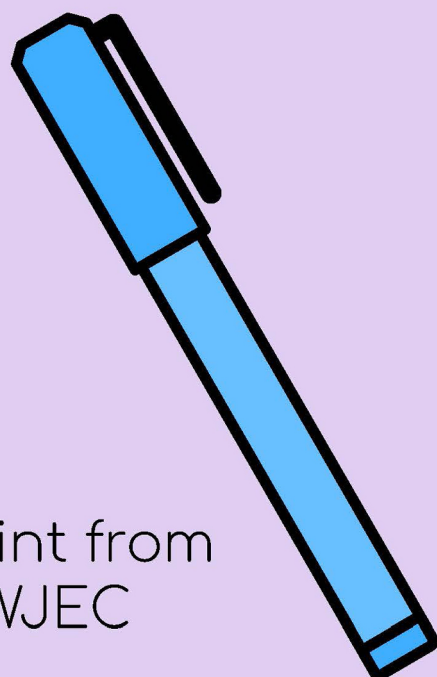
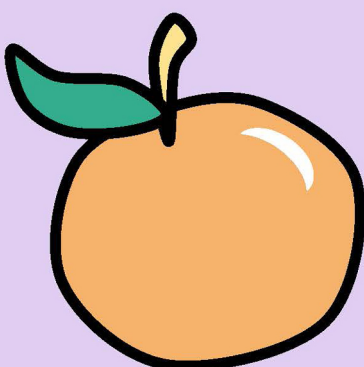
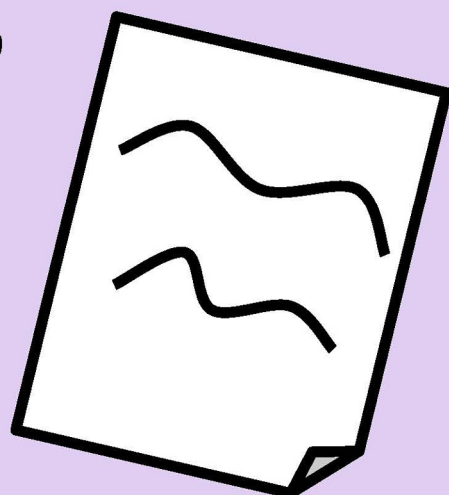
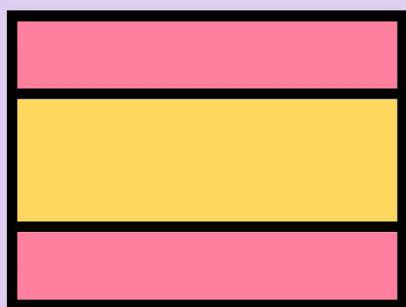
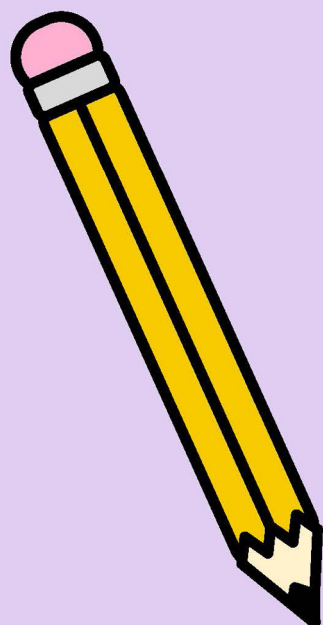


SPANISH

GRAMMAR

WORKBOOK



Covers every grammar point from
the AQA, Edexcel and WJEC
specifications.

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Happy studying!

Contents

nouns, gender and number.....	1
definite and indefinite articles	2
abstract nouns using lo + masculine adjective	4
the top 15 verbs and subject pronouns	5
adjectival agreement and position	7
the top 42 adjectives	8
intensifiers	9
adjectival agreement practice	10
upgrading low-value adjectives	10
this, that, these, those and that over there	11
short and long-form possessive adjectives	12
indefinite adjectives (a lot of, many, few)	13
conjunctions	14
opinion phrases like "me gusta"	15
justifying opinions	16
comparative phrases	17
superlative phrases	18
the present tense	19
negation	19
the preterite tense	21
the future simple tense	23
the immediate future tense	24
the active and passive voice	25
months and days	27
numbers 1-100	28
the time	29
reflexive verbs	31
infinitive structures	33
formation of adverbs.....	34
bueno and bien	34
common adverbial phrases	36
the imperfect tense	37

past tense weather phrases using hacer and estar.....	38
the imperfect and preterite tenses used together.....	40
the conditional tense	41
the humble "me gustaría" structure	41
complex "if structures"	42
the present perfect tense	43
regular and irregular past participles	44
relative pronouns que and quien	45
relative pronouns lo que and cuyo.....	46
relative pronoun el que.....	47
common prepositions	48
the pluperfect tense	51
the present continuous tense	53
llevar + duration + gerund structures	54
direct object pronouns	55
indirect object pronouns	57
direct and indirect object pronouns together	58
the imperfect continuous tense	59
the imperfect continuous and preterite together	60
correct usage of ser.....	61
correct usage of estar.....	62
correct usage of por.....	63
correct usage of para.....	64
asking questions/interrogatives	65
tú and usted	67
the present subjunctive	69
the present subjunctive - wishes	70
the present subjunctive - opinions	71
the present subjunctive - obligations.....	73
the present subjunctive - possibilities	75
quizás and para que	76
the present subjunctive - when	77
the imperfect subjunctive	78
the imperative	80
the GCSE speaking tool kit.....	82

Nouns

The gender of nouns (masculine and feminine).

Let's start our study with an alien concept to English speakers; nouns in Spanish can be **masculine** or **feminine**. You likely already know that masculine nouns typically end with an **-o** and feminine with **-a** but it isn't always that straightforward (if only it was). Next to a noun in the dictionary you will always find either **nm** (noun masculine) or **nf** (noun feminine) so if in doubt you should always check for the sake of accuracy. Knowledge of nouns will underpin a lot more later down the line, especially adjectives!

Masculine nouns

As a general rule **masculine nouns** typically end with an **-o**. However, some can also end with **-e** and **-a** such as: **el día** (the day), **el agua** (the water), **el mapa** (the map) or **el cliente** (the customer). Also, any noun which ends with **-ma** is also **masculine**, for example: **el problema** (the problem), **el clima** (the climate), **el sistema** (the system). There are several **exceptions** to the aforementioned rules but listing every exception is way beyond the scope of this workbook!

Feminine nouns

There are many suffixes which denote that a noun is feminine. These include: **-a**, **-ción**, **-ía**, **-sión**, **-dad**, **-tad**, **-tud**, **-sis**, **-nza**, **-ie**.

The number of nouns (singular and plural).

Not such an alien concept is that nouns can be plural. If the above suffixes denote a singular noun how do you ***form** or **recognise a plural noun**? To save paper, because this workbook is already quite big, let's look at some general rules that will be correct in **99% of cases**.

1. Just add **-s** if a noun ends with an unstressed **-a**, **-e**, **-i**, **-o** or **-u**. (los libros, las casas, los ojos)
2. Add **-es** if the noun ends with a consonant. (los catalanes, las flores, las ciudades)

Note

If a noun ends with **-z** you must replace the **-z** with a **-c** before then adding **-es**. (la pez → las peces)

*In a dictionary you won't find plural nouns listed because they are considered grammatical forms of singular nouns and not different words from a lexical point of view. The same is true of adjectives which are only listed in the masculine singular form (more on that later).

Morphology box - what is morphology?

Morphology is the **study of words**, how they are formed, and their **relationship** to other words in the same language. It analyses the **structure of words** and parts of words such as **stems**, **root words**, **prefixes**, and **suffixes**. Throughout this grammar booklet you will find **morphology boxes** which if you read will help you to improve the breadth of your vocabulary, make better connections between word families and deepen your knowledge of Spanish.

**The Routledge Handbook of Spanish Morphology (Elena Arquiola, 2021)*

Articles

Definite and indefinite articles

Articles are very helpful because they tell us whether a noun is **masculine** or **feminine** and if the noun is **singular** or **plural**. Articles can be **definite** (the) or **indefinite** (a/an/some).

Definite articles (the).

There are **four definite articles** in Spanish which all mean "**the**" in English. Definite articles are almost always placed before a noun and you use them when you want to use the word "**the**".

The definite article for **masculine nouns** is "**el**" if the noun is **singular** and "**los**" if it's **plural**.

El gato. → **The** cat. (singular masculine nouns are preceded by the definite article "el".)

Los gatos. → **The** cats. (plural masculine nouns are preceded by the definite article "los".)

The definite article for **feminine nouns** is "**la**" if the noun is **singular** and "**las**" if it's **plural**.

La vaca. → **The** cow. (singular feminine nouns are preceded by the definite article "la".)

Las vacas. → **The** cows. (plural feminine nouns are preceded by the definite article "las".)

Indefinite articles (a/an/some).

There are **four indefinite articles** in Spanish which mean "**a/an**" (if the noun is singular) and "**some**" (if it's plural). Indefinite articles are almost always placed before a noun.

The indefinite article for **masculine nouns** is "**un**" if the noun is **singular** and "**unos**" if it's **plural**.

Un gato. → **A** cat. (singular masculine nouns are preceded by the indefinite article "un".)

Unos gatos. → **Some** cats. (plural masculine nouns are preceded by the indefinite article "unos".)

The indefinite article for **feminine nouns** is "**una**" if the noun is **singular** and "**unas**" if it's **plural**.

Una vaca. → **A** cow. (singular feminine nouns are preceded by the indefinite article "una".)

Unas vacas. → **Some** cows. (plural feminine nouns are preceded by the indefinite article "unas".)

Exercise 1: Explain in English what definite and indefinite articles are.

.....

.....

.....

.....

.....

Exercise 2: Use a dictionary to find the meanings of the ***45 most high-frequency Spanish nouns** and colour code them as to whether they are **masculine** or **feminine** (use the articles to help you decide this).

el año	el problema	una vez
una cosa	el trabajo	el arte
el tiempo	la noche	un amigo
la vida	el tipo	el nombre
un hombre	la manera	un sistema
la casa	el niño	la madre
una persona	la verdad	un siglo
el país	una ciudad	el libro
la mujer	un gobierno	el cuerpo
un momento	un punto	una familia
el mundo	la palabra	el tema
la mano	una obra	un pueblo
la gente	la cuenta	la idea
el hijo	el grupo	la voz
un lugar	el agua	la tierra

**The Frequency Dictionary of Spanish by Mark Davies and Kathy Hayward Davies (2018).*

Abstract nouns.

Abstract nouns formed with “**lo + masculine adjective**” are used in Spanish to refer to **abstract concepts** or **qualities** (things you cannot touch). By using this construction, speakers can create **nouns out of adjectives**, allowing for clearer communication and the ability to discuss **abstract** concepts more effectively. It's a linguistic tool that adds precision and versatility to the language. In English these sentences typically include the word “**thing**” and “**how**”.

Example “thing” sentences.

Lo importante es la salud.
Health is the important thing.

Lo malo es que está nublado.
The bad thing is it's cloudy.

Lo sorprendente es que saben español.
The surprising thing is they know Spanish.

Example “how” sentences.

¿Sabes **lo interesante** que es la historia?
Do you know how interesting history is?

Me impresiona **lo fuerte** que es.
I'm impressed by how strong she is.

Odio **lo bien** que él juega al ajedrez.
I hate how well he plays chess.

Exercise 3: Translate the **abstract nouns** below from Spanish to English.

Lo esencial

Lo trágico

Lo impresionante

Lo malo

Lo extraño

Lo interesante

Lo difícil

Lo complicado

Lo sorprendente

Lo tranquilo

Lo horrible

Lo emocionante

Lo sabio

Lo respetuoso

Lo creativo

Exercise 4: Work through the translations which all contain an abstract noun. Start from Spanish to English and then from English into Spanish.

1. Me encanta lo sabio (wise) que es mi abuelo.
2. No me gusta lo complicado que es la gramática.
3. The essential thing is that we listen (**escuchar**).
4. The interesting thing is that they don't talk (**hablar**).

Verbs

Infinitive verbs.

Verbs are **very important** and you will use one in nearly every sentence. They express an action. There are two verbs in the first sentence. Can you spot them? One is in the present tense and one is in the future tense.

Verbs are so important because simple sentences generally include a **subject**, a **verb** and an **object**.

The girls **win** the competition.

↑ ↑ ↑
s v o

The verb you'll find in the dictionary, in most cases, will end with **-ar**, **-er** or **-ir**. This is an **infinitive verb**. Whenever you see the word "infinitive" in this booklet think of that!

Tenses.

Tenses in language indicate the **time** and duration of actions. They enable us to establish **when things happened** and provide essential **structure** to language. There are three main groups of tenses in English and Spanish: past, present and future and you must be able to **accurately refer** to these throughout your GCSE. But before we start to consider tenses we should have a look at **subject pronouns**.

What is a subject pronoun?

Subject pronouns clarify the **subject** of a verb (who is doing the action) and allow for **clear communication**. Spanish verbs change (or conjugate) differently depending on who is performing them. Including subject pronouns **clear communication**.

English		Spanish
I	→	yo
you	→	tú
he, she or ud.	→	el/ella
we	→	nosotros/as
you all	→	vosotros/as
they (uds.)	→	ellos/ellas

Exercise 5: Search for the meaning of the ***15 most common verbs** in Spanish.

1. ser

2. tener

3. estar

4. hacer

5. decir

6. poder

7. ir

8. ver

9. dar

10. saber

11. querer

12. pasar

13. deber

14. llegar

15. creer

Impersonal verbs

99.9% of verbs will need to be conjugated according to who is doing them (**the subject**) and when (**the tense**). However, **0.1%** will only be used as gerunds, infinitives or in the "**it**" form.

llueve/nieva	→	it's raining/snowing
hay + noun	→	there is/are + noun
había + noun	→	there was/were + noun
hace calor/frío	→	it's hot/cold
(me) parece que	→	it's seems (to me) that

Key verb-related terminology.

Throughout this booklet there will be a **big focus** on **verbs** and **tenses**. It's important that you're familiar with some **key terms** which will be used repeatedly over the next 75+ pages.

Gerund

A gerund (or present participle) is the form a verb ending with **-ing**. In Spanish these typically end with **-ando** or **-iendo**. You will learn how to form gerunds with the **present continuous** tense.

Past participle

A past participle is the form of a verb which in English typically ends with **-ed** such as "played". In Spanish these are recognisable as they end with **-ado** and **-ido**. These are **essential** for correctly forming **compound tenses** such as the present perfect and pluperfect.

Infinitive verb

An infinitive verb is the form of the verb you will find in the dictionary which typically ends with **-ar**, **-er** or **-ir** or "to" in English such as "leer" (to read).

Conjugate

To conjugate a verb is to **modify** it so it agrees with its **subject** (the doer of the action) and is in the correct **tense**. To do this you usually start with the **base** of the verb by removing the **-ar**, **er**, or **-ir** so "llamar" (to call) would become "llam". Watch out though as some tenses will need the ending to be kept on and others, called compound tenses, are formed by two parts and are a little more complex.

Exercise 6: Use a dictionary to find the Spanish infinitive forms of these **24 high-frequency** verbs.

1. To leave/go out

9. To think

17. To feel

2. To seem like

10. To allow, permit

18. To try, treat

3. To talk

11. To leave

19. To be pleasing to

4. To put, place

12. To wait, hope (for)

20. To write

5. To follow

13. To call

21. To work

6. To stay/remain

14. To know

22. To look for

7. To take, carry

15. To take

23. To start, begin

8. To find

16. To look

24. To understand

Adjectives

Adjectival agreement

An **adjective** must agree in **gender** and **number** with any **noun** it is describing. This means that you will need to know how adjectives change to agree with nouns they modify. Like nouns, adjectives can be **masculine** or **feminine** as well as **singular** or **plural**. **Adjectival agreement** means that if your noun is masculine singular like **el gato** (cat) then the adjective **mono** (cute) also has to be masculine singular.

Dictionaries only contain the **masculine singular** form of an adjective. Below, in the table, you will see how adjectival suffixes change according to the gender and number of the noun they modify.

Position of adjectives

Adjectives *typically come **after** the noun in Spanish whereas in English they come before.

Un gato **blanco**. → A **white** cat.

Un pueblo **pequeño**. → A **small** town.

*Some adjectives go **before** the noun such as possessive, demonstrative and indefinite adjectives (pages 11, 12 and 13) as well as shortened adjectives. The latter (called **apocopation**), however, is an A-Level grammar point and is not covered in this workbook, yet!

Adjectival endings with examples

The table below shows how the common adjectival suffixes **-o**, **-e**, **-ista**, **-z**, **-or** and **-l** change to agree with nouns of different genders and number. Adjectival agreement is considered one of the **basics**!

Masculine singular	Masculine plural	Feminine singular	Feminine plural
pequeño	pequeños	pequeña	pequeñas
importante	importantes	importante	importantes
optimista	optimistas	optimista	optimistas
feliz	felices	feliz	felices
trabajador	trabajadores	trabajadora	trabajadoras
especial	especiales	especial	especiales

Morphology: the diminutive -ito and -ita suffix.

In Spanish, the **diminutive** suffixes **-ito** and **-ita** are commonly used to indicate **smallness** or **endearment**. They are added to **nouns**, **adjectives**, and sometimes **names**. This linguistic tool adds a sense of **affection**, **cuteness**, or **familiarity** to the word. It enhances the **emotional connection** and can be used to express tenderness, playfulness, or emphasize the size or youthfulness of the referred object or person.

hermanito (brother) gatito (cat)
abuelita (nan) casita (house)

Do these examples denote **smallness**, **endearment**, **affection** or **familiarity**?

Exercise 7: Use a dictionary to find the meanings of the ***42 most high-frequency Spanish adjectives** (given in various forms). Remember that dictionaries only list the **masculine singular form** of an adjective so you may have to use the table from the previous page to work backwards before searching.

primera	políticos	personales
nueva	española	posible
buenas	igual	especiales
clara	general	fuerte
cierto	larga	reales
importante	diferente	antiguos
último	económico	bajos
solos	distinto	libre
pequeñas	faciles	próximas
única	malo	pobre
nacionales	necesaria	actual
viejo	principal	natural
sociales	difíciles	verdaderos
rico	segura	mundiales

**The Frequency Dictionary of Spanish by Mark Davies and Kathy Hayward Davies (2018).*

Intensifiers.

Intensifiers are used to **add detail** to an **adjective** or **adverb** and you should use them if you can! You've likely seen them a lot over the years but just to recap have a look at the list. There may even be one there you haven't seen before.

Key vocabulary:

un poco	→	a little
bastante	→	quite
muy	→	very
demasiado	→	too
mucho	→	a lot
tan	→	so

Exercise 8: Categorise the adjectives from the previous page. Are they masculine singular, masculine plural, feminine singular, feminine plural or can they fit into various categories?

masculine singular

feminine singular

masculine plural

feminine plural

Upgrading low-value adjectives.

Aburrido, **divertido** and **interesante** are overused. Even if something is boring, fun or interesting there are a thousand and one alternative adjectives you could use to express the same sentiment. These are **low-value words** and we're going to replace them with better alternatives.

Avoid

divertido
aburrido
interesante

→
→
→
→
→

Instead use

chulo (cool)
ameno (pleasant)
pesado (draining)
tedioso (tedious)
intrigante (intriguing)
cautivador (captivating)

Exercise 9: Translate the short sentences below into Spanish paying attention to **agreement between adjective and noun**. Both adjective (in the masculine singular form) and nouns are given in **bold**.

1. The Spanish man (**el hombre/español**).
2. The new house (**la casa/nuevo**).
3. The unique town (**el pueblo/único**).
4. The long book (**el libro/largo**).
5. A rich woman (**una mujer/rico**).
6. A Spanish word (**una palabra/español**).
7. A poor country (**un país/pobre**).
8. A natural system (**un sistema/natural**).
9. The intriguing art (**el arte/intrigante**).
10. A possible idea (**una idea/posible**).
11. The political life (**la vida/político**).
12. The royal family (**la familia/real**).
13. The long night (**la noche/largo**).
14. The Spanish people (**la gente/español**).
15. A free man (**un hombre/libre**).
16. A different person (**una persona/diferente**).
17. A special place (**un lugar/especial**).
18. The main idea (**la idea/principal**).
19. An old friend (**un amigo/viejo**).
20. The necessary truth (**la verdad/necesario**).
21. The economic problem (**el problema/económico**).
22. The real thing (**la cosa/real**).
23. A national government (**un gobierno/nacional**).
24. A global issue (**un problema/mundial**).
25. A small city (**una ciudad/pequeño**).
26. A new word (**una palabra/nuevo**).
27. A strong woman (**una mujer/fuerte**).
28. A pleasant city (**una ciudad/ameno**).
29. The social issue (**el problema/social**).
30. A long name (**un nombre/largo**).

Demonstratives and possessives

What is a demonstrative adjective?

A **demonstrative adjective** is an English word like "**this**", "**these**", "**that**" and "**those**". These are **very high-frequency** words which appear across all GCSE topics.

Use a demonstrative adjective to:

1. Indicate a specific noun.
2. Clarify what is being referred to.

Being adjectives there are **multiple forms** of demonstrative adjectives depending on the **gender** and **number** of the **noun** described.

These can also be used as **demonstrative pronouns** replacing a noun in a sentence.

This, that, these and those.

This is how **demonstrative adjectives** change according to the nouns they are describing.

	masc		fem		neutral
This (s)	→ este	→	esta	→	esto
These (p)	→ estos	→	estas	→	estos
That (s)	→ ese	→	esa	→	eso
Those (p)	→ esos	→	esas	→	esos

What's that over there?

There is one more form of demonstrative adjective which refers to things "**over there**".

That over there → aquel → aquella → aquello
Those over there → aquellos → aquellas → aquellos

Exercise 10: Categorise the nouns below which are preceded by a **demonstrative adjective**.

this

these

that

those

este boli	esos hombres	estos juguetes	estas bebidas	estos caballos
esas chicas	estas camisas	esa serpiente	ese ordenador	ese árbol
esa casa	este plato	esta tableta	estas habitaciones	esta mesa
estas tiendas	esos libros	ese niño	este mundo	esas manzanas
esos adultos	esta presentación	este dinero	esa mujer	estos limones

Short-form possessive adjectives

Possessive adjectives do what it says on the tin. They show **possession** and are words like "my", "your", "his", "her". They are placed **before** a noun which they agree with in **number** and **gender**.

Mi libro. → My book.

Nuestra casa. → Our house.

English		Singular	Plural
my	→	mi	mis
your	→	tu	tus
his/her	→	su	sus
our	→	nuestro/a	nuestros/as
your	→	vuestro/a	vuestros/as
their	→	su	sus

Exercise 11: Combine the nouns below with the indicated **short-form possessive adjective**.

1. If **casa** means **house** then **my house** is:

2. If **problema** means **problem** then **her problem** is:

3. If **trabajo** means **job** then **our job** is:

4. If **padre** means **father** then **your father** is:

5. If **manera** means **way** then **my way** is:

6. If **ojos** means **eyes** then **my eyes** is:

Long-form possessive adjectives

Long-form possessive adjectives are similar to short-form possessive adjectives **but** **differ** in a few ways.

1. They are placed **after** the noun they modify.
2. They place **more emphasise** on the possession rather than the noun.

Foundation tier candidates are only expected to have a **receptive knowledge** of this grammar item (you can recognise them but cannot produce them) but **Higher tier candidates** should be able to use these.

These are **challenging structures**. To save trees I haven't provided a practice space for long-form possessive adjectives and possessive pronouns but there is lots online that you can watch to practise.

English		Singular	Plural
my/of mine	→	mío/a	míos/as
your/of yours	→	tuyo/a	tuyos/as
his/of his	→	suyo/a	suyos/as
her/of her	→	suyo/a	suyos/as
our/of our	→	nuestro/a	nuestros/as
your/of your	→	vuestro/a	vuestros/as
their/of their	→	suyo/a	suyos/as

Son amigos **míos**. → They are friends of **mine**.

El móvil es **suyo**. → The phone is **hers**.

The addition of a **definite article** (el/la/los/las) before a long-form possessive adjective turns it into a **possessive pronoun**.

¿Es el **tuyo**? → Is it yours?

La **mía** está allí. → Mine is over there.

Indefinite adjectives

What is an indefinite adjective?

Indefinite adjectives are used to indicate a **vague quantity** and describe people or things in a general way. These are words in English like "a lot of", "some", "many" and "another".

Indefinite adjectives:

1. Are placed **before** the noun.
2. Agree with nouns in **number** and **gender**.
3. Are used **instead** of an article.

mucho ruido.	→	lots of noise.
poca gente	→	few people.
algún día.	→	some day.

A lot of.

masculine singular	→	mucho
feminine singular	→	mucha
masculine plural	→	muchos
feminine plural	→	muchas

Some or any.

masculine singular	→	algún
feminine singular	→	alguna
masculine plural	→	algunos
feminine plural	→	algunas

Another or other.

masculine singular	→	otro
feminine singular	→	otra
masculine plural	→	otros
feminine plural	→	otras

All or every

masculine singular	→	todo
feminine singular	→	toda
masculine plural	→	todos
feminine plural	→	todas

Few or little.

masculine singular	→	poco
feminine singular	→	poca
masculine plural	→	pocos
feminine plural	→	pocas

Exercise 12: Modify the nouns by adding an indefinite adjective before each one. The ~ symbol substitutes the aforementioned noun.

