

La transición al español para el año 12



Contents

Page 2: AQA Spanish AS-Level overview (topics covered)

Page 3: AQA textbooks for the A-Level cours + film & book to be studied.

Page 4 - 6: How to prepare for A-Level Spanish - watch and read.

Page 7 - 8: Grammar - what should I know?

Page 9: Grammar workbook and contents.

Pages 10: Extra grammar practice websites.

Page 11 - 12: Grammar self assessment

Page 13 - 15: Bonus grammar workout!

Page 16 - 17: Information on Assessment AS

Page 18 - 19: Information on the Individual Research Project (A-Level)

AQA Spanish AS Level Overview

- In Year 12, you will cover **six topics** of Spanish and Hispanic culture.

Theme 1: Aspects of Hispanic society: current trends.

1. **Los valores tradicionales y modernos** (traditional and modern values).
 - Los cambios en la familia.
 - Actitudes hacia el matrimonio y el divorcio.
 - La influencia de la Iglesia Católica.
2. **El ciberespacio** (cyberspace)
 - La influencia de Internet.
 - Los móviles inteligentes en nuestra sociedad.
 - Las redes sociales: beneficios y peligros.
3. **La igualdad de los sexos** (the equality of the sexes).
 - La mujer en el mercado laboral.
 - El machismo y el feminismo.
 - Los derechos de los gays y las personas transgénero.

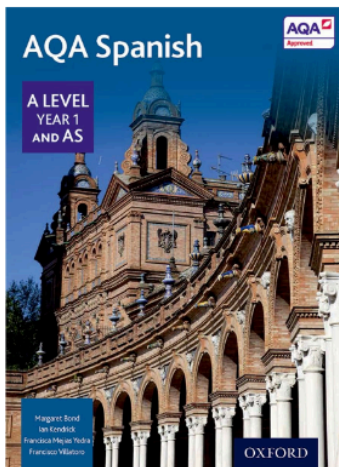
Theme 2: Artistic culture in the Hispanic world.

1. **La influencia de los ídolos** (the influence of role models)
 - Cantantes y músicos.
 - Estrellas de televisión y cine.
 - Modelos.
2. **La identidad regional en España** (Spanish regional identity)
 - Tradiciones y costumbres.
 - La gastronomía.
 - Las lenguas.
3. **El patrimonio cultural** (Cultural heritage)
 - Sitios históricos y civilizaciones prehispanicas.
 - Arte y arquitectura.
 - El patrimonio musical y su diversidad.

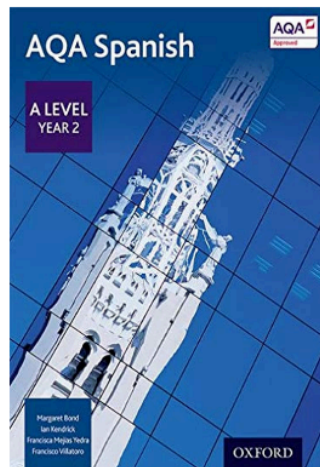
We also study a film as part of the AS Level course

For more information you can access the whole specification here: [AQA AS Spanish Specification](#)

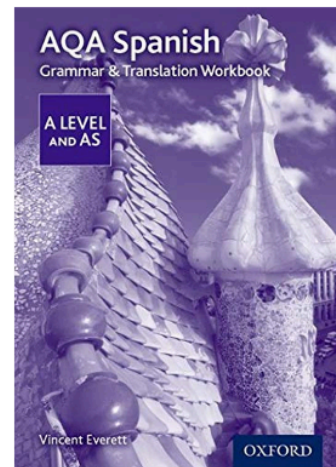
These are the textbooks that we will be using during your A-Level course:



ISBN-13
978-0198366904



ISBN-13
978-0198366874

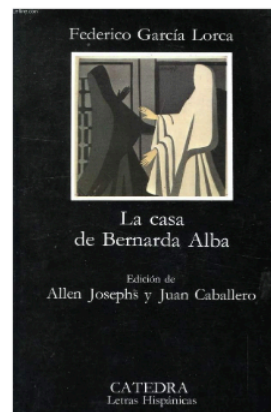
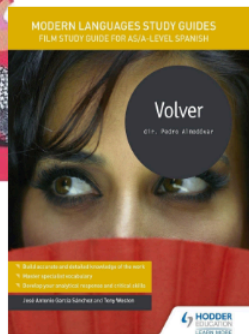
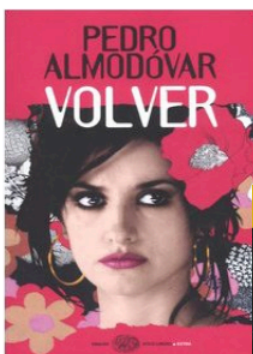


