

Welcome to the Sixth Form - Spanish A Level Preparation

There are 4 separate tasks for Spanish, each with a slightly different aim.

Task 1: Grammar - Comprehensive Review of tenses

Task 2: Artistic Culture in Spanish-speaking Society -Films

Task 3: Artistic Culture in Spanish-speaking Society / Aspects of Spanish-speaking Society - research and written task

Task 4: Reading and translation task

Instructions Task 1:	<p>Complete the tenses activities in Appendix 1 following the model shown, paying particular attention to verb endings. Use a grammar reference book or online grammar guide to check your work carefully.</p> <ul style="list-style-type: none"> • Present tense • Perfect tense • Imperfect tense • Future tense • Conditional tense
Link to course	<p>The Spanish A level requires you to produce accurate Spanish, demonstrate a secure grasp of grammar and be able to manipulate complex language accurately. Feedback from the previous A level groups stated clearly that where this component of the induction task was not undertaken thoroughly, much more work was generated subsequently and progress was much slower than expected. The aims of this task, therefore, are:</p> <ul style="list-style-type: none"> • To lay the foundations for a thorough understanding of the key grammar points which are crucial to success at A level and beyond • To develop grammar learning habits which may not have been in place at GCSE, but which are crucial to success at A level and beyond
Success criteria	<p>The tables should be completed fully, legibly and accurately.</p>
Marking structure	<p>You should be getting a high score in your grammar activity, as it is based on basic tenses.</p>
Instructions Task 2:	<p>Watch 2 of the Spanish language films from the list below.</p>

	<p>For each film, prepare a review sheet (one side of A4) including: the name of the film and director; the year in which it was made; bulleted notes about the plot; whether or not you liked it; and a list of at least 5 words/phrases you learned from the film. (Core: In English; Challenge: In Spanish)</p> <ul style="list-style-type: none"> • <i>Diarios de motocicleta</i> (2004) • <i>El laberinto del fauno</i> (2006) • <i>Volver</i> (2006) • <i>Ocho apellidos vascos</i> (2014) • <i>Mar adentro</i> (2005)
Link to course	<p>Unlike the GCSE course, the Spanish A level course requires you to have knowledge and understanding of aspects of artistic culture in the Spanish-speaking world. The aims of this task, therefore, are:</p> <ul style="list-style-type: none"> • To develop awareness of the cultural background to the course • To foster an enjoyment of and interest in Spanish-speaking culture • Enjoyment!
Success criteria	<p>Your work will be laid out clearly and carefully with your name on each page. You will have seen a range of films and will be able to reference them in written and oral work.</p>
Marking structure	<p>The summaries will be checked for full completion. The information from the films will be incorporated into written and/or oral work in the first half term of the course.</p>
Instructions Task 3:	<p>Select EITHER task A or task B.</p> <p>A. For one of the films in task 2 answer the 4 following questions in Spanish. Each answer should be no longer than 50 words. Copy the question at the top of your answer.</p> <ol style="list-style-type: none"> 1) ¿Qué sucede en la película? 2) ¿Qué te gustó o no sobre la película? 3) ¿Cómo son los protagonistas? 4) ¿Qué piensas del trabajo del director? <p>B. Select an aspect of a Spanish-speaking country to research and write about in Spanish. Your answer should be your own work and no longer than 200 words (work beyond 200 words will not be marked). Write the name of the topic you have chosen at the top of your answer.</p> <p>You may include the following information:</p> <ul style="list-style-type: none"> • Una detallada descripción del tema • Por qué has escogido este tema • Las diferencias entre el país latino e Inglaterra • Lo que te ha gustado o no sobre el tema
Link to course	<p>As the Spanish A level course requires you to have knowledge and understanding of aspects of culture and society in the Spanish-speaking world, the aims of this task are:</p> <ul style="list-style-type: none"> • To begin to explore some of the topics studied in more depth at A level • To demonstrate accurate use of a range of language

