

Tareas de verano



Nombre:

¡Bienvenidos al curso avanzado de español!

Topic based tasks

Please complete the tasks on Unit 1: La Guía de la buena esposa & Unit 2 Machu Picchu.

If you do not have a paper copy, you can access these via AQA's website or by clicking on the link below:

AQA Bridging the gap - [La guía de la buena esposa](#)

AQA Bridging the gap - [Machu Picchu](#)

Grammar based tasks

Complete the grammar tasks on the following pages to revise the formation and uses of these past tenses:

- Preterite tenses
- Imperfect tense
- Perfect tense

You should also have a good working knowledge of the present, future and conditional tenses of regular and irregular verbs. For further practice, try [conjuguemos.com](#) or [verbtrainer.app](#) or [studyspanish.com](#)

Cultural research task

- Prepare an oral presentation lasting 3-5 minutes

You should speak about an aspect of one of the following topics based on a Spanish speaking country of your choice (e.g: Spain, Argentina, Bolivia, Chile, Peru etc.) :

- music; (a singer? a band? a style?)
- cinema; (a film? a director? an actor?)
- cultural heritage (a place? food? a tradition?)

- Present your research on Google slides. **Be ready to deliver this in September!** We will be looking for quality of language and content. However, don't be afraid to simplify language. You should not simply expect to read out the information on your presentation – but actively present it! You may work with a partner if you like.

Additional (optional) activities

Doing some or all of these activities will stop your Spanish getting rusty and help prepare you for the A level course:

- Listen to Spanish music just for fun, or put your listening skills more directly to the test using lyricstraining.com/es or by listening to a Spanish podcast or Spanish news on newsinslowSpanish.com or rtve.es/noticias
- Watch a Spanish film or series (lots of these on Netflix and on some free channels such as BBC4, iPlayer. Programmes about Spain such as Eva Longoria: Searching for Spain (BBC) or Michael Portillo in Andalucía (Channel 5) are also useful for cultural background.
- Change your phone settings to Spanish - amazing what bits of language you can pick up from this!
- Read a book that is set in a Spanish speaking country (not necessarily in Spanish!). Some suggestions: *Guernica* by Dave Boling, *The Shadow of the Wind* by Carlos Ruiz Zafón, *The Seamstress* by María Dueñas. Also *Homage to Catalonia* by George Orwell, *For whom the bell tolls* by Ernest Hemingway plus any of Gabriel García Marquez or Isabel Allende's novels.

Student worksheet: Bridging the gap

Unit 1: La Guía de la buena esposa

Introduction

The 'Good wife's guide' was written in 1953 by Pilar Primo de Rivera. She was the sister of the leader of the *Falange Española*, a Spanish political party founded in 1933. The text shows ideas about gender roles and family life that were common during Franco's dictatorship. In your A-level course, you will explore and challenge different political viewpoints and learn about how they have influenced society in countries where the target language is spoken. You will have the opportunity to contrast life under Franco with life in modern day Spain. Here are some extracts from her advice on what a woman should do for her husband (su marido) in order to be "una buena esposa".



A. Ten lista la cena.

Planea con tiempo una deliciosa cena para su llegada.

Prepara su plato favorito.

B. ¡Luce hermosa!

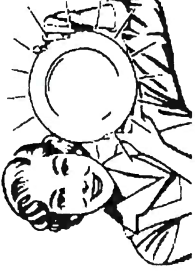
Retoca tu maquillaje, ponte un listón en el cabello y luce lo mejor posible para él.

Recuerda que ha tenido un día duro



C. Arregla tu casa.

Levanta libros de escuela, juguetes etc. Y limpia con un plumero las mesas.



D. Minimiza el ruido.

A la hora de su llegada apaga lavadora, secadora y aspiradora e intenta que los niños estén callados. Piensa en todo el ruido que él ha tenido que soportar durante su pesado día de oficina.



E. Escúchalo.

Puede que tengas una docena de cosas importantes que decirle. Déjalo hablar antes, recuerda que sus temas son más importantes que los tuyos.



F. Ponte en sus zapatos.

No te quejes si llega tarde, si va a divertirse sin ti o si no llega en toda la noche. Trata de entender su mundo de presión y compromisos.



1. Vocabulary-related activity

It is important to understand how to use the dictionary and to be able to look up the basic forms of words.