ISBN-10
0198415559

And these are the film and the book that we will be studying during your A-Level course:

Year 12 - the film - **VOLVER** (Pedro Almodóvar, 2006)

Year 13 - the book **LA CASA DE BERNARDA ALBA** (Federico García Lorca, 1945)



How to prepare for Spanish at A Level

The leap from GCSE to A Level is significant. This booklet contains links to a huge range of media, most of which is available for free online as well as tasks to complete before the start of term. In order to keep pace, it is vital that you work through the tasks. Little and often...

Watch...

Best series, documentaries and programs.

Click on [RTVE Series, documentales y programas destacados](#)

If you have Netflix, watch out for all the Hispanic films and series:

- **La historia perfecta** (Chloé Wallace, 2023)
- **Las de la última fila** (Daniel Sánchez Arévalo, 2022)
- **La familia perfecta** (Arantxa Echevarría, 2021)
- **La cocinera de Castamar** (basada en la novela de Fernando J. Munez, 2021)
- **Diecisiete** (Daniel Sánchez Arévalo, 2019)
- **Enfermedad de domingo** (Ramón Salazar, 2018)
- **Roma** (Alonso Cuarón 2018)
- ... and many more!

Read...

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.

Newspapers and magazines

El País has its own website <http://www.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.

El País Semanal will be included in your Google Classroom often.

Go to www.hola.com for a Spanish celebrity gossip magazine (note that some content requires subscription). This also has short clips in Spanish.

Websites

Switch to Spanish browsers such as and <http://es.yahoo.com/> or www.yahoo.es 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.

Look at the www.bbc.com/mundo for BBC reporting in Spanish. Click on Videos for clips and reports in Spanish.

Books (these have been taken from the AQA suggested list)

- Federico García Lorca *La casa de Bernarda Alba*
- Gabriel García Márquez *Crónica de una muerte anunciada*
- Laura Esquivel *Como agua para chocolate*
- Ramón J. Sender *Réquiem por un campesino español*
- Carlos Ruiz Zafón *La sombra del viento*
- Isabel Allende *La casa de los espíritus*
- Gustavo Adolfo Bécquer *Rimas*
- Fernando Fernán-Gómez *Las bicicletas son para el verano*

Websites for research

Once you actually start your A Level in September, you will realize that you are almost completing a Sociology A Level in Spanish. It is fascinating and you will learn all about the history and culture of Spanish speakers across the world, not just in Spain.

If you are searching for information, try switching to the Spanish www.es.wikipedia. Remember that anyone can write on Wikipedia so you must validate your research elsewhere and never quote from it! It is a good place to start though.

On-line dictionary

A good on-line dictionary is: www.wordreference.com where you can also listen to how to pronounce the words.

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

You will be surprised how much more enjoyable reading will be if you really pay attention to this tip.

Grammar: What should I know by now?

This is a common question asked by students about to start their A level. Don't be put off by some of the names, when you find them on the worksheets, it will make much more sense!

TOPIC	CONTENT
Basic grammar	Indefinite articles Definite articles Masculine and feminine nouns Negation
Adjectives	Adjectival agreement Possessive adjectives Comparatives Superlatives Emphatic adjectives Demonstrative adjectives
Pronouns	Direct object pronouns Subject pronouns (the difference between tú and usted) Indirect object pronouns
Verb formations	Reflexive verbs Stem changing verbs Using ser and estar Phrases with the infinitive The verb doler Adverbs Acabar de Using para with the infinitive Connectives Soler + infinitive The difference between saber and conocer

<p>Recognise and use a range of tenses with regular verbs.</p>	<p>Present Present continuous Preterite Imperfect The difference between the Preterite and the Imperfect. Near Future (form of ir + infinitive) Future (eg. <i>será</i>) Conditional (eg. <i>sería</i>)</p>
<p>Recognise and use a range of tenses with irregular verbs.</p>	<p>Common irregular verbs: ser, estar, ir, tener, hacer, querer, poder, venir</p> <p>Present first persons Preterite (the six common irregulars) Imperfect (the three irregulars) The dirty dozen (Future and Conditional)</p>
<p>Give opinions with reasons</p>	<p>A range of opinion expressions Positive and negative reasons for opinions To be able to agree and disagree</p>
<p>Advanced <i>GCSE</i> grammar</p>	<p>The personal <i>A</i> Reflexives in the past tense The subjunctive The imperfect subjunctive The passive voice The pluperfect tense The present perfect The imperfect continuous</p>

