way as non-reflexives but with the addition of the reflexive pronoun

A Translate the following sentences into English.

- 1 Nico, ¿estás levantándote? Son las nueve.
- 2 Mi hermano lleva un año construyéndose una casa.
- 3 Se llama Xavier, como su padre y su abuelo, pero sus hijos se llaman Antonio y Ramón.
- 4 Vamos, niños, hay que darse prisa para llegar a tiempo.
- 5 ¿Os divertís en Madrid?
Sí, mucho. Nos estamos dándonos el gusto y nos alojamos en un buen hotel. Salimos todas las noches y nos acostamos hacia las dos de la madrugada.

B Translate the verbs in brackets to complete the text.

Durante las vacaciones, (we get up) _____ hacia las diez; generalmente (I have a bath) _____ y Maribel (has a shower) _____. (We get dressed) _____ antes de las once, porque a las once y media nuestros amigos a menudo nos visitan

para tomar café. Siempre (we enjoy ourselves) _____ con ellos, contando historias y charlando sobre cualquier tema. Por la tarde, (we go off to) _____ todos a nuestro bar preferido. Es muy popular y (it fills up) _____ hacia las nueve. (We never take) _____ el coche, porque normalmente (we treat ourselves) _____ de bebernos una botella de Rioja. Por supuesto, (we go to bed) bastante tarde. Sí, durante las vacaciones (we don't rush) _____ y (we feel) _____ más relajados.

Spelling change verbs and common irregular verbs

Reminder

- Many verbs in Spanish have a spelling change in several of their present tense forms. The most common changes are as follows (remember that the nosotros and vosotros forms are not affected):

e > ie	o > ue	e > i	u > ue
Querer	Poder	Pedir	Jugar
Entender	Encontrar	Corregir	Costar
Pensar	Dormir	Seguir	Contar
Cerrar	Volver	Elegir	Encontrar
Preferir	Llover		
Sentir	Mostrar		
Quiero	Puedo	Pido	Juego
Quieres	Puedes	Pides	Juegas
Quiere	Puede	Pide	Juega
Queremos	Podemos	Pedimos	Jugamos
Queréis	Podéis	Pedís	Jugáis
Quieren	Pueden	Piden	Juegan

A Translate the first paragraph into Spanish and the second into English.

1 My team is playing very badly. We're all playing very badly – don't we want to win? Except for Diego of course. Hey Diego, you're playing really well!

2 Qué día. Voy de compras a las doce menos cuarto y no encuentro a nadie. La tienda cierra a las once y media hoy porque el comerciante juega en un equipo de fútbol. Vuelvo a casa, pero no puedo entrar porque mis llaves están en la cocina. Llueve mucho, y pienso que voy a acabar empapado. Finalmente, le pido al vecino que me permita entrar por su balcón. Te lo digo, me siento muy cansado.

Reminder

- Here are some additional spelling changes that affect the first person only in some common irregular verbs.

Conocer/conozco	hacer/hago
Salir/salgo	dar/doy
Poner/pongo	tener/tengo
Estar/estoy	saber/sé
Ver/veo	

B Choose an appropriate verb from the box above to complete each sentence

- No _____ nunca los domingos. _____ las tareas domésticas y _____ la televisión.
- Siempre le _____ un regalo para su cumpleaños, pero este año no _____ qué comprar.
- Mi jefe me ha invitado a cenar con su familia. No los _____ muy bien, así que me _____ algo bastante elegante.
- _____ muy cansada, pero _____ que terminar este trabajo.

C Translate the following into Spanish.

I never do my homework because I go out every night. I know that – I know you pretty well! Alright, I'll give you my notes, but this is the last time!

Reminder

- Watch out also for the spellings of the following irregular verbs:

Decir: digo, dices, dice, decimos, decís, dicen
Ir: voy, vas, va, vamos, vais, van
Oír: oigo, oyes, oye, oímos, oís, oyen
Tener: tengo, tienes, tiene, tenemos, tenéis, tienen
Venir: vengo, vienes, viene, venimos, venís, vienen

D Identify the most appropriate verb from the box above, and select the correct form to fill each gap in the following passage.

Los políticos siempre nos _____ que _____ a cambiar todo. _____ las oraciones cada año y no _____ mucha confianza en ellos. Señoras, señores, Vds. _____ que comprender que mis amigos y yo _____ de un país donde los políticos son poco fiables. Les _____ que, si queremos cambiar el mundo, _____ que hacerlo nosotros mismos.

The perfect tense

Reminder

- The perfect tense is used as it is in English to refer to actions which have recently been completed. It usually translates directly into the English perfect tense, so *has comido* would be 'you have eaten'.

A Underline the perfect tense verb in each sentence and translate the sentences into English.

- 1 Rosa y Jaime han llegado, pero Carlos ha llamado para decirnos que tiene un problema con su coche – va a llegar a las diez.
- 2 ¿Han visto este artículo sobre el turismo en Chile?
- 3 No hemos lavado los platos, pero hemos hecho todas las otras tareas domésticas y vamos a relajarnos en el jardín.
- 4 ¿Paco ha cenado? Sí, y me parece que se ha tomado unas cuantas copas también...

Reminder

- The perfect tense is formed with the appropriate part of *haber* plus a past participle. The parts of *haber* are: *he, has, ha, hemos, habéis, han*. Remember that in all other contexts you should use *tener*, not *haber* to mean 'have'.