<p>Success criteria</p>	<p>The work should be of the specified length for the task you have chosen.</p> <p>AO3: Manipulate the language accurately</p> <p>Across your answers you should aim to show a wide range of vocabulary and structures. You may consider using the following:</p> <ul style="list-style-type: none"> • <u>Tenses</u>: present/perfect/imperfect/future/conditional/subjunctive • <u>Range of language</u>: varied vocabulary; comparatives and superlatives; adjectives; adverbs; negative phrases; connectives; opinions and reasons; time phrases <p>AO4: Show knowledge and understanding of Spanish-speaking Culture and Society</p> <p>You should use examples from the film or aspect of Spanish-speaking culture you have chosen to support your statements and justify your conclusions.</p>																	
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	2	Some knowledge and understanding of the topic selected. Students occasionally use relevant information / appropriate evidence to justify their conclusions, demonstrating a limited evaluation of the topic selected.
	1	A little knowledge and understanding of the topic selected. Students rarely use relevant information / appropriate evidence to justify their conclusions, demonstrating a very limited evaluation of the topic selected.
Instructions Task 4:	Read the text in Appendix 2 and translate the sentences beneath it into Spanish. The text provides key vocabulary and may give examples of the linguistic structures to use. You may use a dictionary and/or textbook for support, but you should NOT use any online translation tools.	
Link to course	The Spanish A level course will enable you to develop a range of language skills. The aims of this task are: <ul style="list-style-type: none"> • To gain an understanding of the types of language skills required at A level Spanish • To begin to explore one of the sub-themes studied in more depth at A level 	
Success criteria	The number of marks available for each sentence is shown.	
Marking structure	Each sentence is divided into sections with one mark per section. Full marks will be awarded if each section of the sentence is translated accurately. Word order, spellings, genders, tense endings, irregular verb forms and adjective endings must be correct. Sometimes there is more than one possible translation - however you should only write one translation as no marks will be given for 'alternative answers' - even if one is in brackets.	
Extension	Fact finding - What can you find out about the author Gabriel García Márquez? (We will be studying a novel of his during the course.)	

Appendix 1 (Task 1)

Presente

Escribe la forma adecuada del verbo:

1. Mi familia _____ en los Estados Unidos (**vivir**)
2. Mi hermano _____ a mi padre (**parecer**)
3. Mis abuelos _____ portugués (**hablar**)
4. ¿Tú _____ que es importante ayudar en casa? (**creer**)
5. Yo _____ nueve asignaturas (**estudiar**)
6. Mi amigo _____ mucho chocolate y es gordo (**comer**)
7. En mis clases de inglés yo _____ mucho (**escribir**)
8. Mi profe de química siempre _____ (**gritar**)
9. Mi profe de dibujo no _____ bien (**enseñar**)
10. Mis amigos y yo _____ mucho en mi cole (**estudiar**)
11. Mi hermana _____ mucho deporte porque le gusta ser activa (**hacer**)
12. Mis amigos y yo siempre _____ durante el fin de semana (**salir**)
13. Mis padres siempre _____ al perro (**pasear**)
14. Yo _____ en casa mucho (**ayudar**)
15. Mis hermanos nunca _____ una mano a mis padres (**echar**)
16. Mi hermanito siempre _____ muchos regalos (**recibir**)
17. Mi hermano gemelo y yo _____ un dormitorio (**compartir**)
18. Las clases _____ a las cuatro menos cuarto (**terminar**)
19. El precio de la comida _____ (**subir** = to increase)
20. Nosotros _____ con nuestros amigos (**charlar**)
21. Mi hermano siempre _____ los deshechos (**separar**)
22. Lo bueno es que los alumnos _____ mucho en clase (**escribir**)
23. Juana siempre _____ la televisión (**ver**)

Escribe la forma adecuada del verbo:

1. Cada día yo _____ la mesa (**poner**)
2. Yo _____ a mi abuelo (**parecer**)
3. Mi casa _____ en el campo (**estar**)
4. Mis amigos _____ simpáticos y amistosos (**ser**)
5. Mis padres me _____ mucho dinero (**dar**)
6. Antes de dormir, siempre yo _____ los deberes (**hacer**)
7. Mi hermana _____ tocar la guitarra (**saber**)

8. El fin de semana mis amigos y yo _____ al parque (**salir**)
9. Me gusta el fútbol porque _____ muy activo (**ser**)
10. Mi profesor siempre nos _____ demasiados deberes (**poner**)
11. ¿Tú _____ a mi amiga? (**conocer**)
12. Mis padres _____ un nuevo coche (**tener**)
13. Yo _____ que estudiar cada tarde (**tener**)
14. Los alumnos _____ al colegio en autobús (**ir**)
15. Los aviones _____ mucha basura (**producir**)
16. Yo no _____ nadar (**saber**)
17. Mi hermano _____ ser futbolista cuando sea mayor (**querer**)

Future simple:

A. Escribe la forma adecuada del verbo:

1. En el futuro yo _____ en los Estados Unidos (**trabajar**)
2. Por la tarde yo _____ con mi padre (**hablar**)
3. Mi hermano _____ a Londres este fin de semana (**ir**)
4. Mis amigos y yo _____ por la noche (**salir**)
5. Mi amigo _____ al fútbol (**jugar**)
6. El año próximo yo _____ mis exámenes (**hacer**)
7. Mis padres _____ por todo el mundo (**viajar**)
8. ¿Qué _____ tu amigo en el futuro? (**hacer**)
9. Yo _____ una casa lujosa en el futuro (**comprar**)
10. Yo no _____ mi dormitorio (**compartir**)
11. Mi amiga _____ la lotería (**ganar**)
12. Mañana yo _____ tiempo con mis amigos (**pasar**)
13. El año que viene mi hermano _____ más en casa (**ayudar**)
14. En mi casa ideal _____ un cine y un gimnasio (**haber**)
15. Cuando sea mayor, yo _____ en una casa lujosa cerca del mar (**vivir**)

Conditional:

Escribe la forma adecuada del verbo:

1. En el futuro me _____ vivir en Australia (**gustar**)
2. Me _____ ir a la universidad (**encantar**)
3. En un mundo ideal yo no _____ los deberes (**hacer**)
4. Si fuera rico, yo _____ un coche lujoso (**comprar**)

5. Si tuviera la elección, yo no _____ en casa (**ayudar**)
6. Mi hermano _____ a Grecia (**ir**)
7. Mis padres _____ en Londres (**vivir**)
8. En un mundo ideal los profesores _____ simpáticos (**ser**)
9. Mi casa ideal _____ en el campo (**estar**)
10. Si tuviéramos la oportunidad, mis amigos y yo _____ (**salir**)
11. En mi colegio ideal _____ muchas aulas modernas (**haber**)
12. En un mundo ideal yo _____ al fútbol todos los días (**jugar**)
13. Si fuera posible, me _____ estudiar en casa en lugar de ir al colegio
(**encantar**)
14. Si hiciera mal tiempo, mi familia y yo _____ quedarnos en casa (**preferir**)
15. En un mundo ideal, mis profesores no _____ gruñones (**ser**)
16. En un mundo ideal, yo _____ comer chocolate (**evitar**)
17. Si me tocara la lotería, _____ mucho dinero a una organización caritativa
(**dar**)
18. El chico _____ idiomas, si fuera posible (**estudiar**)
19. Mi casa _____ ubicada cerca de la costa si pudiera elegir (**estar**)
20. Si el precio fuera más bajo, yo _____ comprar más (**poder**)

The preterit:

Escribe la forma adecuada del verbo:

1. Ayer mi padre _____ unos nuevos zapatos (**comprar**)
2. Por la mañana yo _____ con mis hermanos (**desayunar**)
3. El profesor _____ (**gritar**)
4. Mis amigos y yo _____ al criquet (**jugar**)
5. Yo _____ mucho en mi clase de inglés (**escribir**)
6. Mis padres _____ a España en avión (**viajar**)
7. El año pasado mi hermana _____ muchos regalos (**recibir**)
8. Ayer tú _____ mucho chocolate (**comer**)
9. Mis amigos _____ mucho café (**beber**)

10. El año pasado Juan _____ los exámenes (**suspender**)
11. Mis padres _____ comprar un perro (**decidir**)
12. Ayer yo _____ un libro (**leer**)
13. Hace una semana mi amigo _____ la guitarra en un concierto (**tocar**)
14. Hace dos días yo _____ a mi abuela (**visitar**)
15. Mi madre _____ con mi padre (**bailar**)
16. El año pasado yo _____ dos semanas en Francia (**pasar**)
17. Anoche mi perro _____ (**ladrar**)
18. Mis amigos y yo _____ una hora charland ayer (**pasar**)
19. Ayer mi familia y yo _____ las tareas doméstica (**repartir**)
20. El profesor _____ los cuadernos (**recoger**)
21. Mi madre _____ cocinar ayer (**evitar**)
22. Los niños _____ demasiado ayer y vomitaron (**comer**)

The imperfect:

Escribe la forma adecuada del verbo:

1. Cuando mi amigo _____ joven, no le gustaba ayudar en casa (**ser**)
2. Cuando era joven, yo siempre _____ al parque con mi abuela (**ir**)
3. Mi hermano _____ un perro (**tener**)
4. Mi colegio _____ muy tradicional pero ahora es más moderno (**ser**)
5. Antes de comprar una bici, mis amigos y yo _____ al colegio (**andar**)
6. Yo _____ la natación cuando era joven (**hacer**)
7. Mis padres no _____ cuando era bebé (**salir**)
8. En el pasado mi amiga no _____ mucho las redes sociales (**usar**)
9. Cuando yo era joven, no _____ mucho porque _____ ver la tele (**leer/ preferir**)
10. En mi escuela primaria nosotros no _____ que hacer deberes (**tener**)
11. La chica _____ un vestido rojo (**llevar**)
12. Miguel _____ un hombre delgado (**ser**)
13. En el pasado mis profesores _____ más estrictos (**ser**)
14. Antes yo _____ carne, pero ahora soy vegetariano (**comer**)
15. En el pasado nosotros _____ al mercado todos los días (**ir**)

Appendix 2 (Task 4)

1. Lee el texto y traduce las frases de abajo al español.

El divorcio y los hijos

Son muchas las razones por las cuáles **una pareja puede llegar a la conclusión de que divorciarse es la mejor decisión** que pueden adoptar en su relación pero, a su vez, que existen razones por las que no deberían llevarlo a cabo. Las repercusiones financieras, cambios de domicilio, el nivel social que disfrutaban, etc., son solo algunos de los factores que se evalúan para dar este paso. Pero existe uno más que sin duda alguna para muchos es el más importante: los hijos.

Para muchas parejas la decisión de separarse o divorciarse se convierte en algo difícil de ejecutar a causa de sus hijos. No obstante la tasa de divorcios, sigue creciendo.

Una de las mayores preocupaciones que se generan en los adultos ante su posible separación es el hecho de cómo va a afectar a sus hijos. Cualquier separación conlleva cambios no solo para los adultos, sino **también para los hijos, quienes de una manera u otra sufrirán las consecuencias de esta decisión.**

1. I would like to get married next year but my girlfriend does not want to take this step until she is 25.

(4 marks)

2. My sister's wedding was a very happy occasion not only for the bride and groom but also for all the family.

(4 marks)

3. There is no doubt whatsoever that divorce can cause many problems for the couple and their children.

(3 marks)

4. Faced with the possibility of financial consequences some couples take the decision not to separate.

(4 marks)

5. The number of young people who get married continues to decrease.

(3 marks)

(Total 18 marks)