1. If **los libros** means **books** then **lots of** ~ is:
muchos libros.
2. If **el ruido** means **noise** then **little** ~ is:
3. If **las personas** means **people** then **lots of** ~ is:
4. If **la bebida** means **drink** then **another** ~ is:
5. If **el hombre** means **man** then **every** ~ is:
6. If **los padres** means **parents** then **some** ~ is:
7. If **el coche** means **car** then **another** ~ is:
8. If **la comida** means **food** then **a lot of** ~ is:
9. If **la cosa** means **thing** then **another** ~ is:
10. If **el tráfico** means **traffic** then **lots of** ~ is:
11. If **los casos** means **cases** then **in some cases** is:
12. If **los datos** means **details** then **other** ~ is:
13. If **la madre** means **mother** then **every** ~ is:
14. If **la gente** means **people** then **lots of** ~ is:
15. If **el lugar** means **place** then **some** ~ is:
16. If **el amigo** means **friend** then **another** ~ is:
17. If **el dinero** means **money** then **little** ~ is:

Conjunctions

What are conjunctions?

Conjunctions are **small, useful** words which are used very often to **extend** our speech and writing in order to provide **more detail** or **link ideas**. Effective use of these can help you in reaching the top grades in your GCSE.

At GCSE level you will be rewarded for **extended unambiguous** writing and speech in which you have provided **relevant** and **very detailed information** in relation to the task set. Likewise, any facts that you present or ideas should be **clearly expressed and justified**.

The above paragraph includes language lifted directly from the top band of the mark scheme for the 28-mark Higher tier writing paper.

Common Spanish conjunctions:

también	→	also
y	→	and
además	→	furthermore
pero	→	but
sin embargo	→	however
aunque	→	although
sino	→	but rather
no obstante	→	nevertheless
por eso	→	therefore
porque	→	because
o	→	or
o sea	→	in other words
en cambio	→	however
por un lado	→	on one hand
por el otro lado	→	on the other hand
y encima	→	and on top of that

Exercise 13: Read the text about Spain and **highlight the conjunctions** before translating into English.

España es un país hermoso con una rica historia y cultura. En mi opinión, las playas españolas son increíbles, especialmente en la Costa del Sol. Además, la comida española es deliciosa; me encanta la paella y las tapas sin embargo no me gustan las pipas. No obstante, el clima es maravilloso, con mucho sol y temperaturas cálidas. Las ciudades españolas son vibrantes y llenas de vida. Madrid, por ejemplo, es la capital y tiene muchos museos interesantes como el Museo del Prado y encima hay el Museo Reina Sofía. En resumen, España es un destino turístico fantástico con una amplia variedad de cosas para hacer y ver.

Morphology: prefixes.

Prefixes can be added to the start of **root words** to create new meanings. **Translate** these verbs which all contain the root word **tener** (to have).

tener	→	.....	retener	→	.....
mantener	→	.....	detener	→	.....
obtener	→	.....	sostener	→	.....
contener	→	.....	abstener	→	.....

If **tiene** (from tener) means it has how do you say it contains?

.....

Opinion phrases

Giving an opinion.

Throughout the GCSE course the ability to give and justify opinions will be a **powerful weapon** in your arsenal. Opinions can be given for every topic on the course specification!

Simply saying "**me gusta**" (I like) is the giving of an opinion but the inclusion of "**porque es**" (because it is) plus an adjective like "**chulo**" (cool) makes it a justified opinion.

In this section you will learn some common opinion phrases in the **first person** as well as some more complex, less high-frequency opinion phrases which if used will add some **variety** to your writing.

"Me gusta" style opinions and nouns.

If the noun which you are opining on is singular then good news, you do not need to change anything. However, if the noun is **plural** (check back to the nouns page if you skipped ahead then you will need to add an -n to the end of your opinion phrase.

Me gusta el gato. → I like the cat (singular).
Me gustan los gatos. → I like cats (plural).

In this case **los gatos** (cats) is plural so the opinion phrase changes to reflect this.

Opinions about verbs

More good news, you do not need to add anything when giving an opinion about a verb.

Exercise 14: Colour code the Spanish opinion phrases to match their English counterparts.

me gusta	me estresa	me apasiona	worries me	pleases me	winds me up
no aguanto	me mola	me aburre	I can't stand	saddens me	fascinates me
odio	me da asco	me fastidia	drives me mad	I really like	I'm mad about
me encanta	me fascina	no me gusta	I prefer	matters to me	I like
prefiero	me enloquece	me molesta	I hate	I love	interests me
me interesa	me entristece	me cuesta	revolts me	I dislike	bores me
me preocupa	me agrada	me importa	bothers me	I find difficult	stresses me

Morphology: morphological families.

Words which share a common **root word** belong to the same **morphological family**. The English word flower is related to florist, flourish, flourishing, flowered etc. The same happens in Spanish with una flor, florecer, florista, floreciendo etc. How many words can you link to the root work "**equal**"? Fill out the boxes below.

equal				
-------	--	--	--	--

Justifying opinions.

It's all well and good giving an opinion about something but now we're going to take the next step and **justify it**. To do so we're going to **apply** our knowledge of **adjectives**. At this point it's worth revising the nouns and adjectives pages as we're going to need to know the **gender** and **number** of any noun we're giving an opinion about and how to **modify an adjective** to agree with it.

Key vocabulary:

porque es	→	because it is
porque son	→	because they are
para mí es	→	in my opinion it is
para mí son	→	in my opinion they're
en mi opinión es	→	in my opinion it's
en mi opinión son	→	in my opinion they're
pienso que es	→	I think it's
pienso que son	→	I think they're
diría que es/son	→	I would say it's/they're

Easy subjunctive wins!

The **present subjunctive** is used by lots of students aiming for the **top grades** and rightly so because it's a **very sophisticated structure** to use. But, there's no need to wait until you're formally taught it in class. We can use **subjunctive set phrases** to give and justify opinions right now.

me gusta que sea	→	I like that it is
me gusta que sean	→	I like that they are
odio que sea	→	I hate that it is
odio que sean	→	I hate that they are
*es bueno que sea	→	it's good that it is
*es bueno que sean	→	it's good that they are

*bueno can be replaced with any adjective.

Exercise 15: Work through the translations starting from Spanish to English and then from English into Spanish. Take your time and refer back to the pages on nouns and adjectives if you need to.

1. Me agrada mucho ir al cine con mi familia porque es emocionante.
2. El pescado me da asco, en mi opinión es horrible.
3. No aguanto hacer los deberes los fines de semana, odio que sea **tan** (so) pesado.
4. Los exámenes me estresan mucho pero diría que son importantes para el futuro.
5. I love going out with my friends (**salir con mis amigos**), I like that it's free (**gratuito**).
6. I hate Marmite because it's revolting (**repugnante**) and awful (**horrible**).
7. I love that dogs are loyal (**leal**) and friendly (**simpático**).
8. *Love Island* winds me up. In my opinion it's a waste of time (**una pérdida de tiempo**).
9. I find biology difficult but it's necessary.

Comparative phrases

What are comparative phrases?

In Spanish, a comparative structure is used to **compare two or more things** in terms of **superiority, inferiority or equality**.

The general rule is:

Subject + verb + **más (more) /menos (less)**
+ adjective + **que** + subject.

You can also use "**tan**", instead of "mas/menos", to show **equality** between two things. In this case you replace "que" in the structure above with "**como**" (as).

Comparing nouns.

Ana **es más alta que** María.
(Ana is taller than Maria.)

Comparing verbs.

Leer **es más importante que** jugar.
(Reading is more important than playing.)

Irregular comparative adjectives.

In English we wouldn't say "**more good**" but rather "**better**". Likewise, we wouldn't dream of saying "**less good/more bad**" but rather "**worse**".

The same is true in Spanish and these are mentioned explicitly in the **course specification** so Foundation or Higher, **you will need to know these well!** There are a few additional irregulars as well.

Spanish		English
Mejor/es	→	Better
Peor/es	→	Worse
Menor/es	→	Younger (for a person)
Mayor	→	Older (for a person)

Let's now do some practice. Notice in the next task how all of the **adjectives agree** with the **first subject** in the structure.

Exercise 16: Write whether the statements are true or false based on facts or your own opinions.

1. Los gatos son más grandes que los elefantes.
2. Los amigos son más importantes que los hermanos.
3. Mi profesor/a es mayor que yo.
4. Harry Styles es más guapo que Ed Sheeran.
5. Marmite es mejor que la mantequilla de cacahuete.
6. *Oppenheimer* es mejor que *Barbie*.
7. Las arañas son más monas que los conejos.
8. La comida casera es peor que la comida rápida.
9. Enviar mensajes es más conveniente que hablar.
10. Liverpool es mejor que Manchester City.
11. Los iPhone son más caros que los Android.
12. Los perros son más leales que los gatos.
13. La pizza es mejor que las hamburguesas.
14. El mandarín es más complicado que el inglés.
15. *Stranger Things* es mejor que *Money Heist*.
16. Radio 1 es tan popular como Radio 4.
17. Escuchar audiolibros es más fácil que leer libros.
18. El verano es mejor que el invierno.

Superlative phrases

What are superlative phrases?

Superlatives are used to **emphasize** the **extreme** or **superior nature** of something. They are often used to describe **physical** or **personal qualities**, such as beauty, size, intelligence, or age. They can also be used to **express opinions** or **preferences** about things. Superlatives help to add **emphasis** and make **comparisons** more explicit. They are **commonly used** in everyday conversations and descriptions.

Saying something is the "most".

The definite article (el/la/los/las) is followed by "más" and then an **adjective**.

La más rápida → The fastest.

Los más caros → The most expensive .

Saying something is the "least".

The definite article (el/la/los/las) is followed by "menos" and then an **agreeing adjective**.

El menos difícil → The least difficult.

Las menos cómodas. → The least comfy.

Common irregular superlatives.

Spanish	English
El/la mejor	→ The best
Los/las mejores	→ The best
El/la peor	→ The worst
Los/las peores	→ The worst
El/la mayor	→ The oldest
Los/las mayores	→ The oldest
El/la menor	→ The youngest
Los/las menores	→ The youngest

Exercise 17: Write whether the statements are true or false based on facts or your own opinion.

1. Haaland es el mejor delantero en el mundo.
2. Las patatas fritas son las más sanas.
3. La historia es la menos interesante.
4. Los gatos son los peores.
5. La música coreana es la más popular.
6. 1984 es el mejor libro.
7. *Die Hard* es la mejor película navideña.
8. El invierno es la mejor temporada.
9. Hoodrich es la marca más fea.
10. Londres es la ciudad más bonita.
11. En mi familia mi abuelo es el mayor.
12. Boris Johnson es el más honesto.
13. En los Simpsons, Maggie es la menor.
14. Mi profesor/a del español es el/la mejor.
true (fact)

Morphology: the -ísimo/a/os/as suffix.

-ísimo can be added onto the end of an adjective for **emphasis** and can be translated roughly as "very", "really", "extremely" or "super".

bueno (good)	→	buenísimo (really good)
caro (expensive)	→	.....
lista (clever)	→	.....

The present tense

Present tense conjugations.

It's time for our first tense!

Use the present tense to:

1. Describe what you do on a regular basis.
2. Provide facts.
3. Describe things which are happening right now.

The verb you are planning to use must **change or conjugate so that it agrees with the subject** (who or what is doing the verb).

Once you know who or what the subject is **remove the ending** from the verb (-ar, -er and -ir) and depending on the type of verb it is **add** the following new present tense endings.

Verbs ending with -ar.

yo	→	-o
tú	→	-as
él/ella/usted	→	-a
nosotros	→	-amos
vosotros	→	-áis
ellos/ellas	→	-an

Verbs ending with -er.

yo	→	-o
tú	→	-es
él/ella/usted	→	-e
nosotros	→	-emos
vosotros	→	-éis
ellos/ellas	→	-en

Verbs ending with -ir.

yo	→	-o
tú	→	-es
él/ella/usted	→	-e
nosotros	→	-imos
vosotros	→	-ís
ellos/ellas	→	-en

Exercise 18: Conjugate the verbs into the present tense using the table for support.

1. If **hablar** means **to talk** then **you talk** is:
hablas
2. If **comer** means **to eat** then **we eat** is:
3. If **hacer** means **to make** then **you make** is:
4. If **leer** means **to read** then **they read** is:
5. If **estudiar** means **to study** then **I study** is:
6. If **reciclar** means **to recycle** then **you all recycle** is:
7. If **tomar** means **to take** then **it takes** is:
8. If **terminar** means **to finish** then **you finish** is:
9. If **donar** means **to donate** then **she donates** is:
10. If **ganar** means **to earn** then **he earns** is:
11. If **trabajar** means **to work** then **we work** is:
12. If **llorar** means **to cry** then **you cry** is:
13. If **viajar** means **to travel** then **I travel** is:

Verb negation.

To make a verb **negative** in Spanish is quite simple, generally you can just add the word "**no**" before the main verb or verb phrase and voila! "Juego al fútbol" would just change to "**no** juego al fútbol".

nadie	→	nobody
nunca/jamás	→	never
ya no	→	no longer
ni siquiera	→	not even
apenas	→	hardly/barely
ni	→	nor/not

Present tense irregulars.

Some **very important** high-frequency verbs are **irregular** and don't follow the regular conjugation pattern. On the right you will find a table of these conjugated into the **first person** with their English translations.

1st person		English	1st person		English
tengo	→	I have	estoy	→	I am
voy	→	I go	sé	→	I know
hago	→	I do	pienso	→	I think
puedo	→	I can	salgo	→	I leave
juego	→	I play	vuelvo	→	I return
soy	→	I am	quiero	→	I want

Present tense time phrases.

It's useful to have a bank of time phrases to fire off the present tense. You don't need to remember all of these but it would be wise to learn a couple so that you can be sure you're using the tense **correctly**. You could also use a **desde hace** structure in combination with the present tense to say how long you have been doing something, this is considered a **complex structure** (see bottom of page)!

Time phrases:

normalmente	→	normally
generalmente	→	generally
casi nunca	→	hardly ever
a veces	→	sometimes
siempre	→	always
nunca	→	never
a menudo	→	often
todos los días	→	every day
de vez en cuando	→	from time to time

Exercise 19: Fill the gaps with the most appropriate word from the vocabulary bank below.

Hoy es un día típico en Bilbao. *me despierto* temprano y salgo a correr por la Ría de Bilbao. Luego, en un cafetería, desayuno un croissant. Después, hasta mi trabajo en el centro de la ciudad. Durante el almuerzo, un menú del día en un restaurante cercano. Por la tarde, el mercado de La Ribera y compro ingredientes frescos para la cena. Por la noche, en casa con mi familia y luego salgo a pasear por el Casco Viejo. Finalmente, a casa y me acuesto, listo para otro día en Bilbao.

desayuno

compro

decidimos

vuelvo

visito

soy

como

me despierto

ceno

camino

Exercise 20: Translate the sentences below from English into **Spanish**. Irregular verbs are marked with an asterisk.

1. When it's sunny I play (*jugar al fútbol) football.
2. I always eat dinner with my family (cenar con mi familia).
3. Normally I go to (*ir a) the bookshops.
4. I hardly ever walk by (caminar por) the river.

Desde hace structures

Desde hace structures are used to state how long you have been doing something or to describe an event from the past which is unfinished in the present.

Juego al fútbol desde hace diez años.
I have been playing football for ten years.

No como carne desde hace seis meses.
I haven't eaten meat for six months.

Juego al ajedrez desde hace dos años.
I have been playing chess for two years.

The preterite tense

Preterite tense conjugations.

Here comes the second tense!

The preterite tense is used to describe:

1. A completed action in the past.
2. A sequence of events in the past.
3. An event in the past with a defined date.

Remove the ending (-ar, -er and -ir) and add the following new preterite tense endings.

Verbs ending with -ar.

yo	→	-é
tú	→	-aste
él/ella/usted	→	-ó
nosotros	→	-amos
vosotros	→	-asteis
ellos/ellas	→	-aron

Verbs ending with -er and -ir.

yo	→	-í
tú	→	-iste
él/ella/usted	→	-ió
nosotros	→	-imos
vosotros	→	-isteis
ellos/ellas	→	-ieron

Exercise 21: Conjugate the verbs into the preterite tense using the table for support. Irregular verbs are marked with an asterisk.

1. If **hablar** means **to speak** then **you spoke** is:
hablaste
2. If **comer** means **to eat** then **we ate** is:
3. If ***tener** means **to have** then **I had** is:
4. If **leer** means **to read** then **I read** is:
5. If **estudiar** means **to study** then **I studied** is:
6. If **reciclar** means **to recycle** then **they recycled** is:
7. If ***hacer** means **to do** then **I did** is:
8. If **terminar** means **to finish** then **you finished** is:
9. If **donar** means **to donate** then **she donated** is:
10. If **ganar** means **to earn** then **he earnt** is:
11. If **trabajar** means **to work** then **we worked** is:

Preterite tense irregulars.

Some **very important** high-frequency verbs are **irregular** and don't follow the pattern above. On the right you will find a table of these conjugated into the **first person** with their English translations.

1st person	English	1st person	English
tuve	→ I had	fui	→ I was
fui	→ I went	estuve	→ I was
hice	→ I did	supe	→ I knew
pude	→ I could	puse	→ I put
jugué	→ I played	dije	→ I said
vi	→ I saw	quise	→ I wanted

Morphology: the -dad suffix.

The suffix **-dad** is quite common and it's useful to know that all words ending with it are **feminine**. Translate the following words which all end with **-dad**.

Spanish word	English meaning	Spanish word	English meaning
la calidad	→ <i>quality</i>	la felicidad	→
la edad	→	la ciudad	→
la sociedad	→	la verdad	→

By completing the morphology sections you are **going the extra mile!**

Preterite tense time phrases.

It's useful to have a bank of time phrases handy to trigger our usage of the preterite tense. You don't need to remember all of these but it would be wise to learn a couple so that you can be sure you're using the tense correctly. Some references to the past might require the **imperfect tense** but the following time phrases will ensure the need for the **preterite**.

Time phrases:

ayer	→	yesterday
anteayer	→	day before yesterday
anoche	→	last night
al otro día	→	the other day
la semana pasada	→	last week
el mes pasado	→	last month
el año pasado	→	last year
en 2023	→	in 2023
hace + duration	→	duration + ago

Exercise 22: Fill the gaps with the most appropriate word from the vocabulary bank below.

Ayer fue un día emocionante para mí en Granada. Por la mañana, *me levanté* temprano y churros con chocolate. Después, a la universidad para mis clases. Por la tarde, la Alhambra, un palacio increíble. Luego, caminé por las estrechas calles del Albaicín y tapas deliciosas en los bares. Más tarde, a mis amigos en una cafetería y charlamos animadamente. Por la noche, paella en un restaurante y mis amigos y yo a un concierto de música flamenco y hasta tarde. Finalmente, a casa y me acosté, agotado pero feliz.

desayuné

probé

ganamos

intenté

visité

leí

tuve

me levanté

fui

fui

bailamos

regresé

hablé

cené

conocí

Exercise 23: Translate the sentences below from English into **Spanish**. The infinitive verb and some nouns are given in **bold**.

1. Yesterday I studied (**estudiar**) maths, English and Spanish.
2. Last week I met (**conocer**) my friends in the shopping center.
3. Last year I went (***ir**) to Spain and I tried (**probar**) churros and paella.
4. Last night my brother played (**jugar**) Xbox.
5. A week ago me and my friend visited (**visitar**) Chepstow Castle.
6. Yesterday my parents ate (**comer**) a burger in Newport.
7. In 2022 Argentina won (**ganar**) the World Cup (**el mundial**).
8. The other day I watched (***ver**) television and worked (**trabajar**) a little bit.

The future simple tense

Regular future simple tense.

Our third tense brings us up to the Foundation benchmark allowing us to refer to three time frames (present, past and future). The future tense **differs** from the present and the past. For the future tense you need to **keep the ending on** and then add the **suffix**.

Verbs ending with -ar, -er and -ir.

yo	→	-é
tú	→	-ás
él/ella/usted	→	-á
nosotros	→	-emos
vosotros	→	-éis
ellos/ellas	→	-án

Future tense irregulars.

Some verbs are **irregular** in the future tense and require some consideration. The stem of some verbs changes to which the endings above are added. Below is a list of the **most common** irregular verbs and their **new stems**.

infinitive		new stem
tener (to have)	→	tendr-
poder (to be able)	→	podr-
hacer (to make/do)	→	har-
saber (to know)	→	sabr-
poner (to put)	→	pondr-
salir (to leave)	→	saldr-
decir (to say)	→	dir-
querer (to want)	→	querr-
venir (to come)	→	vendr-

Exercise 24: Conjugate the verbs into the **future tense** using the table for support. Irregular verbs are marked with an asterisk.

1. If **hablar** means **to talk** then **I will talk** is:
hablaré
2. If **comer** means **to eat** then **we will eat** is:
3. If ***hacer** means **to make** then **you will make** is:
4. If **leer** means **to read** then **they will read** is:
5. If ***saber** means **to know** then **I will know** is:
6. If ***decir** means **to say** then **you will say** is:
7. If **tomar** means **to take** then **he will take** is:
8. If **terminar** means **to finish** then **she will finish** is:
9. If ***tener** means **to have** then **she will have** is:
10. If **ganar** means **to earn** then **I will earn** is:
11. If **trabajar** means **to work** then **we will work** is:
12. If ***salir** means **to leave** then **you will leave** is:
13. If **viajar** means **to travel** then **I will travel** is:
14. If ***querer** means **to want** then **I will want** is:
15. If **bailar** means **to dance** then **she will dance** is:

Morphology: the -ería suffix for types of shops.

You may have noticed that many shop types in Spanish end with **-ería**. Look at the following list and write down in Spanish what each shop sells.

Spanish shop		It sells	Spanish shop		It sells
la frutería	→	<i>fruta</i>	la carnicería	→	.....
la heladería	→	.....	la joyería	→	.....
la librería	→	.....	la panadería	→	.....

Can you think of any other shop types in Spanish which end with **-ería**?

Future tense time phrases.

It's useful to have a bank of time phrases handy to trigger our usage of the future tense. You don't need to remember all of these but it would be wise to learn a couple so that you can be sure you're using the tense correctly. If you want to more specifically give a date, including a month or a day of the week, then feel free to skip ahead to the page on dates in this workbook.

Time phrases:

en el futuro	→	in the future
el año que viene	→	next year
más tarde	→	later on
mañana	→	tomorrow
pasado mañana	→	the day after tomorrow
la semana que viene	→	next week
el mes próximo	→	next month
este fin de semana	→	this weekend
el próximo viernes	→	next Friday

The immediate future.

There are two ways of referring to the future. You can use the future simple tense (the last page) where you would use the word "will" in English or the near future where you would use the words "I'm going to". The near future comes from the verb **ir a** (to go to) and **requires an infinitive verb** to be added after.

The near future

voy a	→	I'm going to
vas a	→	you're going to
va a	→	he or she is going to
vamos a	→	we're going to
vais a	→	you all are going to
van a	→	they are going to

English meaning

Exercise 25: Highlight the future simple verbs one colour and the near future verbs a different colour. Next translate the text into English using the vocabulary bank for support.

Mañana voy a ir de vacaciones a Barcelona. Visitaré la Sagrada Familia, **daré un paseo** por Las Ramblas e iré de compras. También tengo planeado disfrutar de la playa y tomar el sol. Por la tarde, voy a hacer un tour en bicicleta por la ciudad y exploraré sus hermosos **rincones**. Además, probaré la deliciosa comida catalana en los restaurantes locales. Por la noche, voy a ir a un bar y disfrutaré de **la animada vida nocturna** de la ciudad. Al día siguiente, por la mañana, visitaré el Parque Güell para **maravillarme** con su arquitectura única y disfrutar de las vistas panorámicas de la ciudad. Después, voy a ir al barrio gótico para descubrir sus encantadoras **calles** y después visitaré el Museo Nacional de Arte de Cataluña.

dar un paseo (to go for a stroll/walk)

rincones (corners)

maravillarse (to be amazed)

la vida nocturna (night life)

animada (lively)

calles (streets)

The active and passive voice

What are the active and passive voice?

Before we explore what these two mysterious voices are in Spanish it's best we look at them in English first. Before we do that we need to once more consider simple sentence structure in English. Simple sentences contain a **subject**, a **verb** and typically an **object**. In the **active voice** the **doer of the verb** is the **subject** and the thing which receives the action of the verb is the **object**.

El hombre come el bocadillo (the man eats the sandwich).

↑ ↑ ↑
s v o

In the sentence above "el hombre" (the man) is the subject (s) of the verb (v) "come" (eats). The object (o) of the verb is "el bocadillo" (the sandwich). So far so good? This sentence is in the **active voice**. Let's now change it to the **passive voice** and see what happens.

El bocadillo fue comido por el hombre (the sandwich was eaten by the man).

↑ ↑ ↑
s ser pp

What has changed? It seems as if the sentence has flipped around completely! The sandwich, formerly the object, is now the doer of the verb "fue" (was) and "come" (eats) has changed to "comido" (eaten). But, why is this? The **passive voice is used to emphasise the action** rather than the subject.

Constructing the passive voice

Higher tier candidates are expected to have **receptive knowledge** of the passive voice. That means you can recognise it but not produce it. Here is the structure which gives away if a sentence is in the passive voice:

Receiver of the action or object + the verb "ser" (to be) + **agreeing past participle** (+ por + agent).

El libro fue escrito (por Lara).	→	The book was written (by Lara).
El café fue bebido (por el hombre).	→	The coffee was drunk (by the man).
La batalla será ganada en el futuro.	→	The battle will be won in the future.
El vídeo será grabado mañana.	→	The video will be recorded tomorrow.

Reflexive constructions.

How would you translate "Spanish is spoken here" in Spanish? Nearly all Spaniards would use a **reflexive construction** which starts with "se" to which a **third person verb** is added in the singular he/she form (if whatever you're talking about is singular). If you're talking about something which is plural it's the 3rd person plural (they). The answer would be: **aquí se habla español**.

Translate these sentences:

1. Se vende agua aquí.
2. Se busca cocinero.
3. Se prohíbe fumar.
4. Se venden churros.

Exercise 26: Given that you are only supposed to be able to recognise the passive voice let's do some practice. Are the sentences below in the active voice (av) or passive voice (pv)? Translate them in the space provided on the right when you've finished categorising them.