B Fill each gap with the correct part of *haber*.

- 1 Todos los estudiantes _____ aprobado sus exámenes.
- 2 _____ terminado, señores?
- 3 Oye, Rafael, busco a Diego - ¿lo _____ visto?
- 4 Niños, ¿os _____ lavado las manos?
- 5 Mi hermana y yo _____ comprado todo lo que necesitamos para la cena.

Reminder

- Regular verbs form their past participles like this: *hablar – hablado, comer – comido, vivir – vivido*.

C Fill the gaps with the past participle of the appropriate verb from the box.

- 1 Mis amigos me han _____ a pasar una semana con ellos.
- 2 Blanca ha _____ un nuevo piso.
- 3 ¿No has _____? Debes tener hambre.
- 4 ¿Ese chico francés? Últimamente no he _____ con él.

Hablar comer comprar invitar

Reminder

- A few common verbs have irregular past participles.
Decir – dicho, hacer – hecho, ir – ido, poner – puesto, ver – visto
- The two parts of the verb must stay together.

D Translate the sentences into Spanish using the verbs suggested.

- 1 Have you told Manuel the result of the match? (*decir*)
- 2 I've lost my bag – have you seen it? (*perder, ver*)
- 3 I don't know what I've done but they refuse to call me. (*hacer*)
- 4 We've put the luggage in the car and now we're waiting for our friend. (*poner*)

Reminder

- To say someone has just done something, you use the present tense of *acabar de + infinitive*.

E Put *acabar de* into the appropriate form in the following sentences. Then translate into English the expression using *acabar de*.

- 1 Mis amigos acabar de _____ salir.
- 2 Mi madre acabar de _____ telefonarme.
- 3 Veo que vosotros acabar de _____ cenar.
- 4 Mi novio y yo acabar de _____ decidir casarnos.

The preterite tense

Reminder

- This tense is used to refer to events or actions which took place in the past. They are not usually as recent as events described by the perfect tense, and there is not the same sense of them having just been completed.

A Decide whether you would use the perfect tense or the preterite tense to translate the verbs in the following sentences into Spanish. Underline those you would translate using the preterite.

- 1 They wrote to him last week but he still has not received the letter.
- 2 A serious accident took place on the Bilbao road last night but I haven't heard the details.
- 3 The president has decided to receive the representatives in Madrid - last year he refused to see them.

4 Yesterday I watched a programme on global warming. Parts of southern European have suffered serious floods recently and the programme explained how this is related to climate change.

5 Julio has been fined for driving over the speed limit. He's so stupid – they fined him twice last year.

6 Esteban and Mercedes went to Santo Domingo last weekend. They visited the castle and went shopping in the market; they liked the castle and they loved the market. They haven't stopped talking about it!

7 Miguel, hi, it's Ana. I'm sorry, I've missed my train. The plane left London two hours late so I arrived in Malaga at 11 o'clock. I've found out that there's another train in an hour so I'll get that. See you soon.

8 Last month Antonio decided to eat more healthily. But look – he's already had two sandwiches and now he's just ordered an ice cream. He lost some weight at the start but now perhaps he's lost his motivation!

Reminder

- The preterite tense is formed as follows:

Hablar	Comer	Vivir
Hablé	Comí	Viví
Hablaste	Comiste	Viviste
Habló	Comió	Vivió
Hablamos	Comimos	Vivimos
Hablastéis	Comisteis	Vivisteis
Hablaron	Comieron	Vivieron

B Using the prompts, write out in full about what people did at the weekend.

Roberto

- 1 hablar con Isabel por teléfono
- 2 invitar a ir con él a la playa
- 3 descubrir que a Isabel no le gusta el mar
- 4 llamar a Susana
- 5 dejar un mensaje con el padre de *Susana*
- 6 no recibir ninguna respuesta de Susana
- 7 salir solo y comer muchas patatas fritas

Vosotros

- 1 cenar con la familia
- 2 leer los periódicos
- 3 comprar algunas cosas para la casa
- 4 lavar el coche
- 5 escribir algunos correos electrónicos

Yo.../pero ellos...

- 1 perder mi empleo/ganar diez mil euros
- 2 tomar una cerveza/beber tres botellas de Rioja
- 3 vender mi bici/comprar un coche
- 4 comer en casa/salir con sus amigos a un restaurante
- 5 decidir no ir de vacaciones/reservar un hotel

C On a separate sheet, translate the following into Spanish, choosing the tenses carefully.

Yesterday Señor Martín arrived at the company at 8 am. He went into his office, took off his jacket and sat down. He had a coffee and took out his papers. He worked for two hours, preparing for an important meeting. At 10 o'clock his visitors arrived. He offered them coffee and everybody gathered in the meeting room. They spent three hours discussing sales and marketing. Finally they all signed a contract. Afterwards, they all went out and had a good lunch. Señor Martín did not return to the office yesterday afternoon.

Reminder

- Some of the most common verbs – dar, decir, estar, haber, hacer, ir, poder, poner, quere, saber, ser, tener, traer, venire, - are irregular in the preterite.

D Choose the appropriate verb from those listed above, and use it in its correct form to complete the following sentences. Use a different verb in each sentence.

