

Summer Work

Spanish

A-Level Transition Booklet

Name

This Booklet

This booklet forms the basis of the knowledge you will need to succeed in your studies of Spanish at A-Level at Hammersmith Academy.

Booklet includes:

- Specification and assessments
- Themes of A-Level Spanish
- Grammar checklist and grammar tasks
- Research tasks
- Film context research



You must bring the work with you to your first Year 12 Spanish lesson in September.

A-Level Spanish

Examination:

The examination is entirely exam based and no coursework will be completed. Component breakdowns are briefly outlined below with more information on the specification link.

1. Paper 1 – Listening, Reading & Writing (2h30m)	50%
<i>Topic based content on the four themes</i>	
2. Paper 2 – Writing (2h00m)	20%
<i>Set text and Set film – essay based</i>	
3. Paper 3 – Speaking (21-23 minutes + 5 minutes preparation)	30%
<i>A presentation of the Individual Research Project (IRP), A discussion of one of the four themes</i>	

The course:

The course is a two-year course, examined at the end of the second year. You will study the following content:

- *Theme 1: Aspects of Hispanic society*
- *Theme 2: Artistic culture in the Hispanic world*
- *Theme 3: Multiculturalism in Hispanic society*
- *Theme 4: Aspects of political life in Hispanic society*
- The book we will analyse: “La casa de Bernarda Alba”
- The movie we will analyse: “El Laberinto del Fauno”
- An individual research project for the speaking test (IRP) – you can choose a topic of your choice .

GRAMMAR

1. Grammar checklist

Rate your knowledge on these grammar points. Go on the internet or use a Spanish grammar book to do more research on the ones you are not sure about. You can bookmark some blogs, like “tell me in Spanish”.

Grammar Log and Checklist		
Grammar	Rate your knowledge and confidence level for each aspect of grammar. ↑ → ↓	Using a grammar book or the internet, research and do some work on the aspects of grammar you are not secure in. Use the space below to make notes and give explanations about each aspect of grammar.
Nouns: Gender Singular and plural forms Plural of male/female pairs (e.g. los Reyes) Affective suffixes (R)		
Articles: Definite and indefinite El with feminine nouns beginning with stressed a (el agua) Lo + adjective		
Adjectives: Agreement Position Apocoptation (e.g. gran, buen, mal, primer) Comparative and superlative (e.g. más fuerte; mejor, peor, mayor, menor) Use of adjectives as nouns (e.g. una triste, la roja, las norteamericanas) Demonstrative (e.g. este, ese, aquel) Indefinite (e.g. alguno, cualquiera, otro) Possessive (weak and strong forms) (e.g. mi/mío) Interrogative and exclamatory (e.g. ¿cuánto? ¡cuánto!, etc, including use of ¿qué? ¡qué!) Relative (cuyo)		
Numerals: Cardinal (e.g. uno, dos) Ordinal 1 – 10 (eg primero, segundo) Agreement (e.g. cuatrocientas chicas) Expression of time and date		
Adverbs: Formation of adverbs in -mente Comparative and superlative (e.g. más despacio) Use of adjectives as adverbs (e.g. rápido, claro) Adjectives as equivalents of English adverbs (e.g. Salió contenta)		
Interrogative (e.g. ¿cómo?, ¿cuándo?, ¿dónde?)		

<h2 style="text-align: center; color: red;">Grammar</h2>	Rate your knowledge and confidence level for each aspect of grammar. ↑ → ↓	Using a grammar book or the internet, research and do some work on the aspects of grammar you are not secure in. Use the space below to make notes and give explanations about each aspect of grammar.
Quantifiers/intensifiers (e.g. muy, bastante, poco, mucho)		
Pronouns Subject Object: direct and indirect; use of se for le(s); 'redundant' use of indirect object (e.g. Dale un beso a tu papá) Reflexive Unstressed/stressed forms (e.g. me/mi) Position and order Relative (que, quien, el que, el cual) Demonstrative (este, ese, aquel; esto, eso, aquello) Indefinite (e.g. algo, alguien) Possessive (e.g. el mío, la mía). Expression of possession by the use of the indirect object pronoun (Le rompió el brazo) must also be included. Interrogative		
Verbs: Regular conjugations of -ar, -er and -ir verbs, including radical-changing (e.g. recordar/recuerdo, pedir/pido) and orthographic-changing (e.g. abrazar/abracé) verbs in all tenses and moods, finite and non-finite forms.		
Regular and irregular verbs, in all tenses and moods, finite and non-finite forms		
Agreement of verb and subject		
Use of hay que in all tenses		
Tenses: <ul style="list-style-type: none"> • present • preterite • imperfect • future • conditional • perfect • future perfect • conditional perfect • pluperfect. 		
Use of the infinitive, the gerund and the past participle		
Verbal paraphrases and their uses: These include but are not limited to the following: <ul style="list-style-type: none"> • ir a + gerund • estar + gerund • acabar de + infinitive • estar para + infinitive • llevar + gerund • ir + gerund (R) 		

Grammar	Rate your knowledge and confidence level for each aspect of grammar. ↑ → ↓	Using a grammar book or the internet, research and do some work on the aspects of grammar you are not secure in. Use the space below to make notes and give explanations about each aspect of grammar.
Use of the subjunctive Commands Conditional sentences After conjunctions of time After para que, sin que In relative clauses After other subordinating conjunctions With verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility, probability		
Sequence of tense in indirect speech and other subordinate clauses		
Voice		
Use of the reflexive as a passive (e.g. El puente se construyó para unir a las comunidades)		
Prepositions All prepositions, both simple (e.g. bajo) and complex (eg.. encima de) 'Personal' a Discrimination of por and para		
Negation		
Questions		
Commands		
Word order Subject following verb (Ha llegado el profesor; Me gustan las patatas) Focalisation (Tú ¿qué opinas?; A Cristiano lo odian) (R)		
Other constructions Time expressions with hace/hacia and desde hace/hacia Cleft sentences (Fue en Madrid donde nos conocimos) Comparative constructions. These include but are not limited to the following: • tan... como..., etc • más... que..., etc. Tiene más dinero de lo que creía (R)		

2. Create flashcards with the correct verb endings for the following tenses. Keep them at hand in your lessons:

- Present tense
- Preterite tense
- Imperfect tense
- Simple future
- Near future
- Conditional
- Present continuous
- Present perfect
- Present subjunctive

3. Tenses Workout

Can you identify the tense (or mood) in the sentences below? Use the letters from the list, then translate the sentences into English.