- | | |
|---|------------------------|
| <input checked="" type="radio"/> yo como una manzana. | <i>I eat an apple.</i> |
| <input type="radio"/> la pizza fue comida. | ..... |
| <input type="radio"/> puedo hablar el español. | ..... |
| <input type="radio"/> llevamos uniforme. | ..... |
| <input type="radio"/> el león es temido. | ..... |
| <input type="radio"/> probaré tapas. | ..... |
| <input type="radio"/> la elección fue convocada. | ..... |
| <input type="radio"/> tus comentarios serán considerados. | ..... |
| <input type="radio"/> uso mi móvil. | ..... |
| <input type="radio"/> la decisión fue aceptada. | ..... |
| <input type="radio"/> el equipo gana el partido. | ..... |
| <input type="radio"/> el papel fue reciclado. | ..... |
| <input type="radio"/> Sonny marcó un golazo. | ..... |
| <input type="radio"/> el gol fue anulado por VAR. | ..... |
| <input type="radio"/> el libro fue destruido. | ..... |

Exercise 27: Let's now take it one step further. In the following text **highlight** as many examples of the passive voice as you can. Remember you are looking out for forms of "ser" in any tense followed by **past participles** (typically ending with -ado/-ido).

Soy Kilian y me preocupo por los problemas ambientales en España. Reciclo botellas y latas para reducir la contaminación. También apago las luces para ahorrar energía. Además, planto árboles en mi comunidad para aumentar la cantidad de oxígeno en el aire. Ahora los árboles son plantados por mí y otros vecinos para mejorar nuestro entorno. En mi casa el año pasado muchas botellas fueron recicladas y mucha ropa fue donada! Pienso que en el futuro tenemos que usar más la energía renovable. Ahora la energía solar no es usada mucho. Juntos, podemos hacer una diferencia.

Months and days

Months and days.

Days and months are useful vocabulary items to have in your repertoire. They can help provide further detail when you're giving information about free time hobbies, when you study particular subjects or when extracurricular clubs happen at school. Interestingly, in Spanish the names for **days of the week** and **months** are **not capitalised**. To state what day something happens avoid the word "en" (on/in). You **must** instead use the definite article "el".

If you want to communicate that a certain activity or event **happens repeatedly on the same day of the week** then you should replace "el" with "los". This is exemplified in example sentence 1 below.

- | | | |
|--|---|---|
| 1. Los viernes vamos a KFC. | → | <u>On Fridays</u> we're going to KFC. |
| 2. ¿Vas al concierto el sábado ? | → | Are you going to the gig <u>on Saturday</u> ? |
| 3. El lunes mi hermano vuelve a casa. | → | My brother returns home <u>on Monday</u> . |
| 4. Mi amigo va a España el martes . | → | My friend is going to Spain <u>on Tuesday</u> . |

Months in Spanish.

enero	→	January
febrero	→	February
marzo	→	March
abril	→	April
mayo	→	May
junio	→	June
julio	→	July
agosto	→	August
septiembre	→	September
octubre	→	October
noviembre	→	November
diciembre	→	December

Days in Spanish.

el lunes	→	Monday
el martes	→	Tuesday
el miércoles	→	Wednesday
el jueves	→	Thursday
el viernes	→	Friday
el sábado	→	Saturday
el domingo	→	Sunday
el fin de semana	→	The weekend
los días laborales	→	WWorking days
cada dos días	→	Every other day
todos los días	→	Every day

Exercise 28: Translate the sentences below from English into **Spanish**. The infinitive verb for each sentence as well as some nouns are given in **bold**.

1. Every Monday I play football (***jugar al fútbol**) with my friends in the park.
2. Wednesday I am going to (***ir a**) the shopping centre (**el centro comercial**) with my best friend.
3. On Fridays my dad always buys (**comprar**) sweets or crisps.
4. Saturday we are going to visit (**visitar**) my grandparents in Bristol.

Numbers 0-100

Units

0 - cero	5 - cinco
1 - uno	6 - seis
2 - dos	7 - siete
3 - tres	8 - ocho
4 - cuatro	9 - nueve

Higher numbers.

Knowledge of numbers was key to correctly answering several questions in recent reading and listening past papers. On this page you'll learn how to form numbers from **1-100**.

Tens

10 - diez	60 - sesenta
20 - veinte	70 - setenta
30 - treinta	80 - ochenta
40 - cuarenta	90 - noventa
50 - cincuenta	100 - cien

*How do you refer to a certain decade?

Numbers from 1-100.

Forming numbers between **1-100** is relatively straightforward (apart from 11-29). You start with a tens such as "**trienta**" (thirty), you follow this with "**y**" (and) and then add a unit such as "**cinco**" (five). The result is "**trienta y cinco**" which although translates literally to "thirty and five" means just "**thirty five**" in English.

From 21-29 this pattern doesn't work and you will need to do the following. Bolt the units directly onto the word "**veinti**". So, the result would be: veintiuno, veintidos, veintitrés, veinticuatro, veinticinco etc.

Exercise 29: What is the sum of the two numbers? Write your answer in full, in Spanish. "**Más**" means "**plus**" and "**menos**" means "**minus**".

11-19

11 - once	16 - dieciséis
12 - doce	17 - diecisiete
13 - trece	18 - dieciocho
14 - catorce	19 - diecinueve
15 - quince	

Ordinal numbers

primero	→	first
segundo	→	second
tercero	→	third
cuarto	→	fourth
quinto	→	fifth
sexto	→	sixth

- trienta y tres **más** siete =
- cincuenta y uno **más** cinco =
- cuarenta **más** veintiuno =
- nueve **más** veintisiete =
- ochenta y ocho **menos** once =
- diez **más** catorce =
- noventa **menos** siete =
- trienta y dos **menos** dieciocho =
- quince **más** setenta y seis =
- ciento **menos** cuarenta y uno =

Quantities: vocabulary about quantity features on the specification.

un kilo de (a kilo of)

medio kilo de (half a kilo of)

una docena de (a dozen)

una botella de (a bottle of)

una caja de (a box of)

una ración de (a portion of)

un litro de (a litre of)

un vaso de (a glass of)

una taza de (a cup of)

un poco de (a little of)

un montón de (a load of)

una lata de (a can of)

The time

Telling the time.

To tell the time in Spanish you should start with **"es"** (it is) if it's **one o'clock** and **"son"** (it is) for any other hour that's not one.

The telling the time structure is linked, once again, to singular and plural nouns. In this case **"las horas"** (the hours). Didn't I say that they would underpin nearly everything?

The **"es"** in **"es la una"** (it's one o'clock) is the 3rd person singular form of **"ser"** (to be) in the present tense as there is one singular hour but the **"son"** in **"son las dos"** (it's two o'clock) grammatically reflects that there is more than one hour. It just has to be this way!

Minutes after the hour are introduced with **"y"** (and). Minutes before the hour are introduced with **"menos"** (to).

y cinco	→	five past
y cuarto	→	quarter past
y veinte	→	twenty past
y media	→	half past

menos cinco	→	five to
menos cuarto	→	quarter to
menos veinte	→	twenty to

These can be combined with the above structure using **"es"** and **"son"** to give more exact times:

Son las tres y cuarto.
(It's 3:15)

We can then add on **"de la mañana"** (in the morning), **"de la tarde"** (in the afternoon) or **"de la noche"** (at night) to clarify further.

Asking for the time.

- ¿Qué hora es? → What time is it?
¿Tienes la hora? → Do you have the time?

Exercise 30: Write the times using the 24-hour clock format. See the box below for times indicated with an asterisk.

1. Son las dos y media de la mañana.
2. Son las nueve y cuarto de la mañana.
3. Es la una de la tarde.
4. Son las cinco y diez de la tarde.
5. Es la *madrugada.
6. Son las seis y media de la mañana.
7. Son las ocho de la noche.
8. Es *mediodía.
9. Son las tres menos cuarto de la tarde.
10. *Es la medianoche.
11. Son las diez menos cinco de la mañana.
12. Son las once de la noche.
13. Es el *amanecer.
14. Son las cuatro y media de la tarde.
15. Son las dos en punto de la mañana.

Being more specific.

mediodía	→	noon/midday
medianoche	→	midnight
el amanecer	→	dawn/sunrise
la madrugada	→	dawn/sunrise
en punto	→	on the dot/exactly

Stating the time when something happens.

On the last page we learnt how to tell the time but we're now going to see how we can use the time to describe when something happens, happened or will happen. Luckily, this is quite easy. We are going to almost replicate the structure from before which was "es/son" + "la hora/las horas" but we're going to change the "es/son" for "a la/las". Once again, we will use "a la" when referring to any hour with "one" in it and "a las" for any time given that doesn't. We can now add an appropriate verb phrase to the end.

A las dos de la tarde voy a ir al parque. → At 14:00 I'm going to go to the park.

A la una de la tarde me gusta leer. → At 13:00 I like to read.

Exercise 31: Translate the sentences which all combine a **specific time reference** with a **verb** in either the present, past, future or immediate future tense. Verb phrases and some nouns are given in **bold**.

1. A las tres y cuarto de la tarde empieza el club de ajedrez (**chess club**).
2. Normalmente a las ocho de la mañana los estudiantes leen en la biblioteca.
3. Mañana a las cuatro de la tarde vamos a ver a las gemelas (**twins**).
4. Las tiendas abren a las nueve de la mañana y cierran a las cinco en punto.
5. A las nueve de la noche cenamos en familia y hablamos un poco sobre el día.
6. El partido de fútbol empieza a las ocho en punto de la noche.
7. A las diez y cuarto de la mañana cogimos el tren y llegamos a las once y media.
8. At 6:00am I'm going to leave (**salir**).
9. At 10:30am I will eat breakfast (**desayunar**) in Cardiff.
10. At 11:30pm we listened (**escuchar**) to music and danced (**bailar**).
11. At midday I'm going (***ir**) to go to the coffee shop (**la cafetería**) but at 13:00 I will leave (**salir**).
12. On Mondays at 9:00am my sister goes (***ir**) to the swimming pool (**la piscina**).
13. At midnight I like to listen (**escuchar**) to peaceful music.
14. Every Saturday we go (***ir**) to the market and have lunch (**almorzar**).

Reflexive verbs

What are reflexive verbs?

A reflexive verb is a **special** kind of verb that shows that the **object** and **subject** in a sentence are the same entity.

The girl brushes her teeth.

↑ ↑ ↑
s v o

The **object** above (teeth), despite not being a person, is a part of the person performing the action and so the verb is **reflexive**. The **subject** and **object** are the same.

Reflexive verbs in Spanish are recognisable because in the infinitive form they end with **-se**. Some common reflexives include:

Infinitive		English meaning
lavarse	→	to wash oneself
ponerse	→	to put on (clothes).
cepillarse	→	to brush one's teeth
ducharse	→	to shower oneself
maquillarse	→	to put make up on

To conjugate a reflexive verb firstly **conjugate** the **stem verb** before the **-se** suffix in the desired tense and person.

You can now deal with the **-se** suffix. You will need to add the correct **reflexive pronoun**, depending on the verb subject, **before** the **conjugated verb**.

verb
↓
Me ducho por la noche (I shower at night).
↑
reflexive pronoun

Reflexive pronouns in English and Spanish.

myself	→	me
yourself	→	te
his/her/itself	→	se
ourselves	→	nos
yourselves	→	os
themselves	→	se

Exercise 32: Conjugate the following reflexive verbs using the table for support. The first one is done for you.

1. If **ducharse** means **to shower** then **I shower** is:
me ducho
2. If **bañarse** means **to bathe** then **he bathes** is:
3. If **maquillarse** means **to put on make up** then **I put makeup on** is:
4. If **afeitarse** means **to shave** then **you shave** is:
5. If **lavarse** means **to wash oneself** then **you wash yourself** is:
6. If **cepillarse los dientes** means **to clean your teeth** then **I clean my teeth** is:

Exercise 33: Read the text below and highlight the reflexive verbs one colour and the normal present tense verbs a different colour.

Me despierto temprano a las 7 de la mañana. Me levanto de la cama y me lavo la cara. Luego, me cepillo los dientes y me peino el cabello. Después, me visto y me pongo los zapatos.

Después de arreglarme, voy a la cocina y preparo el desayuno. Me gusta beber un vaso de jugo de naranja y comer unas tostadas con mantequilla. Después de desayunar, recojo la mesa y lavo los platos.

Después de eso, voy al colegio en autobús. Durante el viaje leo un libro o me maquillo. En el colegio hablo con mis amigos y estudiamos el español.

Morphology: reflexive gerunds.

The **gerund** is the verb form ending with **-ing**. In Spanish they typically end with **-ando** or **-iendo**. Reflexive pronouns can attach onto the end of a gerund.

lavarse (to wash)	→	lavandome (washing myself)
ducharse (to shower)	→	.....
ponerse (to put on)	→	.....

Exercise 34: Are the verbs below **reflexive** or not? **Tick** them if they are, put a cross besides the verbs which aren't reflexive.

- | | | |
|--|--|--|
| <input type="checkbox"/> levantarse | <input type="checkbox"/> usar las redes sociales | <input type="checkbox"/> estudiar |
| <input type="checkbox"/> desayunar | <input type="checkbox"/> cepillarse los dientes | <input type="checkbox"/> leer un libro |
| <input type="checkbox"/> hacer la cama | <input type="checkbox"/> llamar a un amigo | <input type="checkbox"/> almorzar |
| <input type="checkbox"/> ducharse | <input type="checkbox"/> peinarse | <input type="checkbox"/> volver a casa |
| <input type="checkbox"/> vestirse | <input type="checkbox"/> ir al colegio | <input type="checkbox"/> acostarse |

Exercise 35: Describe a typical day of yours using the verbs above. You will need to conjugate these verbs into the **present tense**. Remember that **reflexive verbs** require a **reflexive pronoun** before the conjugated stem verb. Try to reference the telling the time phrases you learnt two pages ago!

7:00	<input type="text"/>
8:00	<input type="text"/>
9:00	<input type="text"/>
10:00	<input type="text"/>
11:00	<input type="text"/>
12:00	<input type="text"/>
13:00	<input type="text"/>
14:00	<input type="text"/>
15:00	<input type="text"/>
16:00	<input type="text"/>
17:00	<input type="text"/>
18:00	<input type="text"/>
19:00	<input type="text"/>
20:00	<input type="text"/>

Infinitive structures

What are infinitive structures?

When all is said and done we can probably agree that learning verb conjugations for the present, past and future is no small task and that's before we consider tenses like the present perfect, conditional and imperfect, amongst others. What if there were a way to **use these tenses freely, give our working memory a break and remain accurate in our speech and writing?** Luckily for you such a way exists and it's another powerful weapon in our armoury. We can use **infinitive structures** to our advantage. An infinitive structure, for the purposes of this resource, is a pre-conjugated verb in the first person, to which we can bolt on an **infinitive verb**. We can use these to make **accurate reference** to the **present, past** and **future**. But don't be complacent, this doesn't mean you should no longer spend time learning the aforementioned conjugation patterns!

Refer to the past

tuve la suerte de (I was fortunate to)
solía (I used to)
decidí (I decided)
de joven quería (as a child I wanted to)
quise (I wanted)
tenía planeado (I planned on)
iba a (I was going to)
tenía ganas de (I felt like)
soñaba con (I dreamt of)
acabo de (I just)

Refer to the present

tengo la suerte de (I'm fortunate to)
suelo (I usually)
me gusta (I like)
pienso en (I'm thinking of)
espero (I hope)
quiero (I want)
se puede (you can)
trato de (I try to)
puedo (I can)
debo (I must)
tengo que (I have to)
acabo de (I just)
tengo ganas de (I feel like)

Refer to the future

tengo planeado (I plan on)
me gustaría (I would like)
sueño con (I dream of)
pienso en (I'm thinking of)
espero (I hope)
quiero (I want)
deseo (I wish)
tengo la intención de (I intend on)
voy a (I'm going to)
voy a dejar de/comenzar a (I'm going to stop/start to)

Exercise 36: Write one sentence describing your past ideals, your present plans and your future wishes.

Past ideals →
Present plans →
Future wishes →

Morphology: morphological families.

Words which share a common **root word** belong to the same **morphological family**. The English word flower is related to florist, flourish, flourishing, flowered etc. The same happens in Spanish with una flor, florecer, florista, floreciendo etc. **Use a dictionary** to find words in the same morphological family as **deporte**.

deporte

Formation of adverbs

What are adverbs?

In this section we will focus on Spanish **adverbs** ending with **-mente** which correspond to the **-ly suffix** in English. In particular we will focus on adverbs which describe the **manner** in which an action is performed. We will be combining **verbs** with **adverbs**!

We're going to learn how to form **-mente** adverbs and then how to use them in **comparative** and **superlative** structures. There are parallels here to the section you've already completed on adjectives.

To form a **-mente** adverb, in most cases, you take the **feminine singular** form of an adjective and bolt **-mente** onto the end.

-mente adverbs and examples.

rápida + mente	→	rápidamente
lenta + mente	→	lentamente
sincera + mente	→	sinceramente

Notice how in the first example the accent in "**rápida**" is kept in the adverbial form. This applies to other adjectives which also contain accents.

Bueno and bien, this is important!

Let's get this straight. "**Bueno**" and its various forms is an adjective and means "**good**". The word "**bien**" is the adverb form of "**bueno**" and means "**well**". On a side note, "**malo**" the adjective changes to "**mal**" as an adverb.

Let's practise below with adverbs of manner.

Exercise 37: Change the adjectives below into their **feminine form**, then add the **-mente** suffix and finally **combine** with the specified **verb** in the specified **tense**. The first one is done for you.

	feminine form	adverbial form	combined with a verb
1. contento	contenta	contentamente	he sings (cantar) canta contentamente
2. *bueno			she spoke (hablar)
3. tranquilo			we will live (vivir)
4. rápido			he wrote (escribir)
5. *malo			we played (jugar)

Morphology: adverbs of place

We have just looked at **adverbs of manner** but there are also **adverbs of time** which are essentially time phrases and **adverbs of place** which provide information about the **location of an action**.

Exercise 3: Translate these common **adverbs of place** from Spanish into English.

aquí	→	.....	cerca	→	.....	arriba	→	.....
allí	→	.....	lejos	→	.....	abajo	→	.....

Comparative and superlative adverbs.

Do you remember what a **comparative** and **superlative** structure is from the adjectives section of this workbook? We are going to replicate that same structure but with verbs instead of nouns. Remember the irregular forms "**mejor**" and "**peor**" from "**bueno**" and "**malo**".

Comparative adverbs.

Subject + verb + **más** (more) / **menos** (less) + adverb + **que** (than) + subject.

Subject + verb + **tan** (as) + adverb + **como** (as) + subject.

El lee **más rápido** que ella. → He reads **more quickly** than her.

Yo como **más rápido** que él. → I eat more **quicker** than him.

Superlative adverbs.

A **superlative adverb** is used to describe something which is done in the **most/least superior** or **inferior** way. These structures look quite similar to the comparative structures above with the omission of the second subject. Let's look at a simple pattern we can replicate:

Es la que (she) + verb + **más** (the most) / **menos** (the least) + adverb

Es la que (he) + verb + **más** (the most) / **menos** (the least) + adverb

Es el chico que (the boy that) + verb + **más** (the most) / **menos** (the least) + adverb

Es la chica que (the girl that) + verb + **más** (the most) / **menos** (the least) + adverb

Mi hermana es la que corre **más rápido**. → My sister runs the **quickest**.

Es la chica que participa **menos**. → She's the girl who participates **least**.

Exercise 38: Work through the translations starting from Spanish to English and then from English into Spanish. Refer to the box above for the formation of comparative and superlative adverbs.

1. Mi amigo Callum juega al ajedrez mejor que Dylan.
2. En nuestro colegio Cristina es la que corre más veloz.
3. En el restaurante la paella es el plato que vende más.
4. Se dice que los andaluces son los que hablan más rápido.
5. En el equipo de netball Marta es la que chuta más preciso.
6. In the classrom (**el aula**) Ernie is the one who speaks the loudest (**alto**).
7. In the staffroom (**la sala de profesores**) Jack is the one who plays (**jugar**) table tennis the worst.

Common adverbial phrases

What is an adverbial phrase?

Although adverbs ending with **-mente** are used in Spanish, it's just as common, if not more so, to hear an **adverbial phrase**. An adverbial phrase is another way to **describe** how the action of a verb is performed in terms of **time, place** and **manner** and they are typically formed by a **preposition** + a **noun/adjective** or **adverb**. I will admit that it's rare for a GCSE student to use one of these so including one would be definitely set you apart! Now, given that there are so many adverbial phrases, it's most useful to you, reader, that we look at some which you may be able to use during the GCSE course. Below is a list of adverbial phrases with their English translations.

Describing manner.

a pie	→	on foot
a regañadientes	→	begrudgingly
a solas	→	alone
a toda prisa	→	in a rush
con entusiasmo	→	on foot
con interés	→	with interest
de golpe	→	suddenly
de repente	→	suddenly
de verdad	→	truthfully
en broma	→	jokingly
en seguida	→	immediately
en serio	→	seriously`

Exercise 39: Translate the sentences including the present tense and an adverbial phrase.

1. Yo hago los deberes **a regañadientes**.
2. Mi madre cocina **con entusiasmo**.
3. El profesor entra **de repente**.
4. Mi hermano mayor sale **en seguida**.
5. El hombre conduce **a toda prisa**.
6. Su tío pregunta por su día **con interés**.

Describing time or place.

a diario	→	daily
a menudo	→	often
a tiempo	→	on time
a veces	→	sometimes
al fin y al cabo	→	in the end
de día	→	during the day
de noche	→	at night
de inmediato	→	immediately
al final	→	at the end
por todos lados	→	everywhere
de cerca	→	up close
de lejos	→	from afar
por delante	→	in front of
por detrás	→	from behind

Exercise 40: Translate the sentences including the present tense and an adverbial phrase.

1. Yo hago natación **a diario** con mi amigo.
2. Hay una iglesia bonita **al final** de la calle.
3. Hay niños hispanohablantes **por todos lados**.
4. Me gusta descansar **de día** y **de noche** trabajo.
5. **Al fin y al cabo** fuimos al polideportivo.
6. La mujer habla **en serio**.
7. **De día** mi padre trabaja en una oficina.

The imperfect tense

Imperfect tense conjugations.

The imperfect tense is used to describe:

1. A habitual action in the past (**used to**).
2. An ongoing event in the past (**was**).
3. An incomplete event in the past.

To form the imperfect tense **remove the ending** from the infinitive verb and add the endings below to the resulting **stem**.

Verbs ending with -ar.

yo	→	-aba
tú	→	-abas
él/ella/usted	→	-aba
nosotros	→	-ábamos
vosotros	→	-abais
ellos/ellas	→	-aban

Verbs ending with -er and -ir.

yo	→	-ía
tú	→	-ías
él/ella/usted	→	-ía
nosotros	→	-íamos
vosotros	→	-íais
ellos/ellas	→	-ían

Exercise 41: Conjugate the verbs into the imperfect using the table for support. Irregular verbs are marked with an asterisk.

1. If **hacer** means **to do** then I **used to do** is:
hacía
2. If **jugar** means **to play** then **we used to play** is:
3. If **tener** means **to have** then I **used to have** is:
4. If **leer** means **to read** then I **was reading** is:
5. If **estudiar** means **to study** then I **was studying** is:
6. If **chatear** means **to chat** then **we used to chat** is:
7. If ***ir** means **to go** then I **used to go** is:
8. If **escuchar** means **to listen** then I **was listening** is:
9. If ***ser** means **to be** then I **was** is:
10. If ***ir** means **to go** then **we used to go** is:
11. If **trabajar** means **to work** then I **used to work** is:

Imperfect tense irregulars.

There are only three **irregular** verbs in the **imperfect** tense. The two most common of which are very high-frequency verbs which ideally you'll learn. They are conjugated, in full, on the right.

Ser (to be)

era	→	I was
eras	→	you were
era	→	he/she was
éramos	→	we were
erais	→	you all were
eran	→	they were

Ir (to go)

iba	→	I used to go
ibas	→	you used to go
iba	→	he/she used to go
íbamos	→	we used to go
ibais	→	you all used to go
iban	→	they used to go

Morphology: the mal- prefix.

Mal- is a prefix which if placed before a **root word** refers to doing something **badly** or an **undesirable** trait. For example, the verb **malgastar** (to waste) comes from "**mal**" (bad) and "**gastar**" (to spend).

Spanish word	English meaning	Spanish word	English meaning
malcomer	<i>to eat badly</i>	malsano	→
maltratar	→	maleducado	→
malvivir	→	malhumorado	→

Learning these prefixes will massively increase your **range of vocabulary**.

Imperfect tense time phrases.

It's useful to have a bank of time phrases handy to trigger our usage of the imperfect tense. You don't need to remember all of these but it would be wise to learn a couple so that you can be sure you're using the tense **correctly**. Note: some sentences in English which contain the word "**would**" will be **imperfect** despite looking like they're in the conditional tense.

Time phrases:

antes	→	before
en el pasado	→	in the past
cuando era niño/a	→	when I was a child
siempre	→	always
a menudo	→	often
a veces	→	sometimes
nunca	→	never
casi nunca	→	almost never
de vez en cuando	→	from time to time

Exercise 42: Are the following verb/verb phrases imperfect (I) or preterite (P).