These verbs are used in the advice in the text. Fill in the rest of the table using a dictionary to look up any that you don't know.

Verb from the text	Infinitive	Meaning
ten	tener	to have
planea		
prepara		
luce		
retoca		
recuerda		
levanta		
limpia		
minimiza		
apaga		
intenta		
piensa		
escucha		
pon		
trata (de)		

2. Comprehension task based on text

Match these phrases to the correct piece of advice in the text. Write the correct letter in each box.

Advice	Letter
Tidy the house.	
Listen to him.	
Have the evening meal ready.	
Put yourself in his shoes.	
Keep the noise down.	
Look lovely.	

3. Grammar toolbox: expressions of obligation

Study these verbs, all of which are followed by the infinitive. You will need them in the next activity.

debe + infinitive	he/she must...
debería + infinitive	he/she should...
tiene que + infinitive	he/she has to...
necesita + infinitive	he/she needs to...

4. Comprehension task based on text

Answer the following questions about the text, using the same expression of obligation that appears in the question.

Example

¿Qué **debe** hacer la esposa para cuando llega el marido?

_____ **Debe tener lista la cena.** _____

Hint If the infinitive ends in *-te*, it will change to *-se* when talking about she/her. Also, *tu/tus* (your) will change to *su/sus* (his/her).

1. ¿Qué debería hacer para la cena?

2. ¿Qué debe hacer para estar guapa? Da dos detalles.

3. ¿Cómo tiene que arreglar la casa antes de la llegada de su marido?

4. ¿Por qué necesita apagar todos los electrodomésticos cuando llega el marido?

5. ¿Qué debería hacer la esposa antes de hablar de sus 'cosas importantes'?

6. ¿Qué no debe hacer la esposa si el marido llega tarde?

5. Vocabulary development

It is important to be able to develop your own language skills by imitating and adapting Spanish you know to be correct. Find these phrases in the text – you will need to use them in activity 6.

English	Spanish
He has had a hard day	
He has had <i>to put up with</i>	
A tough day at the office	
Let him talk	
His issues are more important than yours	
Try to understand	
His world of pressure and commitment	

6. Translation into Spanish

Using phrases and vocabulary from the text and previous activities, translate these sentences into Spanish.

1. A good wife needs to remember that her husband has had a hard day.

2. He has had to put up with a lot of noise.

3. A good wife should try to put herself in her husband's shoes.

4. She must listen and not talk, because his issues are more important.

5. There is a lot of pressure in a tough day at the office.

7. Independent follow-up task

If you would like to see more of the rather astonishing advice from the guide, you can find the full version of *La guía de la buena esposa* on various websites, often in pdf form.

Student worksheet: Bridging the gap

Unit 2: Machu Picchu

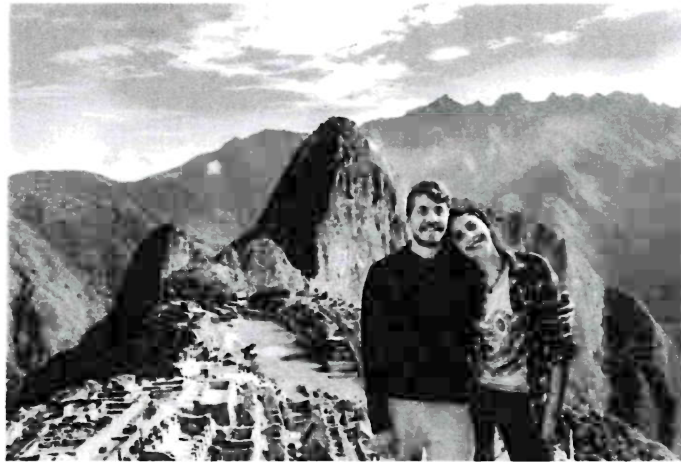
Introduction

Machu Picchu is an ancient city set high up in the Andes mountain range in Peru. It was built in the fifteenth century, a sanctuary of the Inca civilisation, but only made known to the outside world in 1911.

1. Vocabulary-related activity

Read the text about Rafael's trip to Machu Picchu with his girlfriend and find the following phrases.