- 1 ¿Qué _____ Vds el fin de semana pasado?
- 2 Enrique _____ un regalo a sus hijos – dos gorras rojas. Se las _____ inmediatamente.
- 3 Anoche llamé a José. Cuando _____ que estaba enfermo, le _____ que debería ir al medico.
- 4 Nuestros amigos _____ a cenar a las nueve; _____ flores para Maribel.

Reminder

- Certain groups of verbs have spelling changes in the preterite

The following –ir verbs change the middle e to i in the third person singular and plural eg advirtió, advirtieron, prefirió, prefirieron. Advertir, conseguir, corregir, divertirse, elegir, mentir, preferir, referir, reirse, repetir, seguir, sentirse, vestirse

Verbs ending in –car change their c to qu in the first person singular, eg busqué
 Verbs ending in –gar change their g to gu in the first person singular, eg pagué
 Verbs ending in –zar change their z to c in the first person singular, eg crucé
 Verbs ending in –ducir change their c to j in the preterite, eg condujé, condujiste
 Verbs ending in –er need an accent on the stressed i; unstressed i changes to y, eg leí, leíste, leyó, leímos, leísteis, leyeron
 In verbs ending in –ñer or ñir, the unstressed i is dropped after ñ in the third person singular and plural, eg gruñó gruñeron.

E Translate the following sentences into Spanish.

- 1 I looked for that map but didn't find it.
- 2 They preferred the more expensive bikes but they chose the cheaper ones.
- 3 Yesterday Margarita enjoyed herself – she drove to the beach, and read a whole novel.
- 4 I paid for our dinner because Esteban's credit cards didn't work; he felt very uncomfortable because the waiter laughed.

F Read this account of an exchange visit and fill the gaps with the prompted verbs in the preterite tense.

El junio pasado _____ yo/ir a España por primera vez. _____ Alojarse con mi amiga Angela y su familia. El primer día sus padres _____ estar muy simpáticos: _____ yo/tener muchos errores, pero no _____ ellos/reírse. Me _____ corregir con una sonrisa. Un día _____ visitar a la abuela de Angela. No la _____ entender, así que _____ repetir las palabras más lentamente. Me _____ gustar mucho mis vacaciones. _____ hacer muchas cosas interesantes. Por ejemplo, _____ ir a Salamanca. El hermano de Angela _____ conducir muy rápido y me _____ dar miedo.

En Salamanca _____ buscar un regalo para la madre de Angela y _____ encontrar un florero azul. El último día de mi visita, _____ poner algunas flores en el florero y se lo _____ regular a ella. Me _____ decir que le gustaba mucho.

The imperfect tense

Reminder

- The imperfect is a past tense which is used to describe what something was like, what someone was doing, what used to happen, or happened on a regular basis. It is also used to refer to events that happened over a period of time.

A Underline the verbs in the imperfect and translate the sentences into English.

Teenagers quiz their grandparents about how things used to be.

- 1 ¿Dónde vivías?
- 2 ¿Cuántos hijos teníais?
- 3 ¿Trabajabais los dos?
- 4 ¿Cuánto ganaba un trabajador típico en aquellos tiempos?
- 5 ¿Adónde ibais de vacaciones?
- 6 ¿Qué hacíais para relajáros?
- 7 ¿Comíais las mismas cosas que hoy en día?
- 8 ¿Estabais contentos?

B Fill in the gaps in the chart and translate the yo phrases into English.

	Trabajar	Trabajábamos	Trabajaba	I worked (was working, used to work)
1	Comprar			
2	Beber			
3	Traer			
4	Conducir			
5	Escribir			
6	Salir			

Reminder

- The imperfect is formed using the stem (infinitive minus –ar, –er or –ir) plus the endings.

-ar	-er	-ir
hablaba	Comía	Vivía
hablabas	Comías	Vivías
hablaba	Comía	Vivía
hablábamos	Comíamos	Vivíamos
hablabais	Comíais	Vivíais
hablaban	Comían	Vivían

D Fill the gaps with the appropriate imperfect form.

- 1 No _____ su nombre (yo/saber)
- 2 ¿Qué _____? (tú/hacer)
- 3 Consuelo _____ todos los días (venir)
- 4 No lo _____. (nosotros/creer)
- 5 ¿Qué tipo de coche _____? (vosotros/tener)

6 Siempre _____ un café a las nueve. (ellos/tomar)

Reminder

- The only irregular imperfects in Spanish are ir and ser:

Ir	Ser
Iba	Era
Ibas	Eras
Iba	Era
Íbamos	éramos
Ibais	erais
Iban	Eran

E Fill each gap with the correct part of ir or ser.

- En aquellos días (nosotros) _____ al colegio a pie.
- ¿Qué le pasó a Miguel? _____ deportista, pero hoy en día está muy gordo.
- El señor Alfonso _____ a Madrid en tren todos los fines de semana.
- _____ rico pero he perdido todo.
- ¿Te acuerdas de Enrique? _____ muy guapo.
- Cuando (vosotros) _____ jóvenes, ¿adónde _____ de vacaciones?

F Fill in the gaps to explain what Carolina used to do when she had a healthy lifestyle.