- | | | |
|---|---|--|
| <input type="radio"/> tenía una mascota | <input type="radio"/> hice deporte | <input type="radio"/> montaba en bicicleta |
| <input type="radio"/> leí libros | <input type="radio"/> fui tímido/a | <input type="radio"/> gasté dinero |
| <input type="radio"/> jugaba al fútbol | <input type="radio"/> era hablador/a | <input type="radio"/> conocí a una amiga |
| <input type="radio"/> fui al cine | <input type="radio"/> fui a España | <input type="radio"/> iba al gimnasio |
| <input type="radio"/> estudié mucho | <input type="radio"/> aprendí un idioma | <input type="radio"/> llevaba uniforme |
| <input type="radio"/> jugaba al rugby | <input type="radio"/> comía comida casera | <input type="radio"/> fui a una fiesta |
| <input type="radio"/> hacía natación | <input type="radio"/> jugué a los videojuegos | <input type="radio"/> trabajaba |
| <input type="radio"/> bebí té | <input type="radio"/> fui de vacaciones | <input type="radio"/> fui a un museo |
| <input type="radio"/> tenía un Gameboy | <input type="radio"/> iba a ver a mis abuelos | <input type="radio"/> usaba las redes sociales |
| <input type="radio"/> veía Pokémon | <input type="radio"/> dibujaba | <input type="radio"/> tomé un café |

Imperfect tense weather expressions with "hacer" and "estar".

Another use of the **imperfect** tense is to describe the weather in the past.

Weather phrases with "hacer".

hacía calor	→	it was hot
hacía frío	→	it was cold
hacía sol	→	it was sunny
hacía fresco	→	it was cool
hacía viento	→	it was windy

Weather phrases with "estar".

estaba lloviendo	→	it was raining
estaba soleado	→	it was sunny
estaba despejado	→	it was clear
estaba nevando	→	it was snowing
estaba tormentoso	→	it was stormy

State how long something had been going on using "hacía".

Use the following structure to state how long something **had** been happening in the past.

hacía + length of time + **que** + imperfect tense verb.

Hacía un mes que trabajaba allí. → I had been working there for one month.

Hacía diez años que la veía → Ten years had passed since he had seen her.

Exercise 43: Work through the translations, containing the **imperfect tense** and **time expressions**, starting from Spanish to English and then from English into Spanish.

1. En el pasado siempre paseaba al perro con mi padre en el parque.
2. Cuando era niño no leía mucho pero jugaba al fútbol todo el tiempo.
3. En los años 90 mis hermanas siempre escuchaban a *N-Sync* y *Destiny's Child*.
4. Cuando era niño tenía un perro llamado Millie.
5. En el pasado andaba en monopatín con mis amigos en Harrow.
6. Cuando era niño siempre quería un tatuaje y muchos piercings.
7. Antes, mi amigo Musa y yo, jugábamos al fútbol todos los días durante horas en la calle.
8. Siempre íbamos de vacaciones a Chichester en agosto, me encantaba ir a la playa.
9. I always used to listen to (**escuchar a**) rock music.
10. My mum never bought (**comprar**) ketchup when we were (***ser**) kids.
11. I always used to go to (***ir a**) my friend Aaron's house and we would play *Pokémon Yellow*.
12. My best friend James used to do martial arts (**hacer artes marciales**).
13. When I was young I would always ride my bike (**montar en bicicleta**).
14. When I was a child I would never have sleepovers (**tener una fiesta de pijama**).
15. My dad would always buy a takeaway (**comprar comida rápida**) on a Friday after school.

A very ambitious structure.

Let's be clear, we're being **very ambitious** by including this grammar point in a GCSE grammar booklet. This structure is more apt for the **A-Level** so I recommended getting a cup of tea ready as this section is, let's say, challenging. I have never read or heard a GCSE student using this structure as of July 21st 2023. Teachers, please send me proof of its subsequent use and I will amend this section to include your school name for eternity (I count myself in this competition too!).

The imperfect and preterite together.

When an action in the past is interrupted by another action we need to use the imperfect and then the preterite. In English the **key words** to note are **was (imperfect)**, **while/whilst (mientras)** and **when (cuando)**. As in:

1. I **was** walking the dog **when** I saw my friend.
2. I **was** teaching Spanish when a bee **came** in through the window.
3. **When** the bee entered the class Mr Walsh **was** teaching Spanish.

The verbs above preceded by **was** will be in the **imperfect** tense and the verbs preceded by **when** will be in the **preterite** tense. If you're not too confident with the preterite or imperfect then I suggest reviewing one or both of them now. Otherwise, here are some examples in Spanish.

1. **Paseaba** al perro cuando **vi** a mi amigo.
2. **Enseñaba** el español cuando **entró** una avispa por la ventana.
3. **Entró** una avispa por la ventana mientras Mr Walsh **enseñaba** el español.

A set phrase with the same structure.

If you would like to use the structure above and **save some working memory** then you can use the **set phrase** below although this doesn't count towards the competition above!

Iba a + infinitive verb pero decidí + infinitive verb → I was going to verb, but I decided to verb.

Exercise 44: Work through the translations starting from Spanish to English and then from English into Spanish. Take your time and refer back to the pages on the imperfect and preterite tenses for support.

1. Jugaba al fútbol en el parque cuando llegó mi amigo Miguel.
I was playing football when my friend Miguel arrived.
2. Mientras estudiaba en mi habitación, sonó el teléfono.
3. I was preparing dinner (**preparar la cena**) when I burnt (**quemar**) the chips.
4. I was riding my bike (**montar en bicicleta**) when I remembered (**recordar**) the song.
5. The child was playing with a balloon (**jugar con un globo**) when it popped (**explotar**).
6. I was going to eat healthily (**comer sano**) but I decided to order fast food (**pedir comida rápida**).

The conditional tense

Regular conditional tense verbs.

The conditional tense is used to describe:

1. Future ambitions or intentions.
2. What you would/should or could do.
3. What would happen if something else were to occur (complex if structures).

To form the **conditional tense** bolt the below endings onto the end of an **infinitive verb**.

Verbs ending with -ar, -er and -ir.

yo	→	-ía
tú	→	-ías
él/ella/usted	→	-ía
nosotros	→	-íamos
vosotros	→	-íais
ellos/ellas	→	-ían

Irregular conditional tense verbs.

The **stem** of some verbs changes to which the endings above are added. Below is a list of the most common **irregular verbs** and their new stems.

infinitive		new stem
tener (to have)	→	tendr-
poder (to be able)	→	podr-
hacer (to make/do)	→	har-
saber (to know)	→	sabr-
poner (to put)	→	pondr-
salir (to leave)	→	saldr-
decir (to say)	→	dir-
querer (to want)	→	querr-
venir (to come)	→	vendr-

Exercise 45: Conjugate the verbs into the conditional tense using the table for support. Irregular verbs are marked with an asterisk.

1. If **ir** means **to go** then I **would go** is:
iría
2. If **visitar** means **to visit** then I **would visit** is:
3. If ***hacer** means **to do** then I **would do** is:
4. If **comer** means **to eat** then I **would eat** is:
5. If **comprar** means **to buy** then I **would buy** is:
6. If **vivir** means **to live** then I **would live** is:
7. If **estudiar** means **to study** then I **would study** is:
8. If ***hacer** means **to make** then I **would make** is:
9. If **leer** means **to read** then I **would read** is:
10. If ***decir** means **to say** then I **would say** is:
11. If ***salir** means **to go out** then I **would go out** is:

The humble "me gustaría" structure.

This little structure deserves its own box because it's such an easy way to include the **conditional tense** in your writing. All you need to do is **attach an infinitive verb**.

Me gustaría + infinitive. → I would like to + infinitive.

Morphology: the bien- and ben- prefixes.

If the **mal-** prefix refers to doing something badly then the **-ben** and **bien-** prefixes are the opposite and have **positive connotations**. Find the meanings for the following words which all contain **-bien** or **-ben**.

Spanish word		English meaning	Spanish word		English meaning
bendecir	→	<i>to bless</i>	bienhablado	→	.....
beneficiar	→	.....	bienvenido	→	.....
bienoliente	→	.....	bienamado	→	.....

Do you remember what the difference between **bien** and **bueno** is?

Conditional tense expressions.

Here's a box of expressions you can use to fire off the conditional. These are important as combining them with a conditional tense verb will **provide additional detail, remove any potential ambiguity and show your breadth of vocabulary**. All things which will help you towards the achieving highly in your GCSE.

Expressions

en el futuro	→	in the future
cuando sea mayor	→	when I'm older
si me preguntas	→	if you ask me
si pudiera	→	if I could
ojalá pudiera	→	I wish I could
si fuera posible	→	if it were possible

Complex 'if structures' with the imperfect subjunctive.

The following are **sophisticated structures** which can be used across a variety of GCSE topics. They are great for referring to the future in a speculative way and are very complex due to containing what is called the **imperfect subjunctive**.

Si pudiera, me gustaría + infinitive.	→	If I could, I would like to + infinitive verb.
Si me tocara la lotería + conditional .	→	If I won the lottery + conditional tense verb.
Ojalá pudiera + infinitive.	→	I wish I could + infinitive verb.
Si tuviera la oportunidad + conditional.	→	If I had the chance + conditional tense verb.

Exercise 46: Tick **15 things** you would do if you won the lottery.

- | | | |
|---|--|--|
| <input type="radio"/> viajaría por el mundo | <input type="radio"/> asistiría a conciertos | <input type="radio"/> sería filantrópico/a |
| <input type="radio"/> compraría una casa | <input type="radio"/> haría un voluntariado | <input type="radio"/> compraría libros raros |
| <input type="radio"/> estudiaría en el extranjero | <input type="radio"/> compraría un coche | <input type="radio"/> iría a un restaurante |
| <input type="radio"/> ayudaría a mi familia | <input type="radio"/> compraría una isla privada | <input type="radio"/> comería comida exótica |
| <input type="radio"/> invertiría en Bitcoin | <input type="radio"/> invertiría en un equipo | <input type="radio"/> contrataría un chef personal |
| <input type="radio"/> donaría dinero | <input type="radio"/> compraría un castillo | <input type="radio"/> escondería |
| <input type="radio"/> abriría un restaurante | <input type="radio"/> iría de vacaciones | <input type="radio"/> aprendería a pilotar aviones |
| <input type="radio"/> iniciaría una fundación | <input type="radio"/> ayudaría a mis amigos | <input type="radio"/> me mudaría a España |
| <input type="radio"/> organizaría una fiesta | <input type="radio"/> ahorraría el dinero | <input type="radio"/> compraría un Rolex |
| <input type="radio"/> compraría un yate | <input type="radio"/> coleccionaría arte | <input type="radio"/> compraría un avión privado |

The present perfect tense

Present perfect conjugations.

The present perfect is a **compound tense** because it is formed by **two parts**. Because of this it is considered quite complex.

The first part of the present perfect is the **auxiliary verb** and the second part is formed by the **past participle**. Below we will go through how to form each one of these.

Use the present perfect tense to:

1. Describe unfinished actions which started in the past and affect the present.
2. Describe when **you have** or **have not** done something.

Example sentences.

I have eaten today – **he comido hoy.**

↑ ↑ ↑ ↑
av pp av pp

He has made dinner – **ha preparado la cena.**

↑ ↑ ↑ ↑
av pp av pp

She has worked today → **ha trabajado hoy.**

↑ ↑ ↑ ↑
av pp av pp

Part 1: The auxiliary verb.

I have	→	he
you have	→	has
he/she/it has	→	he
we have	→	hemos
you all have	→	habéis
they have	→	han

Part 2: The past participle.

For verbs ending with **-ar** remove the ending and replace with **-ado**.

hablar (to talk) → **hablado** (spoken)

pasar (to spend) → **pasado** (spent)

For verbs ending with **-er** and **-ir** remove the ending and replace with **-ido**.

vivir (to live) → **vivido** (lived)

comer (to eat) → **comido** (eaten)

Exercise 47: Conjugate the verbs into the present perfect tense.

1. If **comer** means **to eat** then **I have eaten** is:
he comido
2. If **beber** means **to drink** then **you have drunk** is:
3. If **tener** means **to have** then **she has had** is:
4. If **trabajar** means **to work** then **we have worked** is:
5. If **repasar** means **to revise** then **I have revised** is:
6. If **recoger** means **to pick up** then **I've picked up** is:
7. If **correr** means **to run** then **they have run** is:
8. If **terminar** means **to finish** then **I have finished** is:
9. If **salir** means **to leave** then **you all have left** is:
10. If **ganar** means **to earn** then **I have earned** is:
11. If **pensar** means **to think** then **I have thought** is:
12. If **escuchar** means **to listen** then **I have listened** is:
13. If **viajar** means **to travel** then **she has travelled** is:
14. If **gritar** means **to shout** then **he has shouted** is:
15. If **votar** means **to vote** then **we have voted** is:

Morphology: adjectives ending with -ed.

Some Spanish **past participles** can also be used as adjectives when preceded by a form of **estar** (to be)

decepcionar (to disappoint)	→	<i>estoy decepcionado</i>
cerrar (to close)	→	.....
jubilar (to retire)	→	.....
frustrar (to frustrate)	→	.....

Irregular past participles.

Of course not all past participles end with **-ado** and **-ido** just like they don't all end with **-ed** in English. On the right you'll find a list of the **most common irregular past participles** besides their infinitives.

hacer	→	hecho	ver	→	visto
escribir	→	escrito	cubrir	→	cubierto
poner	→	puesto	morir	→	muerto
decir	→	dicho	romper	→	roto
volver	→	vuelto	leer	→	leído
abrir	→	abierto	resolver	→	resuelto

Present perfect time phrases.

As I'm sure you're used to by now it's important that we trigger our usage of the present perfect tense with an appropriate time phrase. On the right you'll find a list of handy time phrases to complement your present perfect verbs.

Time phrases:

hoy	→	today
esta semana	→	this week
este mes	→	this month
este año	→	this year
recientemente	→	recently
últimamente	→	lately
ya	→	already

Exercise 48: Tick the activities that you've done today.

- | | | |
|---|---|---|
| <input type="radio"/> he hablado con amigos | <input type="radio"/> he reciclado algo | <input type="radio"/> he jugado videojuegos |
| <input type="radio"/> he escuchado música | <input type="radio"/> he bebido un café | <input type="radio"/> he hecho la cama |
| <input type="radio"/> he comido algo | <input type="radio"/> he hecho ejercicio | <input type="radio"/> he usado el internet |
| <input type="radio"/> he estudiado el español | <input type="radio"/> he usado mi móvil | <input type="radio"/> he ido a las tiendas |
| <input type="radio"/> me he cepillado los dientes | <input type="radio"/> he escrito un mensaje | <input type="radio"/> he jugado con mi mascota |
| <input type="radio"/> me he duchado | <input type="radio"/> he resuelto un problema | <input type="radio"/> he tocado un instrumento |
| <input type="radio"/> he gastado dinero | <input type="radio"/> he desayunado | <input type="radio"/> he hecho algo nuevo |
| <input type="radio"/> he hecho algo divertido | <input type="radio"/> he visto una película | <input type="radio"/> he probado un plato español |

Exercise 49: Translate the sentences below containing the **present perfect** and **time phrases** from English into **Spanish**.

- Today I have already read a book (***leer un libro**) and studied art (**estudiar el dibujo**).
- This week I have tried (**probar**) gazpacho, visited (**visitar**) landmarks and spoken (**hablar**) Spanish.
- Recently I have studied lots (**estudiar**) and I've done (***hacer**) my homework.

Relative pronouns "que" and "quien"

What are relative pronouns?

In this section we will focus on the **two most common** types of relative pronouns which are "que" (that, which, who or whom) and "quien/es" (who/whom). Relative pronouns feature in the **Foundation** and **Higher** sections of the course grammar list so, knowledge of how these work is important.

In essence, relative pronouns are functional words which **connect sentences or clauses (subordinate and main clauses)** and are used to **refer back to something** which was previously mentioned. Consider the examples below in which two sentences have been condensed into one with a **relative pronoun**.

Ayer compré un café. El café costó €3,00. → El café **que** compré ayer costó €3,00.
↑
relative pronoun (that)

Voy a ver a mi amigo. Él trabaja en londres. → Voy a ver a mi amigo **quien** trabaja en londres.
↑
relative pronoun (who)

Quien/es or que?

If you are referring to a **person** or **various people** you can use either "que" or "quien" but if you're referring to various people then "quien" changes to "quienes".

Exercise 50: Combine the two sentences below into one using a relative pronoun like "que", "quien" or if appropriate "quienes".

1. Ayer compré un móvil. El móvil es muy caro. →

2. Mi hermana va a visitar. Ella vive en otra ciudad. →

3. La serie *Stranger Things* me encanta. Es mi favorita. →

4. Mi amiga es médica. Trabaja en un hospital →

Morphology: compound words.

Some nouns in Spanish are **compounds** and are formed by **combining two words**. Translate both components below and work out what the final compound word means in English.

Word 1	Word 2	Compound word	English meaning
lava wash	platos dishes	..... lavaplatos	..... dishwasher
pasa	tiempo .....	.....	.....
abre	latas .....	.....	.....

More relative pronouns.

Of course it wasn't going to be that simple! It would be lovely if there were just two relative pronouns but there are in fact a lot more. We're going to focus now on a few **advanced relative pronouns**. The first of which, "**lo que**", features on the **Higher section** of the grammar list. **Foundation tier candidates** are expected to have a **receptive knowledge** of this.

When to use "lo que".

"**Lo que**" is a neuter relative pronoun (it's neither masculine or feminine) and can be used more abstractly to introduce situations, concepts or ideas. Have a look at the examples below where "**lo que**" can simply mean "**what**". Keep in mind that you can also translate "**lo que**" as "**which**".

Lo que me preocupa más es la contaminación. → **What** worries me most is pollution.

Lo que me dijiste ayer me ha chocado mucho. → **What** you told me yesterday shocked me.

Exercise 51: Translate the sentences below which all contain the relative pronoun "**lo que**".

1. Me interesa mucho **lo que** dices.
2. Oliver suspendió el examen, **lo que** frustró a su madre.
3. A los clientes **lo que** les gusta es que los ingredientes sean locales.

Whose?

Along the same lines as "what" and "which" is the word "**whose**". Although, technically speaking the word for "**whose**", which is "**cuyo**" in Spanish, is a **relative adjective** and not a relative pronoun.

So, being an **adjective**, this means there are several forms it can take. If "**cuyo**" is the masculine singular form then it can also become "**cuya**" (feminine singular) and "**cuyos/as**" (masculine or feminine plural).

Unlike "que" or "quien", "**cuyo**" **always agrees** with the **noun it's modifying** and not the previously mentioned thing (**the antecedent**) as is the case for relative pronouns like "quien".

Examples:

La mujer, **cuyo hijo** estudia en el colegio, es la directora.
(The woman, whose son studies in the school, is the headteacher).

El hombre, **cuyo coche** es blanco, es mi vecino.
(The man, whose car is white, is my neighbour).

Luisa, **cuyo don** es ser fuertísima, es la hermana de Mirabelle.
(Luisa, whose gift is being super strong, is Mirabelle's sister).

Relative pronoun "el que"

More relative pronouns?

If it helps you to better understand the role **relative pronouns** undertake you could think of "relative" as meaning that they "relate" to previously mentioned nouns. The **subject specific term** for this previously mentioned noun is "**the antecedent**".

In the last section we learnt that relative pronouns link a **subordinate clause** to a **main clause**. It's pertinent to remember that a subordinate clause cannot make sense by itself and needs a main clause, that which it refers back to, in order for the meaning of the sentence to be complete. "Que" and "quien/es" are two very widely used relative pronouns but we're now going to learn a new one which can also be used to refer to people and things and which can be translated as "**the one, ones that**" or "**who**".

	singular	plural
masculine	el que	los que
feminine	la que	las que

An alternative form of this relative pronoun replaces the "que" with "**cual**" in the singular and "**cuales**" in the plural but it's considered more formal and is used less often.

"El que" in action with an antecedent.

Do you remember what an **antecedent** is? I'll keep typing away whilst you try and remember. Go and re-read the top paragraph once more. Yes, an **antecedent** is the **subject specific term** for the **previously mentioned noun** in a sentence which a **relative pronoun** links back to. Let's have a look at some examples where the relative pronoun "**el que**" (and its various forms) provide more detail about an antecedent.

La casa en Granada es **la que** me gusta más. → The house in Granada is **the one** I like most.
↑
relative pronoun

Mi amigo, **el que** es de Bilbao, llegará pronto. → My friend, **the one** from Bilbao, will arrive soon.
↑
relative pronoun

Exercise 52: Unscramble the Spanish words on the right to correctly translate the sentence in English on the left. Write your answers underneath the English. The first one has been done for you.

- The black cat is the one I like. → negro / gato / me/ gusta / El / es / el / que
El gato negro es el que me gusta.
- Harry is the one who sings best. → canta / mejor / es / Harry / el / que
- Andy is the one who worked hardest. → Andy / el / duro / trabajó / es / más / que
- My youngest daughter is the one I prefer. → menor/ Mi/ hija / prefiero / que / la / es

Common prepositions

What are prepositions?

Prepositions are essential linguistic elements that establish the **relationship** between **different words** in a sentence. In both English and Spanish, prepositions act as **connecting words** and help convey **spatial** (location), **temporal** (time), and **logical relationships**. They indicate the **position**, **direction**, or **timing** of an action or event.

Common preposition 1: "a" meaning "to/at"

The preposition "a" has a wide range of uses in Spanish, from **indicating movement or direction** to marking indirect objects and **expressing time**. When "a" is followed by the definite article "el" both words abbreviate to "al" as in the case in example sentence two below.

Vamos a las tiendas.	→	We're going <u>to</u> the shops (direction).
Voy al cine esta noche.	→	I'm going <u>to</u> the cinema tonight (direction).
El tren sale a las 8 de la mañana.	→	The train leaves at 8 in the morning (time).

Common preposition 2: "en" meaning "on/in/by"

The preposition "en" is widely used in Spanish to indicate **location**, **time**, **manner**, and **means**, making it an **important word** to learn and use accurately in various contexts.

Estoy en el parque.	→	I'm <u>in</u> the park (location).
Vamos en coche.	→	We're going <u>by</u> car (means).
Vamos a salir en diez minutos.	→	We're going to leave <u>in</u> ten minute (time).

Common preposition 3: "con" meaning "with"

The preposition "con" is frequently used in Spanish to indicate **association**, **accompaniment**, **means**, or to express the idea of "with" when referring to people or things.

Hablo con mi amigo.	→	I'm talking <u>with</u> my friend (with).
Quiero los churros con chocolate.	→	I want the churros <u>with</u> chocolate (accompaniment).
Hablas conmigo .	→	You talk <u>with</u> me (with).

Disjunctive pronouns

Did you notice that in the last example above "con" merged with "mi" to produce "conmigo" (with me)? These are called disjunctive pronouns and they're quite common.

Conmigo → With me.	Con nosotros/as → With us.
Contigo → With you.	Con vosotros/as → With you all.
Consigo → With him or her.	Con ellos/ellas → With them.

Common preposition 4: "de" meaning "of"

The preposition "de" is one of the most versatile and commonly used prepositions in Spanish. It can be used to denote **origin, possession, material, contents, cause, relation** and lots more.

El anillo es de oro.	→	The ring is made <u>of</u> gold (material)
Es la casa de los Madrigal.	→	It's the Madrigal's house (possession).
La camisa es de Zara.	→	The shirt is from Zara (origin).

Common preposition 5: "sobre" meaning "on (top of)/over/about"

The preposition "sobre" is widely used in a wide range of contexts to express different meanings including describing **positions** and typically when "about" would be used in English.

El gato está sobre la cama.	→	The cat is <u>on</u> the bed (on).
No podemos hablar sobre Bruno.	→	We can't talk <u>about</u> Bruno (about).
La casa está sobre la colina.	→	The house is <u>on top of</u> the hill (on top of).

Common preposition 6: "sin" meaning "without"

The preposition "sin" is crucial in Spanish to express the **absence of something** and is commonly used in everyday speech and writing.

Hector no puede sobrevivir sin Miguel.	→	Hector can't survive <u>without</u> Miguel.
Lo hicimos sin problems.	→	We did it <u>without</u> any problems.
Salieron de la casa sin permiso	→	They left the house <u>without</u> permission.

Common preposition 8: "desde and hasta" meaning "since/from and until"

Learning the correct usage of "desde" is essential for expressing **time frames, origin/source, and causes** in Spanish. It's commonly used with the word "hasta" which means "until".

Caminamos desde la playa hasta el hotel.	→	We walked <u>from</u> the beach to the hotel.
He sabido desde el lunes.	→	I've known <u>since</u> Monday (time frame).
El paquete llegó desde España.	→	The parcel arrived <u>from</u> Spain (source/origin).

Common preposition 7: "entre" meaning "between/among"

The preposition "entre" is used to express the idea of being in the **middle of something**, either physically, temporally (time), or conceptually.

El café está entre las dos tiendas	→	The coffee shop is <u>between</u> the two shops (between).
Llegaré entre las 2 y las 3 de la tarde.	→	I'll arrive <u>between</u> 2pm and 3pm (between).
Entre los arboles hay un columpio.	→	<u>Among</u> the trees there's a swing (among).

Exercise 53: Translate the sentences which all contain a **common preposition** from English into Spanish. The target preposition is given at the end of each sentence in **bold**.

1. The girls talk about football. **(sobre)**
2. My friends walk in the park. **(en)**
3. Tomorrow me and my friends are going to Valencia. **(a)**
4. I left **(salir)** the house without my coat **(abrigo)**. **(sin)**.
5. Are you **(estar)** with your friend? **(con)**
6. The t-shirt is cotton **(algodón)**. **(de)**
7. Later on I'm going to the bakery. Are you coming **(*venir)** with me? **(a/con)**
8. The group talk **(hablar)** about politics. **(sobre)**
9. We're walking **(caminar)** from the beach to the museum. **(desde/hasta)**
10. They didn't arrive **(llegar)** until 2am. **(hasta)**
11. At ten in the morning I always drink a coffee. **(a)**
12. On top of the table there is a book. **(sobre)**
13. You cannot leave **(poder/salir)** the hotel without permission. **(sin)**
14. My car is **(estar)** between the Seat and the VW. **(entre)**
15. We are travelling **(viajar)** by plane. **(en)**
16. It's **(*ser)** Lidia's pencil case **(el estuche)**. **(de)**
17. Do you want **(*querer)** chips with the burger? **(con)**
18. These oranges are from Seville! **(de)**
19. I have been learning Spanish since last year. **(desde)**

The pluperfect tense

Pluperfect conjugations.