English	Spanish
we dreamed of	
the more relaxed option	
waterfalls and farming terraces	
it took 30 minutes to get there	
a load of guides	
we decided to employ one	
it was worth it	
steep steps	
a dream come true	
magical views	



Siempre soñamos con ir a Machu Picchu y finalmente tuvimos la oportunidad. Hay dos maneras de viajar hasta este sitio: hacer el Camino del Inca, que se realiza a pie desde la ciudad de Cuzco en tres o cuatro días, o la opción más relajada – en un espectacular tren panorámico. Decidimos coger el tren y pasamos por paisajes maravillosos con montañas enormes, ríos, cascadas y terrazas agrícolas.



El tren nos llevó al pueblo de Aguas Calientes y allí compramos los billetes para el siguiente autobús para subir a Machu Picchu. El autobús tardó treinta minutos en llegar y cuando bajamos, vimos que había un montón de guías, vendiendo sus servicios. Después de pensarlo un rato, decidimos contratar a uno, y ¡valió la pena! Para llegar, tuvimos que subir 1600 escalones empinados – una subida difícil y agotadora. Pero al final, cuando llegamos, fue un sueño hecho realidad y unas vistas mágicas.

2. Grammar toolbox

The text is in the simple past tense (the preterite) and Rafael writes in the first person plural - the 'we' form. When answering the questions below, you will need the 'they' form (the third person plural). Study this table.

Regular verbs	First person plural ending	Third person plural ending
-ar	-amos e.g. hablamos	-aron e.g. hablaron
-er and -ir	-imos e.g. aprendimos	-ieron e.g. aprendieron

Note

tener has an irregular stem: *tuvimos* (we had) → *tuvieron* (they had)

hacer also has an irregular stem: *hicimos* (we did/made) → *hicieron* (they did/made)

3. Reading and writing activity

Answer the following questions in Spanish. Write in full sentences and answer in the preterite tense.

1. ¿Cómo sabemos que Rafael y su novia tenían interés en subir se interesaron a Machu Picchu?

2. ¿Cómo viajaron a Machu Picchu?

3. ¿Qué vieron durante el viaje?

4. ¿Qué hicieron en el pueblo de Aguas Calientes?

5. ¿Cuánto tiempo pasaron en el autobús?

6. ¿Qué descubrieron cuando llegaron?

7. ¿Qué decisión tomaron con respecto al guía?

8. ¿Cuál fue la parte más difícil del viaje?

4. Comprehension task based on text

Read the text again and answer the questions.

Write the correct letter in each box.

0 1 ¿Cómo se realiza el Camino del Inca?

A	Andando
B	En autobús
C	En tren

0 2 ¿Qué vieron desde el tren?

A	Campos grandes
B	El mar en la distancia
C	Una variedad de paisajes

0 3 ¿Qué es 'Aguas Calientes'?

A	La estación de autobuses
B	El pueblo cerca de Machu Picchu
C	El nombre de una cascada

GCSE SPANISH - 8692 - STUDENT WORKSHEET: BRIDGING THE GAP - UNIT 2

0 4

¿Qué pensó Rafael sobre contratar al guía?

A	Fue demasiado caro.
B	Decidieron no hacerlo.
C	Sin duda mereció la pena.

0 5

¿En qué consistió la última parte del viaje?

A	Un ascenso largo y duro
B	Unos dieciséis escalones
C	Un paseo por el valle

5. Translation into English

Translate the sentences into English.

1. Siempre soñaron con visitar las ruinas del pueblo Inca.

2. Tardaron tres días y medio en hacer el Camino del Inca.

3. Sus amigos escogieron la opción más relajada.

4. Viajaron por paisajes maravillosos y vieron ríos y cascadas.

5. Fue una subida difícil y agotadora, pero valió la pena por las vistas mágicas.

6. Independent follow-up task

If you are interested in Machu Picchu, there are lots of travel blogs and websites that can give you more information. The Inca civilisation of Peru is also worth exploring.

Grammar: Revising the 3 main past tenses

Preterite tense: This is the past tense that you will have used most so far. It is used for saying what happened. It is for actions performed in a specific completed time frame in the past.

1. Match the English to the Spanish

A. decidí	I. he decided
B. jugó	II. we swam
C. nadaron	III. he played
D. decidieron	IV. they played
E. jugaron	V. they decided
F. nadamos	VI. I decided
G. decidió	VII. they swam

2. Underline the verbs in the preterite. Translate them into English. Clue, there are 5!

Ese día llegó tarde al instituto. Los otros alumnos trabajaban en silencio y lo miraron asustados cuando entró de repente. 'Lo siento', murmuró y sacó sus cuadernos y empezó a trabajar.