- No _____ nunca chocolate.
- _____ siempre legumbres orgánicas.
- _____ vitaminas todos los días.
- No _____ nunca.
- _____ deporte tres veces por semana.
- _____ mucha agua mineral cada día.
- _____ ocho horas por noche.
- _____ la campeona de natación de su colegio.

dormir fumar elegir comer beber tomar ser hacer

G Fill each gap with an appropriate verb in the imperfect tense, choosing from those in the box below.

Los viejos tiempos

1 La abuela habla

Ah sí, cuando yo era joven la gente _____ en forma. _____ a todas partes a pie – nadie _____ coche en aquellos días – y, sabes, todos _____ duro. Las mujeres _____ toda la ropa a mano y _____ la casa todas las mañanas. También _____ tres veces al día.

lavar trabajar estar limpiar tener cocinar ir

2 Los padres hablan

A los veinte años, _____ deportistas. _____ al badminton todos los días, _____ paseos por la montaña y _____ un jardín grande donde _____ mucho trabajo. Sí, _____ una copa por la tarde y _____ de vez en cuando a comer a un restaurante, pero generalmente _____ sano y no _____ muchas cosas dulces.

hacer comer jugar tomar ser salir dar tener vivir

3 El joven habla

He dejado mis malas costumbres. Antes, _____ pasteles patatas fritas todo el tiempo. No _____ ni comer frutas ni tomar vitaminas. _____ horas viendo la televisión, _____ muy tarde, _____ cuatro veces por semana a los bares con mis amigos y _____ mucho. También _____ diez cigarrillos por día. _____ demasiado gordo y _____ estresado.

interesarse sentirse estar pasar fumar comer ir acostarse beber

Using contrasting past tenses

Reminder

- You use the perfect tense to refer to something that has just recently happened
- You use the preterite tense to refer to actions or events that took place and were completed at a certain point in the past
- You use the imperfect tense to refer to actions, events or states that were taking place for some time, that used to take place, or that took place regularly over a period of time.
- You use the imperfect continuous tense to refer to something that was going on when another event occurred.

A Decide whether you would use the imperfect or the preterite to translate the verbs in the following sentences.

- 1 He drove to work every day.
- 2 She drove to Madrid in four hours.
- 3 They were very happy together.
- 4 You used to play squash together.
- 5 She won the match yesterday.
- 6 The children played in this park on Saturdays.
- 7 We played his favourite song for his birthday.

B Underline the correct version of the verb in each sentence.

La juventud de mi abuela

- 1 Nació/nacía el 18 de marzo de 1944.
- 2 Su padre se murió/muría dos meses después de su nacimiento.
- 3 Vivió/vivía con su madre en una pequeña casa.
- 4 Empezó/empezaba el colegio a la edad de cinco años.
- 5 Le gusto/gustaba mucho el colegio.
- 6 Pero cuando cambió/cambiaba de colegio, encontró /encontraba problemas.
- 7 Los profesores fueron/eran mucho más estrictos.
- 8 Ella no estuvo/estaba contenta, terminó/terminaba el colegio cuando tuvo/tenía catorce años.
- 9 Dejó/dejaba su pueblo y fue/iba a Bilbao.
- 10 Empezó/empezaba su primer trabajo en 1958.

C Translate the sentences into Spanish.

- 1 Have you seen my book? I was reading it when you came in.
- 2 She worked in Madrid but she lived in Salamanca – she was crazy!
- 3 Carmen called again. Have you sent her those papers? No, sorry, I haven't sent them. I was getting them ready when a visitor arrived, and then I forgot.
- 4 The dog was crossing the road when the cyclist came out of another street. The bike hit the dog and the cyclist fell off. The poor cyclist has broken his wrist but the dog is fine.
- 5 While I was driving from Casares to Estepona my car broke down. I called the garage but it was closed. It was very hot, so I went to sleep. When I woke up it was 3 o'clock. I rang the garage again and a lorry arrived after half an hour. The driver gave me a drink because I was very thirsty and didn't have any water.

The immediate future

Reminder

- To talk about the immediate future use *ir a + an infinitive*: *Voy a comprar este libro.*

A Complete the sentences to explain what plans people have for after they leave school. Use the immediate future.

Example: (nosotros)/continuar los estudios.

Vamos a continuar los estudios.

- 1 (Yo) / viajar por el mundo.
- 2 Guillermo / aprender a conducir.
- 3 Lorenzo / ir a la Universidad de Salamanca.
- 4 Luisa / hacerse abogada.
- 5 ¿(Vosotros) / casarse?
- 6 Consuelo y Mercedes /visitar a sus padres en México.
- 7 ¿(Tú) / buscar un empleo en Madrid?
- 8 (Nosotros) / trabajar en un supermercado.

B Translate the following sentences into Spanish.

- 1 Tomás is going to ask Isabel to go out with him.
- 2 She's going to say no, in my opinion.
- 3 I don't know – he tells me he's going to send her some flowers.....
- 4 A waste of time! She's never going to go out with him!
- 5 I'm going to ask her whether she likes Tomás or not.
- 6 Why are you going to do that?
- 7 Because, if she says no, then I'm going to go out with him.

The future tense

Reminder

- The future tense is used to describe a less definite, more remote future.

The future tense of regular verbs is formed by taking the infinitive of the verb and adding the endings shown below. The stress is always on the ending, and the endings are the same for all verbs. *Hablaré, hablarás, hablará, hablaremos, hablaréis, hablarán*

A In these sentences people are talking about their long-term plans. Complete the sentences using the verbs given.