1. Si **fuera** rico, iría a Nueva York

2. **Me gustaría** ir a Perú

3. Juan **tiene** suerte

4. Me di cuenta de que **había perdido** mi pasaporte

5. **Llegaré** a casa sobre las once

6. Es importante que **aprendamos** idiomas

7. El año pasado **fui** a Ecuador

8. Ahora mismo **estoy viendo** la tele en casa

9. ¡**Escuchad!**

10. Ya **he terminado** mis deberes

11. **Estaba leyendo** cuando llegaste

12. **Jugaba** al fútbol cuando **era** pequeño

13. **Van a ver** una película más tarde

A Present B Imperfect C Preterite D Conditional (present) E Near future
F Future G Present continuous H Imperfect continuous I Perfect J Pluperfect
K Present subjunctive L Imperfect subjunctive M Imperative

4. Fill in the blanks with the correct form of the verb given in brackets.


1. Si (llover) _____, yo (quedarse) _____ en casa. – If it rains, I will stay at home
2. Él (acostarse) _____ muy pronto.- He goes to bed very early.
3. Si yo (tener) _____ dinero, yo (visitar) _____ Latinoamérica. – If I had money, I would visit Latin America.
4. (Abrir) _____ vuestros cuadernos y (escribir) _____ la fecha. – Open your books and write the date.
5. Yo (ir) _____ a Francia pero (hacer) _____ demasiado frío. I would go to France but it is too cold.
6. Yo nunca (aprender) _____ el chino ya que (ser) _____ muy difícil. - I never learnt Chinese because it was too difficult
7. Yo (querer) _____ que ella (hacer) _____ sus deberes esta noche. I want her to do her homework tonight
8. Yo (ver) _____ la tele cuando mi amiga (llegar) _____ a la puerta. – I was watching TV when my friend arrived to the door.
9. Yo siempre (leer) _____ novelas de amor. – I have always read love books.
10. Pedro (descargar) _____ la nueva canción de Shakira pero a él no le (gustar) _____. Pedro has downloaded the new song by Shakira but he does not like it.

RESEARCH TASKS

1. Important figures

Write down some information summarising who the people below are.

 Francisco Franco	
 Che Guevara	
 Eva Perón	

 Salvador Dali	
 Frida Kahlo	
 Fidel Castro	

2. Important facts

Create a fact file and include some information about the following. Does not need to be long:

- Countries that speak Spanish as a first language.
- Spain and its regions – languages, gastronomy, geography.
- Culturally Important Sites and Monuments in Spain.
- Some famous Spanish People – writers, artists, architects etc.
- Festivals & traditions
- Key Historical Periods: Al-Andalus, The Catholic Monarchs, The Civil War.
- Any other key information or aspects which interest you.

3. Film context research

The film (*'El Laberinto del Fauno'* – *Guillermo del Toro*) that you will study at A-level is set around the Spanish Civil War.

It would therefore be useful to do some research into Spain during this period of history:

- Research the events that led to the Civil War
- What happened to Spain during this time?
- What was life like in Spain during the Civil War?

Use the questions below to guide your research.

1. What was the political situation in Spain during the period 1925-1935?

2. What were Franco's reasons for wanting to take charge?

3. What different regions of Spain were Nationalist (pro-Franco) and Republican (opposing Franco)?

4. What was the outcome of the Civil War?

EXTRA MATERIALS- OPTIONAL

If you would like to get extra practice:

TELEVISION

• If you have Netflix/ Amazon Prime/ Disney +, many English language films in Disney+ also have a Spanish audio or subtitle option.

Recommended series and films:

- La casa de papel(series)
- Las chicas del cable (series)
- Bienvenidos a Edén(series)
- Narcos (series)
- Roma (film)
- Celda 211 (film)
- Torrente (film)
- El niño (film)
- El día de la bestia(film)
- Ocho apellidos vascos(film)
- El Laberinto del Fauno (this is the film we will study in Y12)

MUSIC

- [Spotify: Top 50 SPAIN](#)
- www.lyricstraining.com Use this website to listen to a song with the accompanying YouTube video and fill in the missing words in the lyrics underneath. There are 4 difficulty levels.

NEWSPAPERS AND MAGAZINES

- <https://www.bbc.com/mundoNews> stories from around the world in Spanish covering a range of topics
- <http://www.elpais.com> Like many Spanish newspapers, El País is available to read online.
- <https://www.20minutos.es/> or <https://www.20minutos.es/videos> This is a more light-hearted newspaper which covers gossip as well as global news stories.

WEBSITES FOR GRAMMAR

- <https://www.clozemaster.com/blog/spanish-tenses/> Good explanation of main tenses
- www.languagesonline.org.uk General site with an A level section (very good grammar)
- www.bbc.co.uk/languages Interesting site, lots of revision materials
- <http://www.languagesresources.co.uk/SpanishALGrammar.html> Grammar explanations and activities
- <https://conjugemos.com/activities/spanish/grammar/> Game to conjugate verbs online