The pluperfect is a **compound tense** because it is formed by **two parts**. It's rare for this tense to be used at GCSE level so the challenge is there to use it if you can!

The **pluperfect** is a little similar to the present perfect in that the first part is the **auxiliary verb** and the second part is formed by the **past participle**. The pluperfect can be used to **discriminate** between two actions in the past, clarifying which one happened **first**. For that reason it generally appears in a sentence with a verb in the **preterite** tense. Such as in the examples below.

Example sentences.

I had eaten when they arrived.

↑ ↑
pluperfect preterite

They had messaged before they met.

↑ ↑
pluperfect preterite

Part 1: The auxiliary verb.

I had	→	había
you had	→	habías
he/she/it had	→	había
we had	→	habíamos
you all had	→	habíais
they had	→	habían

Part 2: The past participle.

For verbs ending with **-ar** remove the ending and replace with **-ado**.

bailar (to dance) → **bailado** (danced)

olvidar (to forget) → **olvidado** (forgotten)

For verbs ending with **-er** and **-ir** remove the ending and replace with **-ido**.

vivir (to live) → **vivido** (lived)

comer (to eat) → **comido** (eaten)

Add the **two parts above together** to form your **pluperfect** tense verb.

Exercise 54: Conjugate the verbs into the pluperfect tense.

1. If **comer** means **to eat** then I had eaten is:
había comido
2. If **estar** means **to be** then you had been is:
3. If **dar** means **to give** then she had given is:
4. If ***escribir** means **to write** then we had written is:
5. If **querer** means **to want** then I had wanted is:
6. If ***decir** means **to say** then I had said is:
7. If **cantar** means **to sing** then they had sung is:
8. If ***volver** means **to return** then I had returned is:
9. If **estudiar** means **to study** then I had studied is:
10. If **saber** means **to know** then they had known is:
11. If **pensar** means **to think** then I had thought is:
12. If ***oír** means **to hear** then we had heard is:
13. If **hacer** means **to made** then she had made is:
14. If **comprar** means **to buy** then he had bought is:
15. If **tener** means **to have** then we had had is:

Morphology: the sobre- prefix

The **sobre-** prefix, in most cases, changes the meaning of a word to either **over** or **above**.

valorado (valued)	→	sobrevalorado (overrated)
dosis (dosis)	→	.....
peso (weight)	→	.....
pescar (to fish)	→	.....

Irregular past participles.

This is a reminder that not all past participles end with **-ado** and **-ido**. On the right, once again, you will find a list of the most common irregular past participles in Spanish besides their infinitive verbs.

hacer	→	hecho	ver	→	visto
escribir	→	escrito	cubrir	→	cubierto
poner	→	puesto	morir	→	muerto
decir	→	dicho	romper	→	roto
volver	→	vuelto	leer	→	leído
abrir	→	abierto	oir	→	oído

Pluperfect time phrases.

We should trigger our usage of the pluperfect tense with an appropriate time phrase. In doing some we'll write less-ambiguously and provide additional detail. On the right you'll find a list of handy time phrases to use.

Time phrases:

hasta entonces	→	until then
nunca	→	never
siempre	→	always
ya	→	already
antes	→	before

Exercise 55: Translate the sentences below from English into Spanish.

1. Until then I hadn't seen (***ver**) a wild boar (**un jabalí**).
2. I had never wanted to go (**ir**) to France.
3. I had always eaten (**comer**) paella but I decided (**decidir**) to try (**probar**) tortilla.
4. You had already seen (***ver**) the film.
5. He had already read (***leer**) the book that she bought (**comprar**).
6. The cat had never slept (**dormir**) in the house.
7. Until then we had never spoken (**hablar**).
8. Had you always been (**ser**) so witty (**ingenioso**)?
9. They hadn't even spoken (**hablar**) when the pandemic started (**comenzar la pandemia**).
10. The parents had never wanted to buy (**comprar**) fast food.
11. The bird had already caught (**coger**) the worm (**gusano**).
12. Until then she had never visited (**visitar**) the city but decided to explore (**explorar**).
13. We had already heard (***oír**) the news when Jorge screamed (**chillar**).

The present continuous tense

Present continuous conjugations.

Use the present continuous tense to:

1. Express a current action in progress.
2. Describe an unfinished action.

The present continuous is a **compound tense** because it is formed of **two parts**. Because of this it is considered quite complex.

The first part is the **auxiliary verb “estar”** (to be) and the second part is formed by the **gerund**. A **gerund**, in English, is the form of a verb ending with **-ing**.

Example sentences.

I am drinking tea – **estoy bebiendo té**.

↑ ↑ ↑ ↑
av g av g

He is winning – **está ganando**.

↑ ↑ ↑ ↑
av g av g

Part 1: The auxiliary verb.

estoy	→	I am
estás	→	you are
está	→	he or she is
estamos	→	we are
estáis	→	you all are
están	→	they are

Part 2: The gerund.

For verbs ending with **-ar** remove the ending and replace with **-ando**.

pensar (to think) → **pensando** (thinking)

estudiar (to study) → **estudiando** (studying)

For verbs ending with **-er** and **-ir** remove the ending and replace with **-iendo**.

ocurrir (to happen) → **ocurriendo** (happening)

subir (to upload) → **subiendo** (uploading)

To accurately form this tense we add the first and second parts so **“estoy subiendo”** would be “I am uploading”. Let's now practise on the right. Refer back to this box if you need to.

Exercise 56: Conjugate the verbs into the present continuous tense.

1. If **pagar** means **to pay** then **I am paying** is:
estoy pagando
2. If **enseñar** means **to teach** then **he is teaching** is:
3. If **rogar** means **to pray** then **she is praying** is:
4. If **tocar** means **to play** then **they are playing** is:
5. If **ganar** means **to win** then **we are winning** is:
6. If **decir** means **to say** then **they're saying** is:
7. If **ayudar** means **to help** then **I'm helping** is:
8. If **usar** means **to use** then **he is using** is:
9. If **esquiar** means **to ski** then **we are skiing** is:
10. If **aclarar** means **to clarify** then **she's clarifying** is:
11. If **buscar** means **to look for** then **I'm looking for** is:
12. If **cubrir** means **to cover** then **they are covering** is:
13. If **llegar** means **to arrive** then **you all are arriving** is:
14. If **mirar** means **to watch** then **he is watching** is:
15. If **poner** means **to place** then **we are placing** is:

Morphology: irregular gerunds.

Spanish verbs ending with **-er** and **-ir** with a vowel before the ending are **irregular** and go to **-yendo**.

leer (to read)	→	<i>leyendo</i>
oir (to hear)	→	.....
huir (to escape)	→	.....
creer (to believe)	→	.....

Present continuous time phrases.

For the last time, but it's worth reiterating, it's important that we trigger our usage of the **present continuous** tense with an appropriate **time phrase**. On the right you'll find a list of handy time phrases to use. The jury is out on "aún" and "todavía". Both are **synonyms** and can be used interchangeably.

Time phrases:

actualmente	→	currently
ahora	→	now
ya	→	already
todavía	→	still
aún	→	still
en este momento	→	at the moment
ahora mismo	→	right now

English gerunds and Spanish infinitives.

Consider the sentences below in English in which a **gerund** (a verb ending with -ing) is used. What do you notice about the Spanish translations?

Reading is my favourite hobby.	→	Leer es mi pasatiempo favorito.
I love drawing.	→	Me encanta dibujar.
My dad says smoking is bad.	→	Mi padre dice que fumar es malo.

Hopefully you've noticed that where in English we used a **gerund** (an -ing verb) in Spanish an **infinitive verb** was used. So, what's the takeaway? In the context of your GCSE you will be able to use the **present continuous** to **describe what is happening in a photo** but if you want to make more general statements about hobbies or actions then you may be able to just use an **infinitive**.

Exercise 57: Complete the translations starting from Spanish to English and then English into Spanish. Take your time and refer back to the pages that contain the part 1 and 2 explanations if you need.

1. Quiero ir a Bristol pero mi mejor amigo está visitando a sus abuelos.
2. Estoy pensando en ir de vacaciones a España.
3. Estamos trabajando en algo muy importante.
4. What are you doing (hacer)?
5. I'm listening to music whilst my brother is walking the dog (pasear al perro).
6. We are cooking (elaborar) a Spanish omelette.

Llevar + duration + gerund structures

Use this **complex structure** to describe how long you have been doing a particular activity. This is a great way to **demonstrate your knowledge of gerunds** without using the present progressive.

Llevo diez años estudiando el español.	→	I've been learning Spanish for ten years.
Llevamos dos meses trabajando juntos.	→	We've been working together for two months.

Direct object pronouns

What are direct object pronouns?

In order to understand what a direct object pronoun (**dop**) is, it's important to consider simple sentence structure.

Simple sentences generally include a **subject**, a **verb** and an **object**.

The boy eats a cookie.

↑ ↑ ↑
s **v** **o**

My friend visited her cousins.

↑ ↑ ↑
s **v** **o**

One way to find out **what** or **who** the object is in a sentence is to ask the question **who** or **what** followed by the verb in the sentence.

1. **What** does the boy **eat**? A cookie.
2. **Who** did my friend **visit**? Her cousins.

Direct object pronouns replace nouns in sentences to facilitate communication and prevent repetition. Replace "**book**" in the following paragraph with "**it**" but be careful, you need to keep the first reference to the book so the reader knows what every subsequent 'it' is referring to. The first instance of book, or any noun to be replaced, is called the **antecedent**.

I bought a new **book** today. The **book** is by Ben MacIntyre and the **book** cost £20. .

English		Spanish
me	→	me
you	→	te
he, she or it	→	lo/la
us	→	nos
you all	→	os
them	→	los/las

Direct object pronouns are placed **before conjugated verbs** or attach to infinitives and gerunds. See the next page for more information about placement.

Exercise 58: Identify the **object** (o) for each of the following sentences.

1. Yo leo un libro.
2. Él come una manzana.
3. Ella ve la televisión.
4. Tú bebes agua.
5. Yo escribo una carta.
6. Vosotros habláis español.
7. Ellos compran ropa nueva.
8. Mi hermana lava los platos.
9. El perro persigue al gato.
10. El profesor enseña el inglés.
11. El niño juega al fútbol.
12. La niña pinta un caballo.
13. La madre compra un coche.
14. El padre escucha la música.
15. El abuelo lee el periódico.

The personal "a".

If the **direct object** in a sentence is a **person** or a **pet** then it is preceded by the preposition "**a**". This is called "the personal a". You may also use it with objects or animals that you show endearment to or assign human qualities to.

Mañana voy a ver a Helena.

Tomorrow I'm going to see Helena.

Voy a pasear a mi perro.

I'm going to walk my dog.

Placement of direct object pronouns.

Direct object pronouns tend to be placed **before a conjugated verb** but in some cases can attach to either a gerund or an infinitive. Do you remember what a gerund and infinitive are?

Examples of direct object pronouns before conjugated verbs.

Me encanta el fútbol, lo juego los lunes.	→	I love football, I play it on Mondays.
Me gustan la paella pero siempre la comemos.	→	I like chips but we always eat them.
Me gusta la historia, la estudiaré mañana.	→	I like history, I'll study it tomorrow.

Examples of direct object pronouns attached to infinitives.

No quiero comer las .	→	I don't want to eat them (them referring to las gambas)
Tengo que hacer lo .	→	I have to do it (it referring to a verb which always take lo).
Suelo ver los los sábados.	→	I usually see them Saturdays (them referring mis tíos).

Exercise 59: Circle the appropriate direct object pronoun for each sentence and then rewrite the sentence replacing the antecedent with a direct object pronoun. Remember correct placement!

- Yo leo un libro. me | te | **lo** | la | nos | os | los | las yo lo leo.
- Él come una manzana. me | te | lo | la | nos | os | los | las _____
- Ella ve la televisión. me | te | lo | la | nos | os | los | las _____
- Tú bebes agua. me | te | lo | la | nos | os | los | las _____
- Yo escribo una carta. me | te | lo | la | nos | os | los | las _____
- Vosotros habláis el español. me | te | lo | la | nos | os | los | las _____
- Ellos compran ropa nueva. me | te | lo | la | nos | os | los | las _____
- Mi hermana lava los platos. me | te | lo | la | nos | os | los | las _____
- El perro persigue al gato. me | te | lo | la | nos | os | los | las _____
- El profesor enseña el inglés. me | te | lo | la | nos | os | los | las _____
- El niño juega al fútbol. me | te | lo | la | nos | os | los | las _____
- La niña pinta un caballo. me | te | lo | la | nos | os | los | las _____
- La madre compra un coche. me | te | lo | la | nos | os | los | las _____
- El padre escucha la música. me | te | lo | la | nos | os | los | las _____

Indirect object pronouns

What are indirect object pronouns?

If asking **who** or **what** reveal the object in a sentence then to find the indirect object in a sentence you should ask the questions **to whom** or **for whom**.

Put another way, the *New Reference Grammar of Modern Spanish* states that an indirect object pronoun replaces any person or thing **gaining** or **losing from** the action described in a verb phrase.

English examples:

She gives the ball to the boy

To whom does she give the ball? **The boy.**

It's very common for a sentence to include both a **direct** and an **indirect** object. Let's consider the sentences above and annotate them below to highlight the object pronouns.

She gives the **ball** to the **boy**.

↑ ↑
do **ido**
(the what) (to whom)

He gives the **book** to his **sister**.

↑ ↑
do **ido**
(the what) (to whom)

Spanish indirect object pronouns.

English		Spanish
me	→	me
you	→	te
he, she or it	→	le
us	→	nos
you all	→	os
them	→	les

Let's practise now with some example sentences where people gain or lose from the action described in a sentence.

Exercise 60: Identify the **direct object (do)** and **indirect object (ido)** in the following sentences.

1. Yo compro flores para mi madre.
2. Ella envia un mensaje a su amigo.
3. Mi padre regala un libro a mi hermano.
4. La profesora explica el concepto a los estudiantes.
5. El cliente da dinero al camarero.
6. El gato trae el ratón a su dueña.
7. Yo presto un libro a mi hermana.
8. Tú sirves el café a tus amigos.
9. Ella dice la verdad al profesor.
10. Pedro escribe un guión para Penélope
11. La niña da el juguete a su hermanito.
12. Tú traes las bebidas a los asistentes.
13. Yo escribo una carta a mi abuelo.
14. La madre prepara el desayuno para su hija.
15. El camarero sirve la bebida al cliente.

Morphology: nouns ending with -ma.

Not all nouns ending with an "a" are feminine! The **-ema** suffix in Spanish denotes that a noun is **masculine**.

el problema	→	the problem
el programa	→	.....
el poema	→	.....
el idioma	→	.....

Direct and indirect object pronouns together.

This workbook contains **some very ambitious structures**. Each one, however, is listed on the AQA, EdExcel and WJEC specification grammar lists. **The position and order of object pronouns** is one of these ambitious structures. Interestingly, on each specification it's followed by the letter "R" which means only a **receptive knowledge** of it is expected. This essentially means you will understand it when you **hear it or see it** but you aren't expected to produce it yourself in writing or speech.

So, how do direct and indirect objects **work together** in a sentence where there is both a **direct object** and an **indirect object**.

There are some **non-negotiable** rules with this:

1. The **indirect object pronoun** always comes before the **direct object pronoun**.
2. When the direct object pronoun in your sentences is either "**lo, la, los or las**" and the indirect object pronoun you want to use is "**le**" you must change "**le**" to "**se**".
3. When the direct object pronoun in your sentences is either "**lo, la, los or las**" and the indirect object pronoun you want to use is "**les**" you must also change "**les**" to "**se**".

If we go back to our example from the last page we can see how the sentence changes when both objects are replaced with object pronouns.

objects are replaced with object pronouns.

She gives the **ball** to the **boy**. → Ella da la **pelota** al **niño**. → Ella **se la** da.

↑ ↑ ↑ ↑ ↑
do ido do ido idop
(the what) (to whom) (the what) (to whom)

Rules 1 and 2 are clear in the example above. In the final sentence the indirect object pronoun (idop) comes before the direct object pronoun (dop) and "se" has been used as a replacement for "le" because "la pelota" takes the "la" object pronoun.

It becomes a little easier when we aren't combining "le/les" with "lo/la/los/las". Let's have a look at another example involving somebody buying **books** for **me**.

another example involving somebody buying **books** for **me**.

You buy **books** for **me**. → Tú compras **libros** para **mi**. → **Me los** compras.

↑ ↑ ↑ ↑ ↑
(the what) (to whom) (the what) (to whom) idop

dop

Exercise 61: In the texts below **highlight** the direct and indirect object pronouns and use the space below each to **explain** what nouns each object pronoun is replacing.

1. Ayer María compró un regalo para su madre. Ella se lo dio por su cumpleaños.
2. Ella dijo la verdad al profesor. Se la dijo porque es honesta.
3. La niña da el juguete a su hermano. Se lo da porque su hermano estaba llorando.
4. ¿Mañana puedes comprar un libro para mí? Me lo compras y te daré el dinero después.

The imperfect continuous tense

Imperfect continuous conjugations.

Use the imperfect continuous tense to:

1. Say what was happening or what you were doing at a certain time.
2. Describe an event in progress in the past.

The imperfect continuous is another **compound tense** because it is formed of **two parts**. The first part is the **auxiliary verb "estar"** (to be) and the second part is formed by the **gerund**. A **gerund**, in English, is the form of a verb ending with **-ing**.

Example sentences.

I was drinking tea – **estaba bebiendo té.**

↑ ↑ ↑ ↑
av g av g

He was winning – **estaba ganando.**

↑ ↑ ↑ ↑
av g av g

Part 1: The auxiliary verb.

estaba	→	I am
estabas	→	you are
estaba	→	he or she is
estábamos	→	we are
estabais	→	you all are
estaban	→	they are

Part 2: The gerund.

For verbs ending with **-ar** remove the ending and replace with **-ando**.

pensar (to think) → **pensando** (thinking)
estudiar (to study) → **estudiando** (studying)

For verbs ending with **-er** and **-ir** remove the ending and replace with **-iendo**.

ocurrir (to happen) → **ocurriendo** (happening)
subir (to upload) → **subiendo** (uploading)

To accurately form this tense we add the first and second parts so **"estaba subiendo"** would be "I was uploading". Let's now practise on the right. Refer back to this box if you need to.

Exercise 62: Conjugate the verbs into the imperfect continuous tense.

1. If **aprender** means **to learn** then I was learning is:
estaba aprendiendo
2. If **enviar** means **to send** then he was sending is:
3. If **mirar** means **to watch** then I was watching is:
4. If **votar** means **to vote** then she was voting is:
5. If **temer** means **to fear** then we were fearing is:
6. If **tratar** means **to try** then they were trying is:
7. If **ver** means **to see** then you all were seeing is:
8. If **pasar** means **to spend** then I was spending is:
9. If **sufrir** means **to suffer** then we were suffering is:
10. If **elegir** means **to choose** then I was choosing is:
11. If **volar** means **to fly** then you all were flying is:
12. If **bostezar** means **to yawn** then I was yawning is:
13. If **llorar** means **to weep** then he was weeping is:
14. If **mirar** means **to watch** then he was watching is:
15. If **llamar** means **to call** then she was calling is:

Morphology: augmentatives.

An **augmentative adjective** is used to add **size** and **intensity** and they typically end with **-ón/ona, -azo/aza**. These are the opposite of **diminutives**.

tazón	→	<i>a big cup</i>
golazo	→	.....
sillón	→	.....
cucharón	→	.....

Imperfect continuous time phrases.

Okay, this is definitely the last time we see more time phrases. It's important that we trigger our usage of the **imperfect continuous** tense with an appropriate **time expression**. On the right you'll find a list of handy time phrases to use. This tense is very rare at GCSE level so well done if you manage to use it!

Time phrases:

el otro día	→	currently
antes	→	before
hace + duration	→	duration + ago
entonces	→	then
en el pasado	→	in the past
en aquel momento	→	in that moment
anteriormente	→	previously

The imperfect continuous used in conjunction with the preterite.

As you read earlier on in this workbook the **imperfect** and **preterite** can be used **together** in the same sentence where the preterite tense verb **interrupts** the imperfect tense verb, usually in this sentence you'll see the word "**cuando**" which means "**when**". This rule applies again to the imperfect continuous. See the examples below.

Yo estaba conduciendo cuando llamaste. → I was driving when you called.

↑ ↑
imperfect continuous preterite

Estaban trabajando cuando **llegó** el jefe. → They were working when the boss arrived.

↑ ↑
imperfect continuous preterite

Exercise 63: Translate the sentences from English into Spanish which all contain an **imperfect continuous** action being interrupted by a **preterite tense verb**. Verb phrases are given in **bold**.

1. I was reading a book (**leer un libro**) when the phone rang (**sonar el teléfono**).
Estaba leyendo un libro cuando sonó el teléfono.
2. We were walking (**caminar**) through the park when it started to rain (**comenzar a llover**).
3. You were eating (**comer**) when your mum arrived home (**llegar a casa**).
4. I was studying (**estudiar**) when my sister interrupted (**interrumpir**).
5. I was playing football (**jugar al fútbol**) when the referee (**árbitro**) blew the whistle (**soplar el silbato**).
6. He was swimming in the sea (**nadar en el mar**) when he saw a dolphin (**ver un delfín**).
7. They were listening to music (**escuchar la música**) when Isabella entered (**entrar**).
8. I was going down the stairs (**bajar las escaleras**) when I fell over (**caerse**).

The correct usage of "ser"

To be or not to be?

In Spanish there are two different verbs for the English "to be" which are "ser" and "estar". There are **strict rules** for when you should use one and not the other. On this page we will focus on the verb "ser", the rules which govern its usage and how it **conjugates** in the **present**, **past** and **future**.

Present tense.

soy	→	I am
eres	→	you are
es	→	he or she is
somos	→	we are
sois	→	you all are
son	→	they are

Preterite tense.

fui	→	I was
fuiste	→	you were
fue	→	he/she was
fuimos	→	we were
fuisteis	→	you all were
fueron	→	they were

Future tense.

seré	→	I will be
serás	→	you will be
será	→	he/she will be
seremos	→	we will be
seréis	→	you all will be
serán	→	they will be

A helpful acronym.

Acronyms can be good aide-memoires. To remind us of when to use **ser** and not **estar** we can use the acronym **DOCTOR**.

D	→	Description
O	→	Occupation
C	→	Characteristic
T	→	Time/Date
O	→	Origin
R	→	Relationship

doubly irregular

If you think it's difficult learning how to use the verb "to be" in Spanish then re-read the English conjugations. It's irregular in both languages!

Exercise 64: For each sentence **highlight** the form of the verb **ser** and explain why it has been used using the **DOCTOR** acronym.

1. Mi madre **es** profesora de inglés.
Occupation.
2. Mi mejor amigo **es** de Colombia.
3. El libro que estoy leyendo **es** muy antiguo.
4. **Es** mi casa.
5. Yo soy abogada y trabajo en una oficina.
6. Mi padre **es** muy inteligente y mi madre **es** muy amable.
7. Hoy **es** martes.
8. Son las dos de la tarde.

Morphology: collective nouns.

A **collective noun** is a singular noun which refers to a **collection of things**. When a **collective noun** is followed by a **verb** the **verb** has to be **conjugated** in the **3rd person singular (he/she/it)**.

Spanish word		English meaning	Spanish word		English meaning
la familia	→	<i>family</i>	la gente	→	.....
el grupo	→	.....	la clase	→	.....
el equipo	→	.....	una serie	→	.....

Do you know what **1st**, **2nd** and **3rd person** mean?

The correct usage of "estar"

Present tense.

estoy	→	I am
estás	→	you are
está	→	he or she is
estamos	→	we are
estáis	→	you all are
están	→	they are

Preterite tense.

estuve	→	I was
estuviste	→	you were
estuvo	→	he/she was
estuvimos	→	we were
estuvisteis	→	you all were
estuvieron	→	they were

Future tense.

estaré	→	I will be
estarás	→	you will be
estará	→	he/she will be
estaremos	→	we will be
estaréis	→	you all will be
estarán	→	they will be

A helpful acronym.

Acronyms can be good aide-memoires. To remind us of when to use **estar** and not **ser** we can use the acronym **PLACE**.

P	→	Position
L	→	Location
A	→	Action
C	→	Condition
E	→	Emotion

Also use **estar** to describe **temporary states** like in the example below or **the tastes of food!**

a minefield.

What would be the difference between saying "**eres muy guapo**" and "**hoy estás muy guapo**"? Would you be offended if this was said to you?

Exercise 65: For each sentence highlight the form of the verb **estar** and explain why it has been used using the **PLACE** acronym.

1. **Estoy** muy bien.
Emotion.
2. El té **está** muy caliente.
3. Mis libros **están** en el colegio.
4. En la foto veo un hombre que **está** trabajando.
5. Hoy **estoy** enfermo y no voy a ir al colegio.
6. Hoy mi padre **está** de mala leche.
7. Mi hermano **está** nervioso hoy.
8. Mi familia **está** en el restaurante pero yo **estoy** en casa.
9. El perro **está** jugando en el parque.

Exercise 66: Let's now have a look at **ser** and **estar** in a bigger text and in more than one tense rather than in isolation and only in the present. Highlight the **ser** verbs one colour and the **estar** verbs another.