- 1 Yo _____ un BMW y una casa cerca del mar. (comprar)
- 2 Ricardo es muy trabajador - _____ mucho dinero. (ganar)
- 3 Teresa _____ francés y negocios y _____ - como traductora. (estudiar, trabajar)
- 4 ¿(Tú) _____ en Madrid? Sí, y _____ empleo en una editorial. (vivir, encontrar)
- 5 ¿David y Felicia _____ algún día? (casarse)
- 6 ¿(Vosotros) _____ a Argentina o _____ en España? (volver, quedarse)

Reminder

- Several common verbs are irregular in the future tense. However, although they have an irregular stem, the endings follow the regular pattern. *Dar, dare; decir, dire; haber, habré; hacer, hare; poder, podré; querer, querré; saber, sabré; salir, saldré; tener, tendré; venir, vendré;*

B Translate the following sentences into Spanish.

- 1 We will have two children.
- 2 He will leave at ten.
- 3 We will find out the results at midnight.
- 4 You will be able to see the stars.
- 5 They will give me that contract!
- 6 You will tell me the news.
- 7 She will make the same fruit salad as always.
- 8 I will come to Madrid next week.
- 9 You will be able to visit the cathedral.
- 10 He will have two cars and a bike.

The conditional

Reminder

- The conditional is used to express 'should/ought to' and 'would': *debería cambiar de empleo. She should change her job.*

Nos gustaría ir de vacaciones. We would like to go on holiday.

Note: you do not need the conditional simply to ask whether someone 'would like' something. You can simply use querer, eg ¿Quieres ir al cine?

A Underline the conditional verbs and translate the sentences into English.

- 1 Deberían dejar de fumar.
- 2 Nos gustaría verles.
- 3 Ayer me dijo que llegaría a las diez.
- 4 Yo, en tu lugar, compraría un nuevo coche.
- 5 ¿Podrías traer un litro de leche? No tengo tiempo para salir.
- 6 Raquel me dijo que nunca viviría en la ciudad.
- 7 Yo que tú hablaría con ella para explicarle todo.
- 8 Por favor, ¿Podrías decirnos dónde hay un banco?

Reminder

- To form the conditional, take the infinitive and add the endings shown in bold below. As in the future tense, some verbs are irregular.

Hablar	Decir
Hablaría	Diría
Hablarías	Dirías
Hablaría	Diría
Hablaríamos	Diríamos
Hablaríais	Diríais
Hablarían	Dirían

B Translate the following into Spanish.

- 1 you would eat
- 2 I would go
- 3 they would choose
- 4 you would drink
- 5 you would sell
- 6 he would know
- 7 I would go out
- 8 you would come
- 9 we ought to
- 10 they would make
- 11 she would be able to
- 12 they would put
- 13 you would see
- 14 we could ask Pilar
- 15 I should answer

C Choose a suitable verb from the box and put it in the conditional to fill each gap.

¿Qué haría un buen ecologista?

- 1 _____ papel reciclado.
- 2 _____ sus residuos domésticos.
- 3 _____ en vez de bañarse.
- 4 _____ energía solar en su casa.
- 5 _____ productos verdes para hacer las tareas domésticas.
- 6 _____ a pie en vez de ir en coche.
- 7 Para viajes más largos, _____ el transporte público.
- 8 Nunca _____ basura en la calle.
- 9 _____ legumbres orgánicas.
- 10 No _____ jamás ni agua ni electricidad.

reciclar tener derrochar ir ducharse comer tirar usar comprar

D Translate this paragraph into Spanish.

In a cleaner environment... we would all be healthier. Traffic problems would disappear, fewer children would suffer from asthma, and the streets would be less dirty. We'd also be able to save endangered species.

Nouns and determiners

Gender

Reminder

- All nouns in Spanish are either masculine or feminine. The ending of a noun often indicates its likely gender, as shown in the table of typical masculine and feminine endings below.

Masculine endings	Main exceptions
-o	La mano, la foto(grafía), la moto(cicleta)
-e	La calle, la carne, la clase, la fe, la fiebre, la frase, la fuente, la gente, la leche, la llave, la muerte, la nieve, la noche, la nube, la parte, la sangre, la suerte, la tarde, la torre
-i	La bicicleta
-l	La sal, la señal
-r	La flor
-u	La tribu
-y	La ley
Feminine endings	Main exceptions
	El día, el mapa, el planeta, and most nouns endings in -ma: el tema, el problema
-ción, -sión and most other nouns ending in -ión	El avión, el camión
-dad, -tad, -tud	
-dez	
-ed	El césped
-ie	El pie
-itis	
-iz	El lápiz
-sis	El análisis, el énfasis, el paréntesis
-umbre	

A Look at the list of noun endings typical for each gender. Add two more examples for each ending. Check the gender in a dictionary to make sure it's not one of the exceptions!

Typical masculine endings

- 1 -o el aeropuerto
- 2 -e el medio ambiente
- 3 -l el fútbol
- 4 -r el comedor

Typical feminine endings

- 5 -a la casa
- 6 -ción, sión la función

Reminder

- El is used instead of la in front of feminine nouns beginning with a stressed a or h eg el agua

B Check the genders of these common nouns in a dictionary and fill in el or la as appropriate each time

- | | |
|---------------|------------|
| 1 leche | 7 cantidad |
| 2 institución | 8 problema |
| 3 congelador | 9 víctima |
| 4 gente | 10 león |
| 5 persona | 11 hambre |
| 6 clima | 12 idioma |

Reminder

- Nouns referring to people (jobs, nationalities, etc) usually have a masculine and a feminine form.