Grammar practice

- Use [this](#) workbook which covers the following [contents](#) to revise the basic grammar by completing the activities which will help you bridge the gap between GCSE and AS. There may be particular areas where you are still not confident or where you wish to revise. Decide what you need to practice although you can always refer back later in the year. However, **if you do 2 worksheets per day your AS year will go smoothly.** You can correct your work with the answers provided on the final pages of the workbook.

Links to extra Grammar Practice Exercises

- **Spanish Grammar Games** <http://www.spanish.cl/Grammar/Games.htm>
a variety of Spanish grammar games to revise different aspects of the language.
- **Languages on line:** The Grammar Revision resources on www.languagesonline.org.uk are great as you can select what tense you want to revise, read the explanations and complete the exercises. You can do these as often as you like and it gives you a percentage. Another useful tactic is to translate the examples and exercises into English to ensure you understand the meaning of each tense.
- **Conjuguemos:** a great website for practicing your verb conjugations. Find it here: <https://conjuguemos.com/>
- **Studyspanish** is also an excellent online grammar website. Find it here: www.studyspanish.com. Under the grammar section you will find all the grammatical elements above with explanations. They have also recently added 'verb drills' where you can test yourself.
- Try out **SENECA** which has lots of interactive grammar activities and recap.

And, of course, practice your Spanish on **Duolingo** for five - ten minutes a day!



Grammar self-assessment

	I DO NOT KNOW	NEED TO LEARN	QUITE CONFIDENT	FULLY CONFIDENT
Nouns: gender, singular and plural forms				
Articles: definite (el, la...), indefinite (un, una)				
Adjectives: agreements (fem, pl...)				
Position/ word order				
comparative and superlative (más, menos, el más.)				
comparative and superlative irregular (mejor/peor, ...)				
indefinite (cada, algunos, algunas)				
possessive (mí, ti...)				
interrogative (¿qué?, ¿cuál?, ¿cuáles?...)				
Adverbs: comparative and superlative				
interrogative (¿cómo? ¿cuándo?)				
Quantifiers/intensifiers (muy, bastante...)				
Pronouns: Subject (yo, tú...)				
object: direct and indirect (lo, las, les...)				
OD & OI position and order (te veo, se lo doy)				
reflexive (me, te...)				
relative (que)				
relative: lo que, la que (R)				
indefinite (alguien)				
possessive (el mío, la mía...) (R)				

interrogative (¿Quién? ¿quiénes?)				
interrogative (¿qué?) (R)				
Verbs: modes of address (tú, vosotros, usted)				
verbs + infinitive (querer / poder + inf.)				
verbs + infinitive + preposition				
Special verbs > Me gusta/Me interesa, etc				
Verbs + de (acabo de)				
negatives (no, nunca, jamás...)				
Present (regular)				
Present (irregular)				
Present participle (comiendo...)				
Present continuous (estoy comiendo, ...)				
Preterite				
Present Perfect (he comido, ...)				
Perfect with reflexives (me he lavado, ...)				
Imperfect				
Near Future (voy a + infinitive)				
Future				
Conditional				
Future perfect (habrá hecho...) (R)				
Conditional perfect (habría salido...) (R)				
Pluperfect (había llegado..)				
Subjunctive mood (how to form it)				
Subjunctive mood (which expressions trigger it?)				

Bonus challenges! Grammar workout

Ejercicio 1. Make the adjectives in the following agree with the noun:

1. La hermana de Enrique es muy _____. (simpático)
2. Hay un estanque _____ en el Retiro. (famoso)
3. El profesor tiene muchos amigos _____. (inglés)
4. Compramos manzanas en un puesto _____. (azul)
5. Estamos estudiando unos libros muy _____. (fácil)
6. El padre de Manuel tiene árboles _____ en el jardín. (espléndido)
7. Hay _____ botella de gaseosa en la sala. (otro)
8. La madre de Mercedes compra flores _____ en la calle. (bonito)

Ejercicio 2. Change the verbs in the following sentences to the Present Continuous:

1. El hombre vende manzanas en el parque.

2. Corremos a la parada de autobuses.

3. Yo leo el libro de inglés.

4. ¿Regresas a casa?