3. Now translate this version into Spanish, being careful with the 1st person forms.

That day I arrived late to school. The other students were working in silence and they looked at me surprised when I came in suddenly. 'I'm sorry', I murmured and I took out my exercise books and started to work.

Imperfect tense: The imperfect tense is used for saying what was happening or what used to happen. It is for repeated actions or describing ongoing actions over a period of time.

Watch out for English using the simple past tense or even the conditional when it is really something that *used to happen*.

Eg. *Cuando era joven nadaba en el río* = When I was young I would swim in the river.

1. Which 3 verbs are irregular in this tense? _____

2. Translate these sentences into English:

a. Mis abuelos vivían en un pueblo pequeño.	
b. Mis padres odiaban vivir lejos de la ciudad.	
c. Mi padre iba a la escuela todos los días.	
d. Mi madre ayudaba con las tareas domésticas.	

3. Complete the sentences with the verb in the correct form of the imperfect:

- a. Mi hermana _____ en el instituto. (*comer*)
- b. Yo _____ en casa. (*comer*)
- c. Todos los días yo _____ mis deberes. (*hacer*)
- d. Después mi hermana y yo _____ al fútbol. (*jugar*)
- e. Mis padres _____ hasta muy tarde. (*trabajar*)

4. Identify the verbs in the imperfect and translate them:

Vivía con mis padres y no me gustaba porque tenía que pedir permiso para todo.
Un día invité a mi novia a comer cuando mis padres no estaban, y me regañaron.
Nunca me permitían hacer nada.

5. Circle the verbs that need to be in the imperfect tense and underline the ones that need to go into the preterite. Then translate the whole text into Spanish.

We were living in Mexico and everything was very different. My brother used to go out and see his friends, but I had to stay at home. One day my friends were going to go to the cinema and I decided to go as well. My mum was not happy but she did not say anything to my dad.

6. Write a couple of sentences in Spanish about what you did yesterday/last week - include preterite and imperfect verbs.

Perfect tense: This is probably the past tense you have used the least so far, but you will start to see and hear it more now as it often features in news reports. It is used to say what has happened. It is formed with the present tense of the auxiliary verb *haber* (to have) plus the past participle ('happened', 'eaten', 'gone'). Eg. *he hablado* = I have spoken *ha comido* = (s)he/it has eaten

present tense of <i>haber</i>	past participle
<i>He</i> <i>Has</i> <i>Ha</i>	For regular <i>-ar</i> verbs, add <i>-ado</i> (<i>hablado, jugado, mirado</i> etc.)
<i>hemos</i> <i>habéis</i> <i>han</i>	For regular <i>-er / -ir</i> verbs, add <i>-ido</i> (<i>comido, venido, salido</i>)

1. Translate these phrases into Spanish:
 - a. It has changed. =
 - b. They have progressed. =
 - c. I have decided. =
 - d. It has decreased. =
 - e. We have invented. =

2. Change these verbs from preterite tense to perfect tense:
 - a. Hernández marcó un gol.
 - b. Hernández y Alberó discutieron.
 - c. El árbitro expulsó a los jugadores.
 - d. El Barcelona perdió.
 - e. Ganamos el partido.

3. Underline the verbs in the perfect tense and translate them:

En los últimos años hemos experimentado una transformación en el mundo del fútbol. Se ha convertido en un deporte tanto para chicas como para chicos. Los institutos han cambiado la organización de las clases de educación física para adaptarse a una nueva realidad que han tenido que reconocer que existe.

4. Some verbs have an irregular past participle. Match the infinitives to the past participles listed below. (Make sure you know what they mean too.)

hacer poner abrir romper decir volver (des)cubrir morir ver (d)escribir

past participle	infinitive	meaning
<i>visto</i>		
<i>hecho</i>		
<i>roto</i>		
<i>cubiereto</i>		
<i>puesto</i>		
<i>dicho</i>		
<i>muerto</i>		
<i>abierto</i>		
<i>vuelto</i>		
<i>escrito</i>		

5. Translate these phrases into Spanish:

- a. I have seen =
- b. We have broken =
- c. He has written =
- d. They have discovered =
- e. She has returned =
- f. It has died =
- g. You (singular) have seen =
- h. They have said =

6. Write a few sentences to say what you have done today:

Hoy he comido cereales y luego ...