C Give the feminine form of the following nouns. Not all will change their ending; if in doubt, check the feminine form in a dictionary.

- 1 maquinista
- 2 portugués
- 3 fundador
- 4 estudiante
- 5 madrileño
- 6 profesor
- 7 joven
- 8 enfermero
- 9 americano

Singular and plural nouns

Reminder

- Nouns ending in an unstressed vowel or stressed é or á add -s to make the plural. Those ending in a stressed vowel or a consonant add -es. Those with an accent on the final syllable lose it in the plural.

A Complete the chart. Check in a dictionary as the list includes some exceptions.

	Singular	Plural
1	La mano	
2	El colegio	
3	El café	
4	El inglés	
5	El sofá	
6	La revolución	
7	El rey	
8	La cabeza	
9	La comunidad	
10	El ordenador	

Reminder

- Nouns endings in -z exchange the -z for -ces. Nouns with a final unstressed syllable ending in -s do not change in the plural.

B Give the plural.

- la luz
- el lunes
- la voz
- el autobús
- el andaluz

Reminder

- Occasionally Spanish uses a singular noun where English uses a plural, or the other way round.

C Use a dictionary to complete the following sentences.

- Ha puesto (clothes) _____ en la maleta.
- Estuve horas esperando para pasar por (customs)_____.
- Este año voy de (holidays) _____ a Salamanca.
- Nuestro profesor de alemán siempre nos da (homework) _____.

D Complete this paragraph using plural forms of the nouns in the box.

En mi ciudad casi todos las (4) _____ van de (2) _____ a los (3) _____ porque es más fácil y en el parking hay lugar para (4) _____ de (5) _____. Pero yo prefiero los (6) _____: me gusta mucho ver los (7) _____ de las (8) _____ y de las (9) _____, y oír las (10) _____ de los (11) _____.

ciento mercado color coche vendedor fruta supermercado verdura compra ciento familia voz

Definite and indefinite articles

Reminder

- The determiner (el, la, los, las, un, una, unos, unas) changes depending on whether a noun is masculine or feminine, singular or plural.

A Decide whether the definite or the indefinite article makes sense in these sentences and fill in the correct word each time (el, la, los, las, un, una, unos, unas).

- En _____ centro de Madrid hay demasiado tráfico.
- Tengo _____ amigos en España.
- En mi ciudad hay _____ tiendas y _____ campo de fútbol, pero no hay _____ piscina.
- Sevilla es _____ ciudad muy histórica con _____ monumentos fantásticos.
- Tengo _____ perro, pero no me gustan _____ gatos.
- Mis vecinos tienen _____ jardín grande, con _____ árboles hermosos.

- 7 Mis deportes preferidos son _____ tenis y _____ natación, pero también me gusta ver _____ fútbol.
 8 En _____ Pirineos se pueden ver _____ aves magníficas.
 9 A _____ turistas alemanes les gustan _____ playas españolas.
 10 Ayer por _____ tarde tuvo lugar _____ accidente de tráfico en _____ plaza Cervantes, _____ motociclista que estaba doblando a _____ izquierda chocó contra _____ coche. _____ conductor del coche, _____ señor de 60 años, no resultó herido, pero _____ motociclista sufrió _____ fracturas en _____ mano y en _____ rodilla.

Reminder

- In Spanish, no article is used in front of jobs.

B Translate into Spanish

- 1 Pablo is a dentist.
- 2 Conchita hopes to become a teacher.
- 3 My brother is an engineer and my sister is a student.
- 4 I'd like to be a translator.
- 5 His dream is to be a tennis player.

Reminder

- Whereas in English it is often correct to leave out the article, in Spanish this is not often the case.

C Underline the articles in these sentences, then translate the sentences into good English.

- 1 Los zapatos Gucci son muy caros.
- 2 La vida en Madrid es muy interesante.
- 3 ¿Cuál es tu opinión – los niños son menos inteligentes que los adultos?
- 4 El vino español es menos caro que el vino francés.
- 5 Me gustan mucho las tapas y la cerveza española.

D Translate these sentences into Spanish.

- 1 Venezuela is a beautiful country.
- 2 Chilean enchiladas are delicious.
- 3 I'd like to become a journalist, but probably I'll become a secretary.
- 4 German cars are popular in all of Europe, but Spanish cars are less expensive.
- 5 Most traditional Andalusian houses are white.
- 6 He likes sports, especially basketball and pelota.
- 7 My father is a plumber and my brother is a nurse.
- 8 He has hurt his head and his head – he's in a bad mood!
- 9 I don't like romantic films very much but I do like funny films.
- 10 She is allergic to peanuts so she doesn't eat cakes.

Adjectives and adverbs

Agreement of adjectives; shortened adjectives

Reminder

- In Spanish, adjectives have different endings depending on whether the words they describe are masculine or feminine, singular or plural.

A In each of these sentences, underline the adjective and circle the ending(s). Circle the noun each adjective describes. Note at the end of the sentence whether the noun is masculine or feminine, singular or plural.