Mi nombre es Ana y soy estudiante de medicina. Estoy muy emocionada porque hoy tuve mi primera clase práctica en el hospital. El doctor García fue muy amable y me explicó todo. Estaba un poco nerviosa al principio, pero pronto me sentí cómoda en el ambiente hospitalario. Mi compañera de clase, Laura, también estaba allí. Ella es muy inteligente y siempre está dispuesta a ayudar. Después de la clase, estuvimos en la cafetería del hospital. El café estaba delicioso y el ambiente era muy agradable. Estoy segura de que seremos grandes médicas en el futuro. Estar en el hospital me hace sentir feliz y sé que es el lugar donde quiero estar.

The correct usage of "por"

Por and para

There are also two words for "for" in Spanish. This can cause some confusion but once again there are some guidelines we can follow to help us select the correct one.

When to use "por"?

• because of/due to	→	No quiero hablar por los nervios.
• around/along/over there	→	Voy a viajar por España.
• duration of time	→	Voy a ir por tres semanas.
• thanks for (receiving something)	→	Gracias por el regalo.
• sorry for	→	Lo siento por llegar tarde .
• motivation/out of	→	Lo hago por interés.
• money/exchange	→	Compré el libro por €20.
• to replace "per"	→	Hago la natación tres veces por semana.
• about (asking about something)	→	Karen siempre pregunta por el jefe.
• to be in favour with "estar"	→	Mi amigo está por los derechos de los animales .

Exercise 67: Translate the following sentences which all contain "por" and explain why "por" has been used for each one using the descriptions above.

1. Toco la guitarra por interés.
2. ¿Hay una librería por aquí?
3. Mi madre compró las entradas para ver George Ezra en Chepstow por €110.
4. Muchas gracias por tu ayuda.
5. Te doy este libro por el tuyo.
6. Saka falló el penalti más importante por la presión.
7. El equipo va a hacer un recorrido (a tour) por Asia en el verano.
8. Tengo que entrenarme cuatro veces por semana.

durante

When you can use "during" in English the likelihood is you can use "durante" in Spanish. This denotes the duration something has lasted or will last. It can even sometimes replace the word "for" such as in the example below.

durante muchos años (for many years)

Morphology: morphological families.

Words which share a common **root word** belong to the same **morphological family**. The English word flower is related to florist, flourish, flourishing, flowered etc. The same happens in Spanish with una flor, florecer, florista etc. **Use a dictionary** to find words in the same morphological family as "cocinar" (to cook).

cocinar

The correct usage of "para"

Por and para

There are many books about "por" and "para" but hopefully these two pages will suffice in clarifying when to use one and not the other. Check below for the rules of when to use "para" in a sentence.

When to use "para"?

- | | | |
|---|---|--|
| • to define who a recipient is | → | Este regalo es para mi amigo. |
| • to replace "in order to" + infinitive | → | Practico para mejorar. |
| • deadlines | → | Tienes que hacer los deberes para el viernes. |
| • direction of travel | → | Vamos para Chepstow. |
| • purpose or intention | → | Voy a comprar arroz para elaborar una paella. |
| • at all/absolutely not | → | No me gustan las gambas para nada. |
| • to not be in the mood for something | → | Hoy no estoy para bromas. |

Exercise 68: Translate the following sentences which all contain "para" and explain why "para" has been used for each one using the descriptions above.

1. El estudiante repasa sus apuntes **para** sacar buenas notas.
2. Ella fue a España el año pasado y **para** ella fue una experiencia inolvidable.
3. Tienes que probar el jamón ibérico **para** aprovechar de la riqueza gastronómica española.
4. Estoy muy ocupado porque **para** el lunes tengo que hacer mis deberes de ciencias.
5. James Ward Prowse practica mucho **para** mejorar su técnica.
6. ¿**Para** quién es?
7. Los estudiantes asistieron al Senedd **para** representar el colegio.
8. El profesor no está **para** excusas.

Exercise 69: Let's now have a look at **por** and **para** in a bigger text rather than in isolated sentences. Highlight instances of **por** and **para** and write between the lines why each was used.

Tomás tenía un objetivo: quería aprender a tocar la guitarra para tocar en un concierto. Practicaba por horas todos los días para lograr su sueño de ser un gran músico. Un día, Tomás recibió un mensaje con una invitación para una audición en una banda bien conocida. La audición sería para el próximo sábado. El día de la audición, Tomás se preparó y fue para el lugar indicado. Tocó la guitarra con pasión y fue seleccionado. Estaba muy contento por haber logrado su objetivo.

Asking questions

When to ask questions?

You're most likely going to ask a question in the **conversation** part of the **speaking exam**. "Asking questions" itself isn't written on the course specification but "**interrogatives**" is and so is "**interrogative forms of verbs**" (forming questions using verbs in the 2nd person). If you want to go **beyond the obvious** "¿y tú?" (more on **usted** later) you will ask a question using a verb, an interrogative or both.

Interrogative structures.

If it helps you to remember then think of an **interrogation** when you see the word "**interrogative**". These are **small words** which we use to start questions with. The **most common** ones are:

¿qué?	→	what?
¿quién?	→	who?
¿cómo?	→	how?
¿cuándo?	→	when?
¿dónde?	→	where?
¿cuál?	→	which one/what?
¿adónde?	→	to where?
¿por qué?	→	why?
¿cuánto?	→	how much?

how much or many

"**Cuánto**" which means "how much/many" is an **interrogative adjective** so must agree with the noun it is modifying in gender and number.

¿Cuántos gatos tienes?

(How many cats do you have?)

¿Cuánta *gente hay?

(How many people are there?)

Example sentences.

What do you study? → ¿Qué estudias?

Where do you live? → ¿Dónde vives?

*Remember that "**la gente**" is a collective noun and always takes 3rd person singular verbs and feminine adjectives.

The interrogative form of verbs.

As well using the interrogatives above to ask questions we can be more direct by using a **verb** in the 2nd or 3rd person which typically forms a "**do you**" style question in English.

¿Juegas al fútbol? → Do you play football?

¿Tocas la guitarra? → Do you play the guitar?

Morphology: nouns ending with -ción.

Nouns ending with **-ción** in Spanish are always **feminine**. The **-ción** suffix is similar to the **-tion** suffix used commonly in English. Translate the nouns below which all end with **-ción**.

Spanish word	English meaning	Spanish word	English meaning
la intención	→ <i>intention</i>	la relación	→
la acción	→	la sección	→
la audición	→	la infección	→

What other words ending with **-tion** can you think of in English?

Opinion phrases and questions.

If you're wanting to ask somebody's opinion about something you can do this by using any of the **opinion phrases** from page 11. All that is required is to change the "me" to a "te" (for the tú form) or a "le" for he/she or if you want to be **polite** to your teacher, an **adult** or a **stranger**.

If asking an opinion about a **plural noun** verbs like "gusta" in opinion phrases like "te gusta" must change to "gustan". This is the same for all other opinion phrases starting with "me" in the first person.

Noun opinions.

Do you like Marmite?	→	¿Te gusta el Marmite?	If I wanted to change the register and add a sense of formality or politeness here I could change "te" to "le".
Do you like cats?	→	¿Te gustan los gatos?	
Are you interested in music?	→	¿Te interesa la música?	

Verb opinions.

Do you like reading?	→	¿Te gusta leer?	"me" is for I, "te" is for you, "le" is for he, she or you formal, "nos" is for we, "os" is for you all and "les" is for them.
Does he like studying?	→	¿Le gusta estudiar?	
Do you like working?	→	¿Te gusta trabajar?	

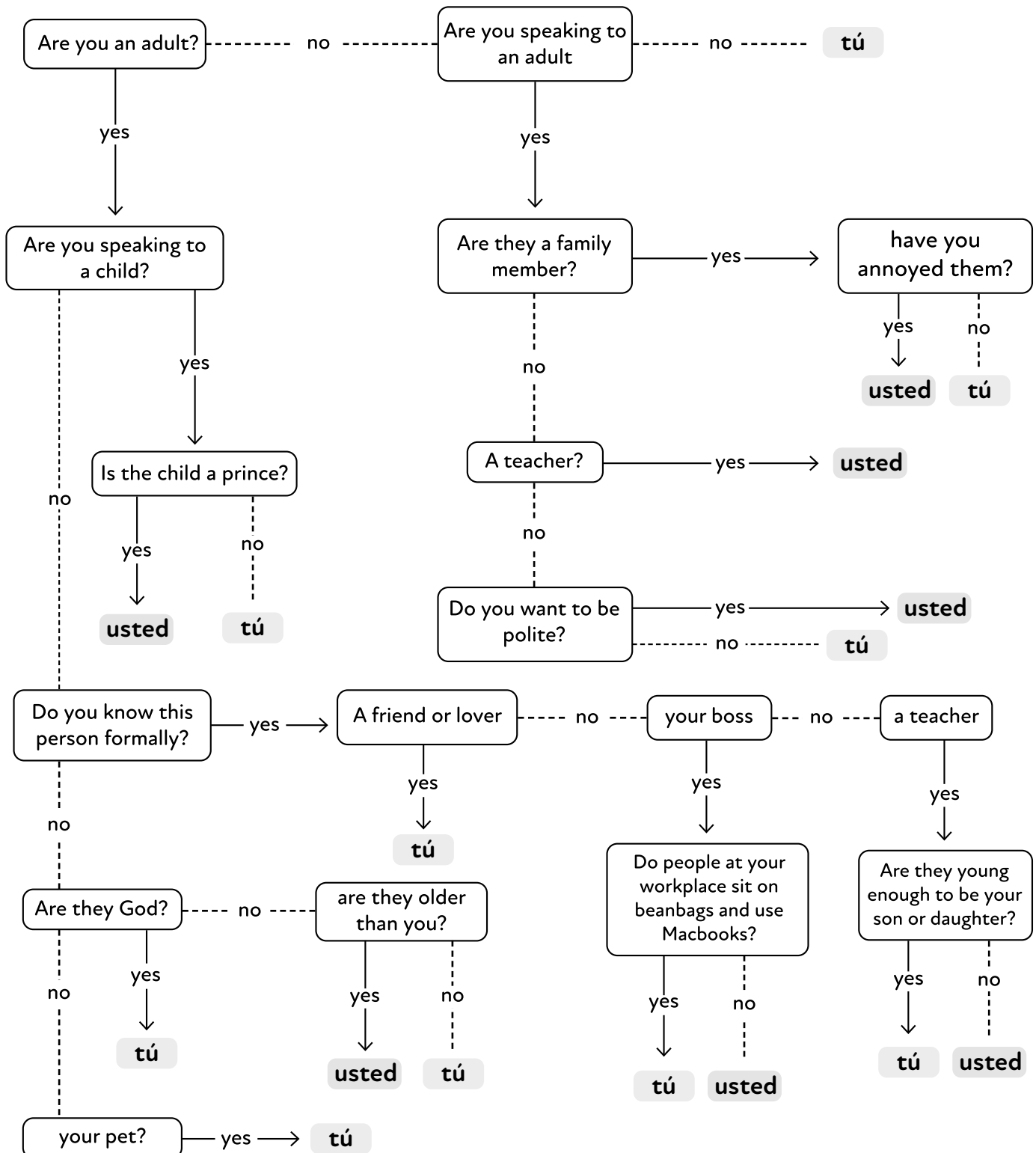
Exercise 70: Translate these common questions asked of smart speakers, which all contain an **interrogative** (1-11) or an **interrogative verb** (12-22), from Spanish into **English**.

- | | |
|---|--|
| 1. Alexa, ¿cuándo abre el Mercadona?
<i>Alexa, when does Mercadona open?</i> | 12. Alexa, ¿tú duermes? |
| 2. Alexa, ¿qué restaurantes hay en Chepstow? | 13. Alexa, ¿crees en fantasmas? |
| 3. Alexa, ¿dónde hay una farmacia? | 14. Alexa, ¿existen los extraterrestres? |
| 4. Alexa, ¿a qué hora abre la piscina? | 15. Alexa, ¿conoces a Siri? |
| 5. Alexa, ¿qué tiempo hace hoy? | 16. Alexa, ¿eres un robot? |
| 6. Alexa, ¿qué hora es? | 17. Alexa, ¿eres Skynet? |
| 7. Alexa, ¿cuáles son las tres leyes de la robótica? | 18. Alexa, ¿tienes mascotas? |
| 8. Alexa, ¿qué fue primero el huevo o la gallina? | 19. Alexa, ¿quieres ser mi novia? |
| 9. Alexa, ¿cuál es el significado de la vida? | 20. Alexa, ¿puedes hacer beatbox? |
| 10. Alexa, ¿cuál es tu color favorito? | 21. Alexa, ¿eres inteligente? |
| 11. Alexa, ¿cuántos años tienes? | 22. Alexa, ¿siempre escuchas? |

Usted and tú

What's the difference between "usted" and "tú"?

There are different modes of address in Spanish. You can address somebody in the 2nd person (**tú**) or the 3rd person (**usted**). The **tú** form is often used with **friends**, **people your age** and people you're **very familiar** (on first name terms) with, while **usted** is reserved for **formal situations** and is way to be **polite** and show **respect** towards others based on their age or the relationship you have with them. Choosing one or the other is more nuanced than the flow chart below suggests but it's a good start!



Exercise 71: Would you address the following in the **tú (tú)**, **usted (ud)** form or either (**e**)?

- | | | |
|--|--|---|
| <input type="radio"/> tu hermano menor | <input type="radio"/> un camarero joven | <input type="radio"/> Dios |
| <input type="radio"/> tu abuela | <input type="radio"/> el Rey Charles | <input type="radio"/> *alguien que respetas |
| <input type="radio"/> tu vecina vieja | <input type="radio"/> el Príncipe George | <input type="radio"/> un animal (no tu mascota) |
| <input type="radio"/> tu gato | <input type="radio"/> un bebé | <input type="radio"/> la madre de tu amigo |
| <input type="radio"/> tu profesor | <input type="radio"/> tu novio/a | <input type="radio"/> tu bisabuelo |
| <input type="radio"/> tu mejor amigo | <input type="radio"/> tu perro | <input type="radio"/> tu hermana mayor |
| <input type="radio"/> tu jefe | <input type="radio"/> tus tíos | <input type="radio"/> la cocinera de la escuela |
| <input type="radio"/> el/la director/a del colegio | <input type="radio"/> tus padres | <input type="radio"/> el primer ministro |

Exercise 72: Conjugate these verbs into the **2nd (tú)** or **3rd person (ud)** in the present simple tense to form the interrogative form of a verb. Irregular target conjugations are marked with an asterisk.

- | | | |
|-----------------|--------------------|-------------------|
| 1. Salir (tú) | 10. *Pensar (tú) | 19. *Ir (tú) |
| 2. Hablar (ud) | 11. Permitir (ud) | 20. *Ir (ud) |
| 3. Poner (tú) | 12. *Querer (tú) | 21. Pasar (tú) |
| 4. *Seguir (ud) | 13. Esperar (ud) | 22. Creer (tú) |
| 5. Llevar (tú) | 14. Estar (tú) | 23. Dar (ud) |
| 6. Buscar (tú) | 15. Saber (ud) | 24. Entender (tú) |
| 7. *Tener (ud) | 16. Llegar (tú) | 25. Hablar (tú) |
| 8. *Ser (ud) | 17. *Poder (tú) | 26. *Poder (ud) |
| 9. Visitar (tú) | 18. Disfrutar (ud) | 27. Gastar (tú) |

The present subjunctive

Present subjunctive conjugations.

If you can **conjugate** a verb in the present simple then you will be fine with the conjugations for the **present subjunctive**.

Understanding **when to use** the subjunctive will be a challenge but we will use the acronym **WOOP** to guide us. Over the next few pages we will look at certain **conditions** which **trigger** the present subjunctive. We will fire off the present subjunctive with the regular conjugation patterns below (you will find yourself coming back to this page to review them!) Any **irregular verbs** on the following pages are marked with an asterisk.

Once again, the verb you are planning to use in the present subjunctive **must agree** with its **subject**. To begin with we're going to **remove** the **-ar, -er or -ir** ending and add:

Verbs ending with -ar.

yo	→	-e
tú	→	-es
él/ella/usted	→	-e
nosotros	→	-emos
vosotros	→	-éis
ellos/ellas	→	-en

Verbs ending with -er and -ir.

yo	→	-a
tú	→	-as
él/ella/usted	→	-a
nosotros	→	-amos
vosotros	→	-áis
ellos/ellas	→	-an

Exercise 73: Conjugate the verbs into the **present subjunctive** using the table for support. Irregular verbs are marked with an **asterisk**.

1. If **reciclar** means **to recycle** then **you recycle** is:
recicles
2. If **estudiar** means **to study** then **we study** is:
3. If ***tener** means **to have** then **I have** is:
4. If **visitar** means **to visit** then **she visits** is:
5. If ***ir** means **to go** then **they go** is:
6. If ***saber** means **to know** then **I know** is:
7. If ***hacer** means **to do** then **I do** is:
8. If **prestar** means **to lend** then **you lend** is:
9. If **leer** means **to read** then **he reads** is:
10. If **mirar** means **to watch** then **they watch** is:
11. If **trabajar** means **to work** then **we work** is:
12. If **celebrar** means **to celebrate** then **I celebrate** is:
13. If ***ser** means **to be** then **I am** is:
14. If **intentar** means **to try** then **you try** is:
15. If **correr** means **to run** then **you all run** is:

Common irregulars.

Some **very important** high-frequency verbs are **irregular** and don't follow the pattern above. On the right you'll see them in the infinitive form and then the new form in the **present subjunctive 1st person**.

infinitive		pres. sub	infinitive		pres. sub
tener	→	tenga	ser	→	sea
hacer	→	haga	ir	→	vaya
salir	→	salga	saber	→	sepa
poner	→	ponga	decir	→	diga
poder	→	pueda	estar	→	esté
haber	→	haya	venir	→	venga

WOOP.

We are going to use the acronym **WOOP** to help us remember when to use the present subjunctive. It stands for **wishes, opinions, obligations** and **possibilities**. This is a variation of the WOOPA acronym recommended by Gordan and Cynthia from **Lightspeed Spanish**. The only 3rd party recommendation I will make in this workbook is that, if you're still confused after reading the following section on the subjunctive, then go and buy *Demystifying the Spanish Subjunctive* and subscribe to Lightspeed Spanish on Youtube! It will do the world of good for your Spanish!

WOOP - Wishes.

When **wishing** or **hoping** for something to happen we have to use the **present subjunctive** in Spanish. The word "**que**" meaning "**that**" will be pivotal as typically **the following conjugated verb** will be **subjunctive**. There is one side note though. If the subject is wishing something for themselves this does not require the subjunctive but rather an **infinitive verb**.

Espero que **celebres**. → I hope (that) **you celebrate**.

Espero ser futbolista. → I hope to become a footballer.

Wishing subjunctive starters

espero que + subjunctive → I hope that

deseo que + subjunctive → I wish that

esperar (to hope)

espero	→	I hope
esperas	→	you hope
espera	→	s/he hopes
esperamos	→	we hope
esperáis	→	you hope
esperán	→	they hope

Exercise 74: We are now going to combine the **present subjunctive conjugation patterns** from the previous page with the **wishing condition above**. Be careful as some of the following translations into Spanish will not require the subjunctive as the subject is wishing something for themselves.

1. El público espera que el político diga la verdad.
2. Espero que mi madre descanse un poco.
3. La profesora espera que sus estudiantes entiendan la lección.
4. El estudiante espera nunca ver el subjuntivo en su vida.
5. I hope to go to (ir a) Madrid next week.
6. My teacher hopes that I study (**estudiar**) in order to pass (**aprobar**) the exam.
7. The parents hope that their children read (**leer**) in school.
8. The parents hope the baby doesn't cry (**llorar**) tonight.

WOOP - Opinion triggers.

The first "o" stands for **opinions**. It's important to note that the following opinion phrases are all followed by the word "**que**" which means "that". If you are giving a regular opinion such as "I like Spanish" this would not trigger the subjunctive however "I like that Spanish is useful" would!

What does an opinion trigger look like?

We will look at two different types of **opinion structures** which trigger the **present subjunctive**.

es + adjective + que + subjunctive verb

The structure above can be used to give a **positive** or **negative** opinion about anything. You can place **any adjective** in the structure and **any verb**. Although the examples below start with "**es**" for "it is" there is the option to use "**qué**" instead which in this context would mean "**how**".

Es **bueno** que **sea** fácil. → It's good that it's easy.
 ↑ ↑
 adj sub

Es **malo** que **no reciclemos**. → It's bad that we don't recycle.
 ↑ ↑
 adj sub

Exercise 75: Let's practise forming the opinion structure which triggers the subjunctive. Re-read the box above for support if you need to.

1. If **interesante** means **interesting** then "it's interesting that" would be:
2. If **mejor** means **best** then "it's best that" would be:
3. If **malo** means **bad** then "how bad that" would be:
4. If **fantástico** means **fantastic** then "it's fantastic that" would be:

Exercise 76: We're now going to add a verb in the **present subjunctive** to the end of our subjunctive trigger. You'll be conjugating verbs according to the conjugation patterns from a few pages ago.

1. If **interesante** means **interesting** then "it's interesting that they speak (hablar)" would be:
2. If **mejor** means **best** then "it's best that you ignore (ignorar)" would be:
3. If **malo** means **bad** then "how bad that they don't wear uniform (llevar uniforme)" would be:
4. If **fantástico** means **fantastic** then "it's fantastic that we're winning (ganar)" would be:

Opinion phrases + que.

Another way to use the subjunctive when giving an opinion is to use an **opinion phrase** followed by "que" (that) followed by a **present subjunctive** verb.

Me interesa que digas eso. → It interests me that you say that.
↑ ↑
opinion phrase sub

Me encanta que hablemos a menudo. → I love that we speak often.
↑ ↑
opinion phrase sub

Exercise 77: Colour code the subjunctive opinion phrases which all include the word "que" (that).

me gusta que	le impresiona que	he/she prefers that	le encanta que
odio que	I love that	it winds them up that	they like that
te gusta que	les gusta que	I can't stand that	do you like that
it impresses him that	no soporto que	I hate that	it worries me that
prefiere que	me preocupa que	nos gusta que	I like that
me interesa que	me encanta que	it interests me that	it's annoying that
les enloquece que	molesta que	we like that	he/she loves that

Exercise 78: Translate the following sentences starting from Spanish to English and then English to Spanish. Verbs and verb phrases are provided for you in **bold**.

1. Me gusta mucho que estudiemos la educación física.
2. A los padres les enloquece que el uniforme sea tan (so) caro.
3. No soporto que uses las redes sociales todo el tiempo.
4. He prefers that his parents buy (**comprar**) pizza.
5. They like that the waiter speaks English and Spanish (**hablar**).
6. They love that the house has (***tener**) a swimming pool.
7. He is impressed that the students read so much (**leer tanto**).

WOOP - Obligation triggers.

Next up is the second "o" which stands for "obligations".

What is an obligation trigger?

If somebody **modifies their behaviour**, **does something** or **changes the way they do something** as a result of an **instruction**, **demand** or **request** from **another party** then the **present subjunctive** is used. These are called **obligation triggers** as somebody is being obliged to do something by somebody else. Similar to the opinions section there are two sub-categories of obligation structures which we will explore in more detail below.

Es + adjective of obligation + que + subjunctive verb

The same structure that we saw two pages ago with the first of the two opinion triggers can be reused to form an **obligation trigger**. Below you'll see some **common adjectives** denoting **obligation** and some example sentence.

Es **esencial** que lo **hagas** lo antes posible. → It's **essential** that you **do** it as soon as possible.

Es **importante** que **leas** la información → It's **important** that you **read** the information.

Obligation adjectives

esencial	→	essential	preferible	→	preferable
necesario	→	necessary	aconsejable	→	advisable
importante	→	important			
preciso	→	essential			
vital	→	vital			
imprescindible	→	essential			

Obligation verb phrase + que + subjunctive

As well as adjectives we can also ask somebody to do something using a **verb** followed by "que" (that). Remember that if somebody **does something** as a result of a **request** (be it **polite** or more of an **order/demand**) then you must use the **present subjunctive**.

Quiero que **vayas** a Mercadona. → I want you to go to Mercadona.

Prefiero que **hablemos** de eso después → I prefer that we speak about that afterwards.

Obligation verbs

pedir que	→	to request that	sugerir que	→	to suggest that
recomendar que	→	to recommend that	aconsejar que	→	to advise that
querer que	→	to want that	insistir en que	→	to insist on
preferir que	→	to prefer that	mandar que	→	to demand that

Exercise 79: Translate the sentences below and state for each one whether the sentence contains an **obligation** or **opinion** trigger. Begin from Spanish into English and then from English into Spanish.

1. Es aconsejable que lleves gafas de sol.
2. A mis amigos y yo nos gusta que haya nuevos libros en la biblioteca.
3. La directora del colegio prohíbe que los chicos fumen (**to smoke**) en el lavabo.
4. A los clientes les encanta que el café sea buenísimo y bastante barato.
5. Mi amigo quiere que salgamos (**to go out**) esta noche.
6. El alcalde (**mayor**) pide que los ciudadanos cuiden (**to look after**) de los espacios verdes.
7. Es preocupante que haya muchas personas sin techo en Madrid.
8. El profesor manda que los estudiantes no saquen fotos en el museo.
9. I think it's best that we listen (**escuchar**).
10. The father advises that his son takes off (**quitar**) the watch (**el reloj**).
11. The owner (**dueño/a**) demands that they leave (***salir**) now.
12. The teachers advise that the students don't spend their money (**gastar dinero**) on sweets.
13. The lawyer (**el abogadoss**) dislikes that his client doesn't tell the truth (***decir la verdad**).
14. It's necessary that we spend time (**pasar tiempo**) with them.
15. The tourists are fascinated that the building (**el edificio**) is so beautiful.
16. The lady loves that her grandchildren (**sus nietos**) are so polite (**educado**).

Subjunctive set phrases.