5. ¿Quién bebe gaseosa en el jardín?

Ejercicio 3. Change the following Present tense verbs into the Preterite:

1. (Yo) hablo = _____
2. (Yo) voy a casa = _____
3. María y José comen = _____
4. (Yo) oigo la música = _____
5. El perro muerde = _____
6. Juana juega = _____
7. (Ellos) piensan = _____
8. (Yo) estoy en casa = _____
9. Cristiana viene = _____
10. (Tú) tocas el piano = _____

Ejercicio 4. Change the verbs from the Future Tense into the Conditional Tense:

1. (Tú) beberás = _____
2. (Yo) me lavaré = _____
3. (Ellos) pondrán = _____
4. (Ud.) tendrá = _____
5. María querrá = _____
6. (Yo) estudiaré = _____
7. Los chicos comerán = _____
8. (Nosotros) seremos = _____
9. Alfonso leerá = _____
10. (Ella) cantará = _____

Ejercicio 5. Complete the gap with the correct form of the verb:

You might need to practice some of these tenses first before attempting this exercise!

1. Cuando llegué a casa, mi prima había _____ .
a) salir b) salido c) saliendo d) salía
2. ¡Qué tiempo maravilloso! ¡Está _____ !
a) nevar b) nevando c) nevado d) nevió
3. ¿Qué quiere _____ este niño?
a) dice b) decir c) diciendo d) dicho
4. Álvaro, ¿cuándo vas a _____ el ruido?
a) terminar b) terminando c) terminas d) terminado
5. No quiero _____ porque está lloviendo.
a) salgo b) salir c) saliendo d) sale
6. ¿Quién ha _____ el premio?
a) ganado b) ganando c) ganad) ganó
7. Este profesor me habla como si _____ un niño.
a) soy b) fuera c) fui d) fue
8. Sí, sí. Yo he _____ con ella.
a) hablando b) hablado c) hablo d) hablé
9. Yo se lo explicaba a Juan para que lo _____ .
a) comprender b) comprende c) comprenderá d) comprendiera
10. ¡Ojalá que _____ los niños mañana!
a) vienen b) vendrán c) vengán d) vendrían

Ejercicio 6. Find the meanings of the following verbs:

1. pedir = _____
2. gozar de algo = _____
3. fiarse de alguien = _____
4. quejarse de = _____
5. tropezar con = _____
6. carecer de = _____
7. rebajar = _____
8. crecer = _____
9. denegar = _____
10. concebir = _____

Information on Assessment AS

Paper 1: Listening, reading and writing

What's assessed

- Aspects of Hispanic society
- Artistic culture in the Hispanic world
- Grammar

How it's assessed

- Written exam: 1 hour 45 minutes
- 90 marks
- 45% of AS

Questions

- Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.

Questions in Spanish to be answered with non-verbal responses or in Spanish (35 marks).

- Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.

Questions in Spanish to be answered with non-verbal responses or in Spanish (45 marks).

- Translation into English; a passage of minimum 70 words (10 marks).

No access to a dictionary during the assessment.

Paper 2: Writing

What's assessed

- One text or one film from the lists in the specification
- Grammar

How it's assessed

- Written exam: 1 hour 30 minutes
- 50 marks
- 25% of AS

Questions

- Translation into Spanish; a passage of minimum 70 words (15 marks).
- **Either** one question in Spanish on a set text from a choice of two questions **or** one question in Spanish on a set film from a choice of two questions (35 marks).
- All questions will require a critical response to aspects such as plot, characterisation, imagery or other stylistic features as appropriate to the work studied.

No access to texts or films during the assessment.

No access to a dictionary during the assessment.

Students are advised to write approximately 250 words for the essay.

Paper 3: Speaking

What's assessed

One sub-theme from Aspects of Hispanic society and one sub-theme from Artistic culture in the Hispanic world.

How it's assessed

- Oral exam: 12–14 minutes
- 60 marks
- 30% of AS

Questions

Discussion of two sub-themes (6–7 minutes on each) with the discussion based on a stimulus card for each sub-theme. The student studies the cards for 15 minutes before the test begins.

No access to a dictionary during the assessment or during the preparation time.

Students may take the assessment only once before certification.