- 1 Me gustaría encontrar a mi pareja perfecta.
- 2 Mi amiga ideal es simpática y animada.
- 3 Mi padre y yo somos muy obstinados.
- 4 Muchos jóvenes mantienen una buena relación con sus padres.
- 5 Para mis padres, es muy importante pasar su tiempo libre con sus hijos.

B Circle the correct adjective(s) in each sentence.

- 1 Mi hermano Federico sale con una chica inglesa/inglés, Michelle.
- 2 Mi madre está preocupada/preocupadas porque no le gusta Michelle.
- 3 Federico dice que nuestra madre es obstinada/obstinado y que Michelle es muy simpáticas/simpatico.
- 4 Mi opinión personal/personales es que los tres son inteligente/inteligentes y que lo importante es conocerse un poco.

C Complete the following passage with the correct forms of the adjectives in the box.

Mis padres no se llevan bien y a menudo están _____. Pero mi abuela es _____. Siempre está alegre, y _____ de verme. Me da _____ regalos y escucha mis problemas _____. También me cuenta historias _____ de su juventud. Después de haber charlado con ella, me siento menos _____. Es mi _____ amiga.

Interesante pequeño triste contenta diferente personal estresado mejor

Reminder

- Most adjectives simply exchange the final-o for an -a for the feminine form, while those ending in -e change only to add an -s for the plural. Adjectives ending in -án, -ín, -or and -és for the masculine plural form and -as for their feminine plural. Watch out for disappearing accents when these adjectives add endings.

D Complete the list with the feminine forms of the adjectives.

- 1 un monumento interesante – una película _____
- 2 un chico encantador – una chica _____
- 3 un bar barcelonés – una canción _____
- 4 un vestido verde – una falda _____
- 5 un empleado holgazán – una empleada _____
- 6 un actor español – una actriz _____

Reminder

- Spanish adjectives shorten when placed in front of masculine singular nouns.

E Complete the following passage, choosing a suitable adjective from the box for each gap, adding agreements as necessary and using the appropriate shortened forms.

La semana pasado fui a la costa con un _____ amigo. No lo pasamos muy bien. El _____ día, hacía muy _____ tiempo. Teníamos hambre, pero no había _____ restaurante _____. El _____ día visitamos la casa de un _____ escritor, pero no me gustó – fue muy _____. Y el _____ día, tuvimos que volver a casa. Qué desastre.

aburrido tercero primero abierto bueno segundo grande malo ninguno

Position of adjectives

Reminder

- Adjectives in Spanish go after the noun that they describe.

A Underline the adjectives and translate the phrases into English.

- 1 una familia unida
- 2 un profesor serio
- 3 un documento confidencial
- 4 una pregunta interesante
- 5 unas decisiones difíciles

B Translate the following into Spanish

- 1 a pleasant day
- 2 a happy family
- 3 the intelligent students
- 4 some important exams
- 5 classical music
- 6 a wonderful present
- 7 a stupid answer
- 8 the shy children
- 9 my French friends
- 10 a permanent crisis

Reminder

- A number of common adjectives can be placed before or after the noun

C Translate the following into English.

Mañana el pobre Pedro va a pasar un mal día. Unos jóvenes estudiantes van a hacer una gran fiesta en el viejo bar debajo de su pequeño apartamento.

Reminder

- Some adjectives change their meaning according to whether they are placed before or after the noun

C Look at the adjectives in the following sentences and decide which of the alternative meanings (given at the end of each sentence) is correct.

- 1 Mi vieja amiga tiene dos hijos grandes. (old (long-time)/old (aged); big/grand)
- 2 Este político es un gran hombre – siempre ha comprendido la situación de los agricultores pobres. (great/big; poor (pitiful)/poor (financially))
- 3 ¿Tienes una nueva amiga?
Sí, y veo que tú tienes un coche nuevo. (new (different)/brand new)

Reminder

- Only a few adjectives always come before the noun in Spanish. These include possessive adjectives and adjectives of quantity.

E Translate the following sentences into English.

- 1 ¿No has comido bastante chocolate?
- 2 Pero si – he comido demasiado chocolate.
- 3 En esta ciudad hay muchas tiendas pero pocos restaurantes.
- 4 En la biblioteca no vi a ningún estudiante, pero si vi a otras personas – por ejemplo, algunos viejos durmiendo.

Reminder

- When there is more than one adjective describing a noun, you have a choice: if they are of equal importance, you place them after the noun and join them with y; otherwise the adjective that is less closely connected to the noun is placed before it.

F Translate the following sentences into Spanish.

- 1 She was driving a small black car.
- 2 He bought some expensive white flowers.
- 3 They are on holiday in a beautiful French villa.
- 4 She has two unattractive and boring brothers, but they are rich.

Comparative and superlative adjectives

Reminder

- To compare two things, use más...que, menos...que or tan...como

A Fill in the most appropriate words: más, menos or tan, and que or como.

- 1 El café es _____ nocivo _____ los cigarrillos.
- 2 El pan no es _____ delicioso _____ la torta, pero es _____ sano _____ la torta.
- 3 La mantequilla es _____ cara _____ el aceite de oliva, y además el aceite es _____ sano _____ la mantequilla.
- 4 La gripe no es _____ peligrosa _____ la pulmonía.