¡Viva!	→	long live/hurrah
¡Dígame!	→	tell me
Aunque sea duro	→	although it's difficult
Ojalá hubiera más	→	I wish there were more
Para que sepas	→	so that you know
Sea como sea	→	either way

The subjunctive has a reputation for being quite tricky but we can employ **set phrases** to help us include it in our writing and speech. See the **speaking tool kit** at the end of this booklet for an **A* lifeline** in the **speaking exam**.

WOOP - Possibility triggers.

The subjunctive is commonly associated with the expression of **doubt** or **possibility**. Similar to opinions and obligations there are two different structures we can use to express these.

What is a possibility trigger?

If **doubt** exists then the **subjunctive mood** is used. Conversely, if **certainty** or **truth** exist then the **indicative mood** is used. Have a look at example sentence one below in which the existence of doubt fires off the subjunctive, then read example sentence two where absolute truth leads to the indicative mood.

1. Es **improbable** que **sepa** español. → It's **unlikely** that he **knows** Spanish.

2. Es **verdad** que **sabe** español. → It's **true** that he **knows** Spanish.

Es + adjective of possibility + que + subjunctive verb

We've seen this structure two times already so hopefully you're used to it by now. Below you'll see some **common adjectives** denoting **possibility** to complement it.

Possibility adjectives

posible	→	possible
imposible	→	impossible
probable	→	likely
improbable	→	unlikely
dudoso	→	doubtful
incierto	→	uncertain

Absolute certainty.

If you're certain that something is **true** then the subjunctive is **not needed**. If there is any doubt in your mind about something then it's best to use it!

Possibility verb phrase + que + subjunctive

Similar to the other two triggers **possibility** and **doubt** can be expressed using a **verb** followed by "que" (that) and a present subjunctive verb.

Possibility verbs

no pensar que	→	to not think that
no creer que	→	to not believe that
dudar que	→	to doubt that
no estar seguro que	→	to not be sure that
no suponer que	→	to not suppose that

Pensar and creer.

Verbs which follow "**pensar**" (to think) and "**creer**" (to believe) typically take the indicative but the inclusion of a "**no**" fires off the subjunctive.

No creo que **esté** por aquí. → I don't believe it's (located) around here.

Creo que **está** por aquí → I believe it's (located) around here.

Exercise 80: Translate the sentences below and state for each one whether the sentence contains a **wish**, **obligation**, **opinion** or **possibility** trigger. Begin from Spanish into English and then from English into Spanish. Verb phrases and some nouns are given in **bold**.

1. Dudo que mi amigo vaya a llegar a tiempo porque siempre llega tarde.
2. Quiero que limpies tu habitación antes de salir.
3. Me gusta que podamos comer lo que queremos.
4. El ministro recomienda que usemos más la energía renovable.
5. Es imprescindible que hagamos algo para proteger el medio ambiente.
6. El entrenador insiste en que yo haga ejercicio todos los días.
7. Me gusta que el hotel esté al lado de la playa con vistas del mar.
8. Es posible que en Madrid desayunemos churros con chocolate en San Ginés.
9. I hope that you enjoy (**disfrutar**) Machu Pichu.
10. I recommend that you visit (**visitar**) Patagonia! There they speak Welsh and Spanish!
11. It's likely that the locals (**los lugareños**) don't speak (**hablar**) English.
12. I don't believe it's (**ser**) a good idea to go (**ir**) with all your money.
13. I insist that you go (***ir**) to the bullring (**la plaza de toros**) with me.
14. It's important that you don't believe (**creer**) in the stereotypes (**estereotipos**).
15. I don't think it's (**ser**) necessary to watch (**ver**) a football match (**un partido de fútbol**).

"Quizás" (perhaps) and "Para que" (so that).

"Quizá/s" (perhaps/maybe) can be used with the present indicative and the present subjunctive. When used with the former the idea that something is **more likely** to happen comes across whereas with the latter it becomes clear that something is **less likely** to happen.

"Para que" means "so that" and merits some attention as it's mentioned on the specification grammar list.

Ahorro dinero **para que** podamos ir de vacaciones.
(I save money so that we can go on holiday).

Limpio **para que** la casa no esté sucia.
(I clean so the house isn't dirty).

A present subjunctive trigger that you already know!

"Cuando" (when) is a **subjunctive trigger** when referring to a future event but be careful, if you're ever referring to a **habitual action** or **routine event** then it's not a trigger! It's also not a trigger when used as an interrogative to find out when (date and time) somebody is going to do something.

Cuando voy a Monmouth siempre tomo un café. → When I go to Monmouth I always have a coffee.

↑
habitual event

Cuando llegues tienes que llamarme. → When you arrive you have to call me.

↑
future event

Exercise 81: Translate the sentences below, all containing the word "cuando" (when), from English into Spanish. If you get the feeling that a sentence is referring to a **habitual action** then you **don't** need to use the present subjunctive. Some sentences may include a WOOP present subjunctive trigger as well.

1. When I visit (**visitar**) my parents my dad always makes (**elaborar**) a curry.
2. When you finish (**terminar**) the book we can discuss (**discutir**) it.
3. When I go on holiday (**ir de vacaciones**) we always go (***ir**) to the same (**mismo**) restaurant.
4. When the train leaves (***salir**) I'm going to do (**trabajar**) a little work.
5. When the sun sets (**ponerse el sol**) we have dinner (**cenar**) in the garden.
6. When the baby cries (**llorar**) I recommend that you play music (***poner música**).
7. When we arrive (***llegar**) to the beach we're going to look for (**buscar**) a bar.
8. I practise (**practicar**) for when the time comes (**llegar el momento**).
9. When you go (***ir**) to the pharmacy can you get (**recoger**) cough syrup (**el jarabe para la tos**)?
10. When he enters (**entrar**) the waiter already knows (**saber**) his order (**su pedido**).
11. When you have (***tener**) free time can you do me a favour (**hacerme un favor**)?
12. When she goes to town (***ir al centro**) she always takes (**llevar**) an umbrella.
13. When you're in (**estar en**) Ramsgate next you should visit (**visitar**) the beach.

The imperfect subjunctive

Imperfect subjunctive conjugations.

The **present subjunctive** is great when referring to the present but what if we want to refer to wishes, opinions, obligations and possibilities in the **past** or even the **future**? Your GCSE exam board only expect you to have a **receptive knowledge** of this which means you can recognise it when you hear it or read it but the expectation is that you won't be able to produce it yourself.

The **imperfect subjunctive** is triggered with the same WOOP conditions we have already seen and can help us give subjunctive statements in the imperfect, preterite and conditional tenses.

present		imperfect		preterite		conditional
es esencial que	→	era esencial que	→	fue esencial que	→	sería esencial que

The imperfect subjunctive is **weird** because there are **two grammatically correct**, and different, **conjugation patterns** to choose from. Both forms for **-ar** verbs and for **-er** and **-ir** verbs are below.

Conjugation patterns.

To **100% accurately** conjugate a verb in the imperfect subjunctive the endings need to be added to the **stem** of the verb taken from the **they form** in the preterite tense. If you've got this far then you may have an intuitive sense of what those stems are but if you're unsure then for accuracy's sake it's worth checking.

Remember, if you're in year 10 or 11, **you're not expected** to be able to produce these kinds of structures yet so don't stress if you're finding it a bit much. Below is a list of the most common irregular verbs with their new stems.

-ar verbs

yo	→	-ara
tú	→	-aras
él/ella/usted	→	-ara
nosotros	→	-áramos
vosotros	→	-arais
ellos/ellas	→	-aran

-ar verbs

yo	→	-ase
tú	→	-ases
él/ella/usted	→	-ase
nosotros	→	-ásemos
vosotros	→	-aseis
ellos/ellas	→	-asen

-er and -ir verbs.

yo	→	-iera
tú	→	-ieras
él/ella/usted	→	-iera
nosotros	→	-iéramos
vosotros	→	-ierais
ellos/ellas	→	-ieran

-er and -ir verbs.

yo	→	-iese
tú	→	-ieses
él/ella/usted	→	-iese
nosotros	→	-iésemos
vosotros	→	-ieseis
ellos/ellas	→	-iesen

Common irregular stems.

All of the verbs which are irregular in the normal preterite tense are **irregular** in the imperfect subjunctive. **"Ir"** and **"ser"** need some special attention and so are conjugated in full to save confusion.

Infinitives and new stems.

tener	→	tuv
estar	→	estuv
hacer	→	hic
poder	→	pud
querer	→	quis
saber	→	sup

"Ir" and "Ser".

yo	→	fuera
tú	→	fueras
él/ella/usted	→	fuera
nosotros	→	fuéramos
vosotros	→	fuerais
ellos/ellas	→	fueran

Using "quisiera" to say "I would like".

Saying "I want" is considered a little abrupt in English when we could opt to use "I would like". The same is true in Spanish with "quiero". "Quisiera" can be used to make very polite requests. Consider the three different ways to ask the same thing below using different tenses which vary the tone.

Quiero saber lo que perdí ayer. → I want to know what I missed yesterday (present tense).

Quería saber lo que perdí ayer. → I wanted to know what I missed yesterday. (imperfect tense).

Quisiera saber lo que perdí ayer. → I would like to know what I missed yesterday (imp. sub).

Exercise 82: Change these present subjunctive sentences into the imperfect subjunctive. The target translation is in English in brackets. Remember that the trigger must be in the target tense and the present subjunctive verb needs to be converted into the imperfect subjunctive.

1. Es necesario que estudiemos (it **was** necessary that we study).
2. Es importante que reciclemos en casa (it **was** important that we recycle at home).
3. Es posible que sepa (it **was** possible that he knew).
4. Es mejor que lo compres (it **was** best that you bought it).
5. Es improbable que él llegue a tiempo (it **was** unlikely that he arrived on time).
6. El cajero quiere que paguemos (the cashier **wanted** us to pay).
7. Espero que tengas un buen día (I **hoped** that you **had** a nice day).
8. Es impresionante que Miguel toque la guitarra (it **was** impressive that Miguel played the guitar)
9. Me gusta que la educación física sea práctica (I **liked** that P.E **was** practical).
10. Es bueno que Luisa sea fuerte (it **was** good that Luisa was strong).
11. Es imprescindible que lo terminemos (it **was** essential that we finish it).

The imperative

What is the imperative?

The **imperative** is another **mood** and is used when you tell somebody to **do something** or **not do something**. If you're accustomed to telling Alexa (other smart speakers are available) to do something then you use the imperative! In this section we're going to look at **affirmative commands** (do something!) and **negative commands** (don't do something!) in the **tú** (you) form for people we are familiar with.

Affirmative tú commands.

So, you want to tell a friend, a relative, Alexa, a pet or somebody **familiar to you** (your age or below) to **do something**. It's really quite simple. All you have to do is know which **verb** you want to use and conjugate it in the **3rd person singular form of the present tense (he/she)**.

Common irregulars.

Of course there are some **irregulars**. The following eight verbs don't follow the pattern and in the **affirmative tú form** take the following form.

ser (to be)	→	sé	hacer (to do)	→	haz
ir (to go)	→	ve	decir (to say)	→	di
tener (to have)	→	ten	poner (to put)	→	pon
venir (to come)	→	ven	salir (to leave)	→	sal

¡Sé educado!	→	Be polite!	¡Hazlo!	→	Do it!
¡Di la verdad!	→	Tell the truth!	¡Habla!	→	Talk!
¡Ven aquí!	→	Come here!	¡Sal!	→	Leave!

Exercise 83: Translate these smart speaker commands, which all contain an **affirmative tú command** (in **bold**), from Spanish into English.

1. Alexa, **busca** vídeos de GothamChess en YouTube.
2. Alexa, **baja** el volumen en Fire TV.
3. Alexa, **abre** Netflix.
4. Alexa, **activa** el modo noche.
5. Alexa, **pon** una canción de Rick Astley.
6. Alexa, **pon** música relajante.
7. Alexa, **añade** "cena con amigos" a mi calendario.
8. Alexa, **pon** la alarma a las 6 a.m.
9. Alexa, **dime** mis recordatorios.
10. Alexa, **apaga** la alarma.
11. Alexa, **lee** mis notificaciones.
12. Alexa, **llama** a mi hermano.
13. Alexa, **pon** sonidos de lluvia.
14. Alexa, **busca** series españolas en Netflix.

So we've learnt how to give an affirmative command (do something!), but how do we form a negative command (don't do something!)?

Negative tú commands.

To accurately form a negative tú command we're going to **apply** our **subjunctive knowledge** (I told you you'd be going back to that page a few times) because we need to use the **present subjunctive** form of the verb in the **2nd person** (you) preceded by a negative word like "no" or "nunca" (never). In the examples below all of the highlighted verbs are **negative tú commands** and all are in the **present subjunctive**.

¡No toques eso!	→ Don't touch that!	¡Nunca fumes !	→ Never smoke !
¡No hables !	→ Don't talk !	¡Nunca hagas eso!	→ Never do that !
¡No llegues tarde!	→ Don't arrive late !	¡Nunca mientas !	→ Never lie !

Exercise 84: Translate these words of advice for prospective visitors to the La Tomatina festival in Spain.

1. ¡No lleves ropa nueva!
2. ¡No olvides gafas y gorra!
3. ¡No tires objetos duros!
4. ¡No lleves objetos de valor!

Exercise 85: Convert these school rules from their infinitive form into a **negative imperative tú command**. Do this by conjugating the main verb into the you singular form in the present subjunctive.

1. If **fumar** means **to smoke** then **don't smoke** is:
2. If **comer chicle** is **to chew gum** then **don't chew gum** is:
3. If **llevar zapatillas** is **to wear trainers** then **don't wear trainers** is:
4. If ***ser grosero** is **to be rude** then **don't be rude** is:
5. If **tirar basura** is **to litter** then **don't litter** is:
6. If **llevar joyas** is **to wear jewellery** then **don't wear jewellery** is:
7. If **correr en los pasillos** is **to run in the corridor** then **don't run in the corridor** is:

The speaking tool kit

What is the speaking tool kit?

The speaking tool kit is a list of **six functional chunks**. You will learn what each one means, what they look like in a sentence and their **applicability conditions**. After the speaking exam you will reuse them during your **writing exam**. By remembering the functional chunks you will **free up working memory space, reduce anxiety** and **gain confidence** as you know that by including the functional chunks in your work you will be including A* structures. At the same time your working memory will be freed up to apply the functional chunks, attend to new tasks such as retrieving vocabulary and problem-solve. The tool kit doesn't guarantee you the top grades but it's a big push in the right direction.

Why are there only six functional chunks?

I have selected six to **limit the demands** on your working memory which is proven to be limited. It is claimed that the information-processing capacity of young adults is around seven elements, referred to as chunks", regardless of whether the elements are digits, letters, words, or other units.

Back up a second, what is working memory?

Working memory is quite unimpressive at first glance. It has a very limited capacity – it appears to have a fixed range of five to nine items, which cannot be improved by training. We can essentially see working memory as those things that you can keep active in your mind at the same time. As much as working memory is a disappointment, long-term memory is exceptional. It has unlimited storage for unknown durations of time. It is where we store declarative (knowledge of facts) and procedural knowledge (knowledge of how we do things). (Adam Robbins, 2021).

What made me decide upon the six?

To **achieve highly** in the speaking and writing exam you not only have to **successfully refer to the past, present and future** but also use **complex structures** and give **excellent, unambiguous and justified opinions**. The six functional chunks I have selected will allow you to do this and thus help you in achieving highly. You have one year (presuming you are introduced to these at the end of year 10) to remember the functional chunks and get to grips with how to use them successfully. We will revisit them throughout the year. Each one has been **thoughtfully selected** and **serves a purpose**.

What does the speaking mark scheme say?

The role play (top band): message accurately conveyed with accurate grammatical structures.

The photocard (top band): Excellent language with a wide variety of grammatical structures, including complex structures. High level of accuracy with few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.

The speaking conversation (top band): Excellent language with a wide variety of grammatical structures, including complex structures. High level of accuracy with only a few minor errors which occur when attempting more complex structures or vocabulary. References to past, present and future events are successful.

Functional chunk 1: si pudiera, me gustaría + infinitive verb.

What does this chunk do?

To use **subject specific terminology** this chunk will see you using the **imperfect subjunctive mood**, a **conditional verb** and an **infinitive structure**. All in one!

What does it mean/is there an alternative?

"If I could, I would like to + infinitive verb" and yes, go and check the "complex if structures" box on page 42 which contains several other very complex structures.

What does it look like in a sentence?

Employment – Si pudiera, me gustaría ser un profesor porque en mi opinión es un trabajo importante.

Festivals – Si pudiera, me gustaría ir a la Tomatina porque es una fiesta increíble.

Free time and leisure – Si pudiera, me gustaría jugar al rugby porque me encanta el deporte.

Applicability conditions:

Tus planes/tu 'x' ideal/qué vas a hacer/qué harás

Functional chunk 2: es/son la leche.

What does this chunk do?

It seems simple but using these three words to **justify a positive opinion** shows that you are aware of **idiom**. Idiomatic language is always nice to read and peppered throughout a text **adds a little oomph**.

What does it mean/is there an alternative?

"It's the best" and yes, you could also say "es la pera" which means "it is amazing".

What does it look like in a sentence?

School and college studies – Estudio el arte, diría que es la leche.

Self and relationships – Me llevo muy bien con mi madre, es la leche.

Technology and social media – Siempre uso mi móvil para hablar con mis amigos, es la leche.

Applicability conditions:

Cuál es tu opinion/que piensas/justifica tu opinion/da tu opinión

What are applicability conditions?

Applicability conditions are the conditions which need to be present for you to use a given functional chunk. This is important as some functional chunks only work with references to **certain time frames**.

If you're being asked to give an **opinion** you will need to know the vocabulary for **opinión** (opinion), **justifica** (justify), **da** (give and so on). When these are present they are the **correct applicability conditions** for functional chunk two and four.

Functional chunk 3: suelo/solía + infinitive verb.

What does this chunk do?

Suelo and solía both come from the verb **soler** which means **to tend to do something**. If you find conjugating verbs into the present and imperfect tense tricky then this chunk will allow you to use both freely and save your precious **working memory for more pressing tasks**.

What does it mean/is there an alternative?

"I usually/used to + verb" and yes, you could also say "tiendo a + infinitive verb" which means "I tend to + infinitive verb".

What does it look like in a sentence?

School life – En colegio **suelo** ir a la biblioteca y leer libros.

Local areas of interest – En mi pueblo **suelo** ir al parque o visitar el castillo.

Applicability conditions:

Suelo: qué haces normalmente, normalmente.

Solía: en el pasado, cuando eras joven, antes

Functional chunk 4: me gusta que sea/n + agreeing adjective.

What does this chunk do?

To use **subject specific terminology** this functional chunk includes the **present subjunctive** in **sea/n**. It is also an opinion phrase which will force you to use a **justifying adjective**.

What does it mean/is there an alternative?

"I like that it is + adjective" and yes, you could use "es bueno que sea/n + adj" which means "it's good that it is + adjective".

What does it look like in a sentence?

Environment – **No me gusta que** los microplásticos **sean** perjudiciales a la vida marina.

Holidays – Normalmente voy de vacaciones con mi familia, **me encanta que sea** emocionante.

School and college studies – Mi mejor amigo estudia la historia y **le gusta que sea** tan interesante.

Applicability conditions:

Cuál es tu opinion/que piensas/justifica tu opinion/da tu opinión

What are applicability conditions?

Applicability conditions are the conditions which need to be present for you to use a given functional chunk. This is important as some functional chunks only work with references to **certain time frames**.

If you're being asked to give an **opinion** you will need to know the vocabulary for **opinión** (opinion), **justifica** (justify), **da** (give and so on). When these are present they are the **correct applicability conditions** for functional chunk two and four.

Functional chunk 5: cuando sea mayor, voy a + infinitive.

What does this chunk do?

On using this functional chunk you will **refer to the future** with an impressive **present subjunctive structure**. You will also use the **immediate future** with “**voy a + infinitive verb**”.

What does it mean/is there an alternative?

“**When I’m older, I’m going to + verb**” and yes, you can be more specific and say “cuando tenga 30 años + future simple verb” replacing 30 with any number to say “when I am 30 + future simple verb”.

What does it look like in a sentence?

Post-16 study – **Cuando sea mayor, voy a estudiar** la historia, el español y la biología.

Travel and transport – **Cuando sea mayor, voy a viajar** por el mundo. Si pudiera, me gustaría ir a Perú.

Employment – **Cuando sea mayor, voy a ser** médica porque me interesa mucho.

Applicability conditions:

En el futuro/cuando seas mayor/tus planes

Functional chunk 6: decidimos + infinitive verb.

What does this chunk do?

By using this chunk you will **refer to the past tense** in the 1st person plural (we). The purpose of this chunk is to show that you can change a verb into the **we form** instead of always using the 1st person.

What does it mean/is there an alternative?

“**We decided to + infinitive verb**”. I can’t think of an alternative for this one I’m afraid!

What does it look like in a sentence?

School life – Durante el recreo **decidimos ir** al comedor y comer pizza.

Environment – En casa **decidimos donar** ropa antigua y usar más el transporte público.

Food and drink – Ayer **decidimos comer** comida rápida.

Applicability conditions:

Qué hiciste/la semana pasada/recientemente

What are applicability conditions?

Applicability conditions are the conditions which need to be present for you to use a given functional chunk. This is important as some functional chunks only work with references to **certain time frames**.

If you’re being asked to give an **opinion** you will need to know the vocabulary for **opinión** (opinion), **justifica** (justify), **da** (give and so on). When these are present they are the **correct applicability conditions** for functional chunk two and four.

Answers

Exercise 1:

Answers will vary but a definite article is the word for "the" in English and an indefinite article is the word for "a/an".

Exercise 2:

el año - (the) year
el problema - (the) problem
una vez - (a) time
una cosa - (a) thing
el trabajo - (the) job
el arte - (the) art
el tiempo - (the) weather/time
la noche - (the) night
un amigo - (a) friend
la vida - (the) life
el tipo - (the) type
el nombre - (the) name
un hombre - (a) man
la manera - (the) way
un sistema - (a) system
la casa - (the) house
el niño - (the) child
la madre - (the) mother
una persona - (a) person
la verdad - (the) truth
un siglo - (a) century
el país - (the) country
una ciudad - (a) city
el libro - (the) book
la mujer - (the) woman
un gobierno - (a) government
el cuerpo - (the) body
un momento - (a) moment
un punto - (a) point
una familia - (a) family
el mundo - (the) world
la palabra - (the) word
el tema - (the) theme/matter/issue
el tiempo - (the) time/weather
la mano - (the) hand
una obra - (a) work
un pueblo - (a) town
la gente - (the) people
la cuenta - (the) bill
la idea - (the) idea

el hijo - (the) son
el grupo - (the) group
la voz - (the) voice
un lugar - (a) place
el agua - (the) water
la tierra - (the) earth

Exercise 3:

Answers may vary between "thing" and "how" sentences. Both forms are correct. "Lo esencial" could be both "the essential thing" and "how essential".

lo esencial - the essential thing
lo malo - the bad thing
lo difícil - the difficult thing
lo tranquilo - how peaceful
lo sabio - how wise
lo trágico - the tragic thing
lo extraño - the strange thing
lo complicado - how complicated
lo horrible - the horrible thing
lo respetuoso - how respectful
lo impresionante - how impressive
lo interesante - how interesting
lo sorprendente - how surprising
lo emocionante - how exciting
lo creativo - how creative

Exercise 4:

1. I love how wise my grandfather is.
2. I don't like how complicated grammar is.
3. Lo esencial es que escuchamos.
4. Lo interesante es que no hablan.

Exercise 5:

- | | |
|---------------|------------------|
| 1. To be | 5. To say |
| 2. To have | 6. To be able to |
| 3. To be | 7. To go |
| 4. To do/make | 8. To see |

- | | |
|--------------|----------------|
| 9. To give | 13. Must |
| 10. To know | 14. To arrive |
| 11. To want | 15. To believe |
| 12. To spend | |

Exercise 6:

- | | |
|--------------|-------------------|
| 1. Salir | 13. Llamar |
| 2. Parecer | 14. Saber/Conocer |
| 3. Hablar | 15. Tomar |
| 4. Poner | 16. Mirar |
| 5. Seguir | 17. Sentir(se) |
| 6. Quedar | 18. Tratar |
| 7. Llevar | 19. Gustarse |
| 8. Encontrar | 20. Escribir |
| 9. Pensar | 21. Trabajar |
| 10. Permitir | 22. Buscar |
| 11. Dejar | 23. Comenzar |
| 12. Esperar | 24. Entender |

Exercise 7/8:

primera - **first** (fs)
 nueva - **new** (fs)
 buenas - **good** (fp)
 clara - **clear** (fs)
 cierto - **certain/sure** (ms)
 importante - **important** (fs/ms)
 último - **last** (ms)
 solos - **alone** (mp)
 pequeñas - **small** (fp)
 única - **unique** (fp)
 nacionales - **national** (mp/fp)
 viejo - **old** (ms)
 sociales - **social** (mp/fp)
 rico - **rich** (ms)
 políticos - **political** (mp)
 española - **Spanish** (fs)
 igual - **equal** (fs/ms)
 general - **general** (fs/ms)
 larga - **long** (fs)
 diferente - **different** (fs/ms)
 económico - **economical** (ms)
 distinto - **different/distinct** (ms)
 fáciles - **easy** (mp/fp)
 malo - **bad** (ms)

necesaria - **necessary** (fs)
 principal - **main** (fs/ms)
 difíciles - **difficult** (fs/ms)
 segura - **safe/sure** (fs)
 personales - **personal** (fp/mp)
 posible - **possible** (fs/ms)
 especiales - **special** (mp/fp)
 fuerte - **strong** (fs/ms)
 reales - **real** (fp/mp)
 antiguos - **old** (mp)
 bajos - **short/low** (mp)
 libre - **free** (fs/ms)
 próximas - **next/following** (fp)
 pobre - **poor** (fs/ms)
 actual - **current** (fs/ms)
 natural - **natural** (fs/ms)
 verdaderos - **true** (mp)
 mundiales - **global** (mp/fp)

Exercise 9:

1. El hombre español.
2. La casa nueva.
3. El pueblo único.
4. El libro largo.
5. Una mujer rica.
6. Una palabra española.
7. Un país pobre.
8. Un sistema natural.
9. El arte intrigante.
10. Una idea posible.
11. La vida política.
12. La familia real.
13. La noche larga.
14. La gente española.
15. Un hombre libre.
16. Una persona diferente.
17. Un lugar especial.
18. La idea principal.
19. Un amigo viejo.
20. La verdad necesaria.
21. El problema económico.
22. La cosa real.
23. Un gobierno nacional.
24. Un problema mundial.
25. Una ciudad pequeña.
26. Una palabra nueva.
27. Una mujer fuerte.