Information on the Individual Research Project (A-Level)

3.5 Individual research project

Students must identify a subject or a key question which is of interest to them and which relates to a country or countries where Spanish is spoken. They must select relevant information in Spanish from a range of sources including the internet. The aim of the research project is to develop research skills. Students will demonstrate their ability to initiate and conduct individual research by analysing and summarising their findings, in order to present and discuss them in the speaking assessment.

Students may choose a subject linked to one of the themes or sub-themes or to one of the works. However, students must not base their research on the same literary text or film that they refer to in their written assessment.

Students within a school or college should each choose a different subject for their research. However, if more than one student selects the same general subject area, the title of their research and their approach must be different.

The A-level Content Advisory Board (ALCAB) has published illustrative examples of individual research topics at [alcab.org.uk](https://www.alcab.org.uk).

Illustrative examples of themes

The panel has recommended study of a series of themes as part of the strand to develop knowledge, understanding and critical analysis of the society and culture of the countries of the language of study, based on material in the language. By 'themes' the panel means subjects of study within the following thematic areas, studied through the lens of the language and cultures of study:

- **Social issues and trends**
- **Political and/or intellectual and/or artistic culture**

The following indicative lists illustrate potential areas of study under each theme. It is, however, for awarding organisations to devise themes for study.

Social issues and trends

Spanish:

- La diversidad de la lengua castellana (*Diversity of the Spanish language*)
- Los avances para la mujer en la sociedad post-franquista (*Advances for women in post-Franco society*)
- El islamismo en España (*Islam in Spain*)
- La recuperación de la memoria histórica en la España post-franquista (*Truth and reconciliation in post-Franco Spain*)
- La deforestación en Amazonas (*Deforestation in Amazonia*)
- Las lenguas minoritarias en la Península Ibérica (*Minority languages in Iberia*)
- Desarrollo y sostenibilidad en América Latina (*Development and sustainability in Latin America*)
- Activismo social en la España contemporánea (*Social activism in modern Spain*)
- Guerras y guerrillas en América Latina (*War and insurgency in Latin America*)
- Los cambios demográficos en España (*Demographic change in Spain*)

Political and/or intellectual and/or artistic culture

Spanish:

- Los Premios Nobel del mundo hispánico (*Nobel Prizes in the Spanish-speaking world*)
- El Boom latinoamericano en la literatura (*The Latin American literary boom*)
- El cine mexicano (*Mexican cinema*)
- La aportación cultural y científica del al-Ándalus (*The cultural and scientific achievements of al-Ándalus*)
- El surrealismo español (*Spanish surrealism*)
- El franquismo (*The Franco regime*)
- Líderes, caudillos y dictadores en América Latina (*Leaders and dictators in Latin America*)
- La revolución cubana (*The Cuban revolution*)

Illustrative examples of individual projects

The panel has recommended that an individually chosen and researched project should be required for A level, but not for AS. The project should be sharply focused and related to a country where the language of study is an official or national language. Students should be able to choose the subject for their project within a framework provided by awarding organisations. Topics should be suitable for an extended discussion involving the expression of views and complex arguments. The panel has drawn up the following indicative examples of topics for each language of study.

Spanish:

- A historical event or building such as: 'el golpe de estado chileno' (*the Chilean coup d'état*) or la Alhambra
- A person or group such as Eva Perón, Augusto Pinochet, Hugo Chávez, Che Guevara, Violeta Parra or Víctor Jara
- An issue such as 'el sistema de autonomías en España' (*the system of devolved government in Spain*) or 'la narcoguerra mexicana' (*the Mexican drug war*)
- A case study such as 'el síndrome tóxico en España de 1981' (*the Spanish "cooking oil scandal" of 1981*), 'el Caso Nani' (*the Nani case*), 'los atentados del 11-M' (*the terrorist attacks at Atocha station on 11 March 2004*)
- A topic related to a personal interest such as 'Real Madrid y la décima copa de Europa' (*Real Madrid and their 10th European Cup*) or 'la moda española' (*Spanish fashion*)
- A comparative topic such as 'los partidos políticos en España y el Reino Unido' (*political parties in Spain and the UK*), 'América Latina frente a los Estados Unidos' (*Latin America and the USA*) or 'los países anglosajones frente a los países latinoamericanos en el Índice del Planeta Feliz' (*Anglo Saxon and Latin American countries in the Happy Planet Index*).