Reminder

- The adjective in a comparative sentence agrees with the noun it relates to.

B In the exercise above, circle the endings on the adjectives. Then write a sentence following the same pattern for each of the following groups of words.

- 1 pollo, hamburguesas, sano
- 2 tomates, chocolate, apetecible, sano
- 3 esquí, pesca, emocionante, peligroso
- 4 Alemania, montañosa, España

Reminder

- A few comparative forms are irregular:
Bueno-mejor, malo-peor, grande-mayor, pequeño-menor
- They are usually placed before the noun. Note that to compare physical size, más/menos grande/pequeño are used, while mayor and menor are used to compare age, degree of importance and abstract size, eg la mayor parte.

C Underline the appropriate word to complete these sentences.

- 1 la mejor/peor solución es la educación.
- 2 Una naranja es mejor/peor para la salud que unos churros.
- 3 Mi hermano menor/mejor me gusta menos que mi hermana mayor/más grande.
- 4 Las casas del campo son mayores/más grandes que las de la ciudad.

Reminder

- To say the most or the least use el, la, los, las or lo with más or menos and the adjective.

D Complete these sentences with el, la, los, las or lo and más or menos and the adjective.

Then translate the sentences into English.

- 1 Yo creo que Salamanca es _____ ciudad _____ hermosa de España.
- 2 en muchos países, el SIDA es uno de _____ problemas _____ serios para los medicos.
- 3 La jubilación es _____ tema _____ interesante para los jóvenes.
- 4 No me gusta el snooker; es _____ deporte _____ aburrido del mundo.
- 5 Las comedias mexicanas están entre _____ películas _____ populares.

Reminder

- The adjective agrees with the noun that comes immediately before it.

E Underline the correct form of the adjective in each of these phrases.

- 1 las drogas más peligrosos/peligrosas
- 2 las calles más sucias/sucios
- 3 la familia menos contentos/contenta
- 4 el plato menos sana/sano
- 5 la enfermedad más grave/graves

Interrogatives and exclamations

Reminder

- Questions words always have an accent in Spanish: ¿Dónde?, ¿Cuándo? Etc
- ¿Cuánto? Is an interrogative adjective so if it refers to a noun it must agree with that noun eg ¿Cuánta gente hay?

A Complete the questions in the following dialogue with the most logical interrogative, remembering to include an accent.

Luisa dime ¿ _____ están mis llaves? ¿Las has visto?

¿ _____? ¿ _____ dices? ¿ _____ veces has perdido esas llaves? ¿ _____ es posible? ¿ _____ no las pones cerca de la puerta como te lo he sugerido mil veces?

No sé, querida, me lo he olvidado, pero ahora me faltan y tengo mucha prisa. ¿ ¿ _____ hora es? ¿ _____ tiempo tengo?

Son las ocho y veinte. Lo voy a perder.

Mira, aquí están tus llaves. En el baño. Dios mio, ¿ _____ voy a hacer contigo?

Adverbs

Reminder

- Adverbs are used to describe a verb, an adjective or another adverb. English adverbs usually end in -ly. Spanish adverbs are formed by adding -mente to the feminine form of the adjective, although the adjective can sometimes be used as it is, eg rápido instead of rápidamente. The only common irregular adverbs are bien (well) and mal (badly).

A Write the adverb corresponding to each of these adjectives, and give its English meaning.

- 1 frecuente
- 2 fácil
- 3 triste
- 4 malo
- 5 tranquilo
- 6 bueno

Tenses workout

Can you identify the tense (or mood)? Use the highlighted abbreviations & then translate in to English

	Tense	Translation
1. Tuve que ir al médico ayer		
2. Me gustaría ir a Colombia		
3. ¡ Tienes mucha suerte!		
4. Tuvimos problemas con el coche de mi padre.		
5. Mi tío llegará a las tres de la tarde.		
6. Es necesario que estudie mucho para los exámenes.		
7. Mi padre ha hablado con mi profesor de matemáticas.		
8. Cuando era niña jugaba mucho en el parque.		
9. ¡ Escuchad!		
10. Para mañana ya habremos terminado todo.		
11. Habría querido ser piloto		
12. Mis abuelos van a visitarnos este verano.		
13. Había caminado por dos horas.		

PR esent	IM perfect	PER fect (le passé composé)
	C onditional	
P ast C onditional	F uture	F uture PER fect
F uture		
P ast H istoric		(present) S ubjunctive
PR esent P ARTiciple		PLU perfect
		IMPER ative

NEAR

Fill in the grid with both the yo (first person) and él/ella (third person singular) forms

Infinitiv e	Present	Imperfect	Preterite	Future	conditional	Subjunctiv e
ir	_____ _ va	_____	Fui	_____	_____ _ iría	_____
ser	_____	era	_____	_____	_____	_____
estar	_____	_____	_____	_____	_____	_____
tener	_____	_____	_____ tuvo	_____	_____	_____
hacer	_____	_____	_____	_____	_____	_____
poder	_____	_____	_____	_____	_____	_____
querer	_____	_____	_____	_____	_____	_____
saber	_____	_____	_____	_____ _ sabrá	_____	_____
venir	_____	_____	_____	_____	_____	venga
decir	_____ _ dice	_____	_____	_____	_____	_____