28. Una ciudad amena.
29. El problema social.
30. Un nombre largo.

Exercise 10:

1. este boli (**this**)
2. esas chicas (**those**)
3. esa casa (**that**)
4. estas tiendas (**these**)
5. esos adultos (**those**)
6. esos hombres (**those**)
7. estas camisas (**these**)
8. este plato (**this**)
9. esos libros (**those**)
10. esta presentación (**this**)
11. estos juguetes (**these**)
12. esa serpiente (**that**)
13. esta tableta (**this**)
14. ese niño (**that**)
15. este dinero (**this**)
16. estas bebidas (**these**)
17. ese ordenador (**that**)
18. estas habitaciones (**these**)
19. este mundo (**this**)
20. esa mujer (**that**)
21. estos caballos (**these**)
22. ese árbol (**that**)
23. esta mesa (**this**)
24. esas manzanas (**those**)
25. estos limones (**these**)

Exercise 11:

- | | |
|--------------------|--------------|
| 1. Mi casa | 4. Tu padre |
| 2. Su problema | 5. Mi manera |
| 3. Nuestro trabajo | 6. Mis ojos |

Exercise 12:

1. Muchos libros.
2. Poco ruido.
3. Muchas personas.

- | | |
|--------------------|--------------------|
| 4. Otra bebida. | 11. Algunos casos. |
| 5. Todo hombre. | 12. Otros datos. |
| 6. Algunos padres. | 13. Toda madre. |
| 7. Otro coche. | 14. Mucha gente. |
| 8. Mucha comida. | 15. Algún lugar. |
| 9. Otra cosa. | 16. Otro amigo. |
| 10. Mucho tráfico. | 17. Poco dinero. |

Exercise 13:

Translations will vary word for word.
Conjunctions include:

Line 1: y
Line 2: además, y
Line 3: sin embargo, no obstante, y
Line 4: y, y
Line 5: y encima
Line 6: y

Exercise 14:

Me gusta - I like
No aguanto - I can't stand
Odio - I hate
Me encanta - I love
Prefiero - I prefer
Me interesa - interests me
Me preocupa - worries me
Me estresa - stresses me
Me mola - I really like
Me da asco - revolts me
Me fascina - fascinates me
Me enloquece - drives me mad
Me entristece - saddens me
Me agrada - pleases me
Me apasiona - I'm mad about
Me aburre - bores me
Me fastidia - winds me up
Me molesta - bothers me
Me cuesta - I find difficult
Me importa - matters to me

Exercise 15:

Translations may vary but the gist is:

1. Going to the cinema with my family pleases me because it's exciting.
2. Fish revolts me, in my opinion it's horrible.
3. I can't stand doing homework on the weekend, I hate that it's so boring.
4. Exams stress me out but I'd say that they are important for the future.
5. Me encanta salir con mis amigos, me gusta que sea gratuito.
6. Odio el Marmite porque es repugnante y horrible.
7. Me encanta que los perros sean leales y simpáticos.
8. *Love Island* me enloquece, en mi opinión es una pérdida de tiempo.
9. Me cuesta la biología pero es necesaria.

Exercise 16/17:

Answers will vary.

Exercise 18:

- | | | |
|------------|--------------|----------------|
| 1. Hablas | 6. Recicláis | 11. Trabajamos |
| 2. Comemos | 7. Toma | 12. Lloras |
| 3. Haces | 8. Terminas | 13. Viajo |
| 4. Leen | 9. Dona | |
| 5. Estudio | 10. Gana | |

Exercise 19:

- | | |
|-----------------|-----------|
| 1. Me despierto | 5. Visito |
| 2. Desayuno | 6. Ceno |
| 3. Camino | 7. Vuelvo |
| 4. Como | |

Exercise 20:

1. Cuando hace sol juego al fútbol.
2. Siempre ceno con mi familia.

3. Normalmente voy a librerías.
4. Casi nunca camino por el río.

Exercise 21:

- | | |
|---------------|----------------|
| 1. Hablaste | 7. Hice |
| 2. Comimos | 8. Terminaste |
| 3. Tuve | 9. Donó |
| 4. Leí | 10. Ganó |
| 5. Estudié | 11. Trabajamos |
| 6. Reciclaron | |

Exercise 22:

- | | |
|---------------|-------------|
| 1. Me levanté | 6. Conocí |
| 2. Desayuné | 7. Cené |
| 3. Fui | 8. Fuimos |
| 4. Visité | 9. Bailamos |
| 5. Probé | 10. Regresé |

Exercise 23:

1. Ayer estudié las matemáticas, el inglés y el español.
2. La semana pasada conocí a mis amigos en el centro comercial.
3. El año pasado fui a España y probé los churros y la paella.
4. Anoche mi hermano jugó el Xbox.
5. Hace una semana mi amigo y yo visitamos el castillo de Chepstow.
6. Ayer mis padres comieron una hamburguesa en Newport.
7. En 2022 Argentina ganó el mundial.
8. El otro día vi la televisión y trabajé un poco.

Exercise 24:

- | | |
|--------------|--------------|
| 1. Hablaré | 6. Dirás |
| 2. Comeremos | 7. Tomará |
| 3. Harás | 8. Terminará |
| 4. Leerán | 9. Tendrá |
| 5. Sabré | 10. Ganará |

11. Trabajaremos
12. Saldrás
13. Viajaré
14. Querré
15. Bailará

2. El miércoles voy a ir al centro comercial con mi mejor amigo.
3. Los viernes mi padre siempre compra dulces o patatas fritas.
4. El sábado vamos a visitar a mis abuelos en Bristol.

Exercise 25:

Future simple:	Disfrutaré
Visitaré	Visitaré
Daré	Visitaré
Iré	Near future:
Exploraré	Voy a ir x3
Probaré	Voy a hacer

Exercise 26:

- I eat an apple (**active**).
- The pizza was eaten (**passive**).
- I can speak Spanish (**active**).
- We wear uniform (**active**).
- The lion is feared (**passive**).
- I will try tapas (**active**).
- The election was called (**passive**).
- Your comments will be considered (**passive**).
- I use my phone (**active**).
- The decision was accepted (**passive**).
- The team won the match (**active**).
- The paper was recycled (**passive**).
- Sonny scored a goal (**active**).
- The goal was ruled out (**passive**).
- The book was destroyed (**passive**).

Exercise 27:

- | | |
|---------------------|--------------|
| • Son plantados | • Fue donada |
| • Fueron reciclados | • Es usada |

Exercise 28:

1. Los lunes juego al fútbol con mis amigos en el parque.

Exercise 29:

- | | |
|---------------------|-----------------------|
| 1. Cuarenta | 6. Veinticuatro |
| 2. Cincuenta y seis | 7. Ochenta y tres |
| 3. Sesenta y uno | 8. Catorce |
| 4. Trienta y seis | 9. Noventa y uno |
| 5. Noventa y nueve | 10. Cincuenta y nueve |

Exercise 30:

- | | | |
|------------|-----------|-------------|
| 1. 02:30 | 6. 06:30 | 11. 09:55 |
| 2. 09:15 | 7. 20:00 | 12. 23:00 |
| 3. 13:00 | 8. 12:00 | 13. sunrise |
| 4. 17:10 | 9. 14:45 | 14. 16:30 |
| 5. sunrise | 10. 00:00 | 15. 02:00 |

Exercise 31:

1. At 15:15 chess club starts.
2. Normally at 08:00 the students read in the library.
3. Tomorrow at 16:00 we're going to see the twins.
4. The shops open at 09:00 and close at 15:00.
5. At 21:00 we eat as a family and talk about the day.
6. The football match starts at 20:00.
7. At 10:15 we caught the train and we arrived at 11:30.
8. A las seis de la mañana voy a salir.
9. A las diez y media de la mañana desayunaré en Cardiff.
10. A las once y media de la noche escuchamos a música y bailamos.
11. A mediodía voy a ir a la cafetería pero a la una saldré.
12. Los lunes a las nueve de la mañana mi hermana va a la piscina.
13. A medianoche me gusta escuchar música tranquila.
14. Los sábados vamos al mercado y almorzamos.

Exercise 32:

- | | |
|----------------|---------------------------|
| 1. Me ducho | 4. Te afeitas |
| 2. Se baña | 5. Te lavas |
| 3. Me maquillo | 6. Me cepillo los dientes |

Exercise 33:

Reflexive verbs	Present tense verbs
Me despierto	Voy
Me levanto	Preparo
Me lavo la cara	Me gusta
Me cepillo los dientes	Recojo
Me peino el cabello	Lavo
Me visto	Voy
Me pongo	Leo
Arreglarme	Hablo
Me maquillo	Estudiamos

Exercise 34:

Levantarse (reflexive).
Desayunar (not reflexive).
Hacer la cama (not reflexive).
Ducharse (reflexive).
Vestirse (reflexive).
Usar las redes sociales (not reflexive).
Cepillarse los dientes (reflexive).
Llamar a un amigo (not reflexive).
Peinarse (reflexive).
Ir al colegio (not reflexive).
estudiar (not reflexive).
leer un libro (not reflexive).
almorzar (not reflexive).
volver a casa (not reflexive).
acostarse (reflexive).

Exercise 35 and 36:

Answers will vary.

Exercise 37:

1. Canta contentamente.
2. Habló bien.

3. Viviremos tranquilamente.
4. Escribió rápidamente.
5. Jugamos mal.

Exercise 38:

1. My friend Callum plays chess better than Dylan.
2. In our school Cristina runs the fastest.
3. In the restaurant paella is the most sold dish.
4. It's said that andalusians speak fastest.
5. On the netball team Marta shoots most accurately.
6. En el aula Ernie es el que habla más alto.
7. En la sala de profesores Jack es el que juega el tenis de mesa peor.

Exercise 39:

1. I begrudgingly do homework.
2. My mum cooks enthusiastically.
3. The teacher suddenly enters.
4. My older brother leaves immediately.
5. The man drives in a rush.
6. His/her uncle asks about his/her day with interest.

Exercise 40:

1. I do swimming daily with my friend.
2. There is a nice church at the end of the street.
3. There are Spanish speaking kids everywhere.
4. I like to rest during the day and at night I work.
5. In the end we went to the leisure centre.
6. The woman speaks seriously.
7. During the day my dad works in an office.

Exercise 41:

- | | |
|----------------|---------------|
| 1. Hacía | 7. Iba |
| 2. Jugábamos | 8. Escuchaba |
| 3. Tenía | 9. Era |
| 4. Leía | 10. Ibamos |
| 5. Estudiaba | 11. Trabajaba |
| 6. Chateábamos | |

Exercise 42:

Tenía una mascota (imperfect)
Leí libros (preterite)
Jugaba al fútbol (imperfect)
Fui al cine (preterite)
Estudié mucho (preterite)
Jugaba al rugby (imperfect)
Hacía natación (imperfect)
Bebí té (preterite)
Tenía un Gameboy (imperfect)
Veía Pokémon (imperfect)
Hice deporte (preterite)
Fui tímido/a (preterite)
Era hablador/a (imperfect)
Fui a España (preterite)
Aprendí un idioma (preterite)
Comía comida casera (imperfect)
Jugué a los videojuegos (preterite)
Fui de vacaciones (preterite)
Iba a ver a mis abuelos (imperfect)
Dibujaba (imperfect)
Montaba en bicicleta (imperfect)
Gasté dinero (preterite)
Conocí a una amiga (preterite)
Iba al gimnasio (imperfect)
Llevaba uniforme (imperfect)
Fui a una fiesta (preterite)
Trabajaba (imperfect)
Fui a un museo (preterite)
Usaba las redes sociales (imperfect)
Tomé un café (preterite)

Exercise 43:

1. In the past I would always walk the dog in the park with my dad.
2. When I was a child I didn't read lots but I did used to play football all the time.
3. In the 90s my sisters used to always listen to *N-Sync* and *Destiny's Child*.
4. When I was a kid I used to have a dog called Millie.
5. In the past I used to skate with my friends in Harrow.
6. When I was a kid I used to always want a tattoo and lots of piercings.
7. Before, my friend Musa and I used to play

football every day for hours in the street.

8. We would always go on holiday to Chichester in August, I used to love the beach.
9. Siempre escuchaba la música rock.
10. Mi madre nunca compraba el ketchup cuando eramos jóvenes.
11. Siempre iba a casa de mi amigo Aaron y jugábamos el Pokémon Yellow.
12. Mi mejor amigo James hacía artes marciales.
13. Cuando era joven siempre montaba en bicicleta.
14. Cuando era joven nunca tenía una fiesta de pijama.
15. Mi padre siempre compraba comida rápida los viernes después del colegio.

Exercise 44:

1. I was playing football when my friend Miguel arrived.
2. Whilst I was studying in my room the phone rang.
3. Preparaba la cena cuando quemé las patatas fritas.
4. Montaba en bicicleta cuando recordé la canción.
5. El niño jugaba con un globo cuando explotó.
6. Iba a comer sano pero decidí pedir comida rápida.

Exercise 45:

- | | |
|--------------|---------------|
| 1. Iría | 7. Estudiaría |
| 2. Visitaría | 8. Haría |
| 3. Haría | 9. Leería |
| 4. Comería | 10. Diría |
| 5. Compraría | 11. Saldría |
| 6. Viviría | |

Exercise 46:

Answers will vary.

Exercise 47:

- | | |
|--------------------|------------------|
| 1. He comido | 9. Habéis salido |
| 2. Has bebido | 10. He ganado |
| 3. Ha tenido | 11. He pensado |
| 4. Hemos trabajado | 12. He escuchado |
| 5. He repasado | 13. Ha viajado |
| 6. He recogido | 14. Ha gritado |
| 7. Han corrido | 15. Hemos votado |
| 8. He terminado | |

Exercise 48:

Answers will vary.

Exercise 49:

1. Hoy ya he leído un libro y he estudiado el dibujo/el arte.
2. Esta semana he probado el gazpacho, he visitado monumentos y he hablado el español.
3. Recientemente he estudiado mucho y he hecho mis deberes.

Exercise 50:

1. El móvil que compré ayer es muy caro.
2. Mi hermana quien vive en otra ciudad va a visitar.
3. La serie que es mi favorita es *Stranger Things*.
4. Mi amiga que trabaja en un hospital es médica.

Exercise 51:

1. What you're saying interests me lots.
2. Oliver failed the exam which frustrated his mum.
3. What the customers like is that the ingredients are local.

Exercise 52:

1. El gato negro es el que me gusta.
2. Harry es el que canta mejor.
3. Andy es el que trabajó más duro.
4. Mi hija menor es la que prefiero.

Exercise 53:

1. Las chicas hablan sobre el fútbol.
2. Mis amigos caminan en el parque.
3. Mañana mis amigos y yo vamos a Valencia.
4. Salí la casa sin mi abrigo.
5. ¿Estás con tu amigo?
6. La camiseta es de algodón.
7. Más tarde voy a la panadería. ¿Vienes conmigo?
8. El grupo habla sobre la política.
9. Caminamos desde la playa hasta el museo.
10. No llegaron hasta las dos de la mañana.
11. A las diez de la mañana siempre bebo café.
12. Sobre la mesa hay un libro.
13. No puedes salir del hotel sin permiso.
14. Mi coche está entre el Seat y el VW.
15. Viajamos en avión.
16. Es el estuche de Lidia.
17. ¿Quieres patatas fritas con la hamburguesa?
18. ¡Estas naranjas son de Sevilla!
19. Aprendo el español desde hace un año.

Exercise 54:

- | | |
|---------------------|---------------------|
| 1. Había comido | 9. Había estudiado |
| 2. Habías estado | 10. Habían sabido |
| 3. Había dado | 11. Había pensado |
| 4. Habíamos escrito | 12. Habíamos oído |
| 5. Había querido | 13. Había hecho |
| 6. Había dicho | 14. Había comprado |
| 7. Habían cantado | 15. Habíamos tenido |
| 8. Había vuelto | |

Exercise 55:

1. Hasta entonces no había visto un jabalí.
2. Nunca había querido ir a Francia.

3. Siempre había comido la paella pero decidí probar la tortilla.
4. Ya habías visto la película.
5. Ya había leído el libro que ella compró.
6. El gato nunca había dormido en la casa.
7. Hasta entonces no habíamos hablado.
8. ¿Siempre habías sido tan ingenioso?
9. No habían hablado cuando comenzó la pandemia.
10. Los padres nunca habían querido comprar la comida rápida.
11. El pájaro ya había cogido el gusano.
12. Hasta entonces nunca había visitado la ciudad pero decidió explorar.
13. Ya habíamos oído las noticias cuando Jorge chilló.

Exercise 56:

- | | |
|--------------------|----------------------|
| 1. Estoy pagando | 9. Estamos esquiando |
| 2. Está enseñando | 10. Está aclarando |
| 3. Está rogando | 11. Estoy buscando |
| 4. Están tocando | 12. Están cubriendo |
| 5. Estamos ganando | 13. Estáis llegando |
| 6. Están diciendo | 14. Está mirando |
| 7. Estoy ayudando | 15. Estamos poniendo |
| 8. Está usando | |

Exercise 57:

1. I want to go to Bristol but my best friend is visiting his/her grandparents.
2. I am thinking of going on holiday to Spain.
3. We are working on something very important.
4. ¿Qué estás haciendo?
5. Estoy escuchando música mientras mi hermano está paseando al perro.
6. Estamos elaborando una tortilla española.

Exercise 58:

- | | |
|---------------|------------|
| 1. Libro | 4. Agua |
| 2. Manzana | 5. Carta |
| 3. Televisión | 6. Español |

- | | |
|------------|---------------|
| 7. Ropa | 12. Caballo |
| 8. Platos | 13. Coche |
| 9. Gato | 14. Música |
| 10. Inglés | 15. Periódico |
| 11. Fútbol | |

Exercise 59:

1. Yo lo leo.
2. Él la come.
3. Ella la ve.
4. Tú lo bebes.
5. Yo la escribo.
6. Vosotros lo habláis.
7. Ellos la compran.
8. Mi hermana los lava.
9. El perro lo persigue.
10. El profesor lo enseña.
11. El niño lo juega.
12. La niña lo pinta.
13. La madre lo compra.
14. El padre la escucha.

Exercise 60:

1. Flores (do) / Mi madre (ido)
2. Mensaje (do) / su amigo (ido)
3. Libro (do) / mi hermano (ido)
4. Concepto (do) / los estudiantes (ido)
5. Dinero (do) / camarero (ido)
6. Ratón (do) / su dueña (ido)
7. Libro (do) / mi hermana (ido)
8. Café (do) / tus amigos (ido)
9. Verdad (do) / profesor (ido)
10. Guión (do) / Penélope (ido)
11. Juguete (do) / su hermanito (ido)
12. Bebidas (do) / los asistentes (ido)
13. Carta (do) / mi abuelo (ido)
14. Desayuno (do) / su hija (ido)
15. Bebida (do) / cliente (ido)

Exercise 61:

1. El regalo (dop replaced by "lo") / su madre (idop replaced by "se").
2. La verdad (dop replaced by "la") / profesor (idop replaced by "se").
3. El juguete (dop replaced by "lo") / su hermano (idop replaced by "se").
4. Un libro (dop replaced by "lo") / mi (idop replaced by "me").

Exercise 62:

1. Estaba aprendiendo
2. Estaba enviando
3. Estaba mirando
4. Estaba votando
5. Estábamos temiendo
6. Estaban tratando
7. Estabais viendo
8. Estaba pasando
9. Estábamos sufriendo
10. Estaba eligiendo
11. Estabais volando
12. Estaba bostezando
13. Estaba llorando
14. Estaba mirando
15. Estaba llamando

Exercise 63:

1. Estaba leyendo un libro cuando sonó el teléfono.
2. Estábamos caminando por el parque cuando comenzó a llover.
3. Estabas comiendo cuando tu madre llegó a casa.
4. Estaba estudiando cuando mi hermana interrumpió.
5. Estaba jugando al fútbol cuando el árbitro sopló el silbato.
6. Estaba nadando en el mar cuando vio un delfín.
7. Estaban escuchando música cuando Isabella entró.
8. Estaba bajando las escaleras cuando me caí.

Exercise 64:

1. es / occupation
2. es / origin
3. es / description
4. es / relationship
5. soy / occupation
6. es / characteristic
7. es / time and date
8. son / time and date

Exercise 65:

1. estoy / emotion
2. está / condition
3. están / location
4. está / action
5. estoy / condition
6. está / emotion
7. está / emotion
8. está / location
9. está / action

Exercise 66:

Forms of ser:

es / soy / fue / es / era / seremos / es

Forms of estar:

estoy / estaba / estaba / está / estuvimos / estaba / estoy / estar / estar

Exercise 67:

1. I play the guitar out of interest (motivation).
2. Is there a bookshop around here? (around).
3. My mum bought the tickets to see George Ezra in Chepstow for 110 euros (money/exchange).
4. Thanks a lot for your help (thanks for).
5. I'll give you this book for yours (exchange).
6. Saka missed the most important penalty due to the pressure (due to/because of).
7. The team are going on a tour of Asia in Summer (around).
8. I have to train four times a week (replacing "per").

Exercise 68:

1. The student revises in order to get good grades (in order to/purpose or intention).
2. She went to Spain last year and for her it was an unforgettable experience (recipient).

3. You have to try the iberico ham to make the most of the rich Spanish gastronomy (in order to).
4. I'm very busy because for Monday I have to do my science homework (deadline).
5. JWP practises a lot to improve his technique (in order to/purpose or intention).
6. Who is it for? (defining a recipient).
7. The students attended the Senedd to represent their school (in order to/purpose or intention).
8. The teacher is not in the mood for excuses (to not be in the mood).

Exercise 69:

1. Para tocar en un concierto (purpose/intention).
2. Practicaba por (duration of time).
3. Para lograr (in order to/purpose).
4. Una invitación para (purpose).
5. Sería para (deadline).
6. Fue para el lugar (direction of travel).
7. Por haber logrado (because of/due to).

Exercise 70:

1. Alexa, when does Mercadona open?
2. Alexa, what restaurants are in Chepstow?
3. Alexa, where is there a pharmacy?
4. Alexa, what time does the pool open?
5. Alexa, what's the weather like today?
6. Alexa, what time is it?
7. Alexa, what are the three laws of robotics?
8. Alexa, what came first the chicken or the egg?
9. Alexa, what is the meaning of life?
10. Alexa, what is your favourite colour?
11. Alexa, how old are you?
12. Alexa, do you sleep?
13. Alexa, do you believe in ghosts?
14. Alexa, do aliens exist?
15. Alexa, do you know Siri?
16. Alexa, are you a robot?
17. Alexa, are you Skynet?
18. Alexa, do you have pets?
19. Alexa, do you want to be my girlfriend?

20. Alexa, can you beatbox?
21. Alexa, are you smart?
22. Alexa, are you always listening?

Exercise 71:

Ultimately this depends on how formal or informal you want to be so the answers below are subjective.

tu hermano menor (**tú**)
 tu abuela (**either**)
 tu vecina vieja (**usted**)
 tu gato (**tú**)
 tu profesor (**either, it depends!**)
 tu mejor amigo (**tú**)
 tu jefe (**either**)
 el/la director/a del colegio (**usted**)
 un camarero joven (**tú**)
 el Rey Charles (**usted**)
 el Príncipe George (**usted**)
 un bebé (**tú**)
 tu novio/a (**tú**)
 tu perro (**tú**)
 tus tíos (**tú**)
 tus padres (**tú**)
 Dios (**tú**)
 alguien que respetas (**either**)
 un animal (**tú**)
 la madre de tu amigo (**usted**)
 tu bisabuelo (**either**)
 tu hermana mayor (**tú**)
 la cocinera de la escuela (**usted**)
 el primer ministro (**usted**)

Exercise 72:

- | | | |
|-----------|-------------|--------------|
| 1. Sales | 8. Es | 15. Sabe |
| 2. Habla | 9. Visitas | 16. Llegas |
| 3. Pones | 10. Piensas | 17. Puedes |
| 4. Sigue | 11. Permite | 18. Disfruta |
| 5. Llevas | 12. Quieres | 19. Vas |
| 6. Buscas | 13. Espera | 20. Va |
| 7. Tiene | 14. Estás | 21. Pasas |

- | | |
|---------------|------------|
| 22. Crees | 25. Hablas |
| 23. Da | 26. Puede |
| 24. Entiendes | 27. Gastas |

Exercise 73:

- | | |
|---------------|----------------|
| 1. Recicles | 9. Lea |
| 2. Estudiemos | 10. Miren |
| 3. Tenga | 11. Trabajemos |
| 4. Visite | 12. Celebre |
| 5. Vayan | 13. Sea |
| 6. Sepa | 14. Intente |
| 7. Haga | 15. Corráis |
| 8. Prestes | |

Exercise 74:

1. The public hope the politician tells the truth.
2. I hope my mum rests a little.
3. The teacher hopes her students understand the lesson.
4. The student hopes to never see the subjunctive again in his life.
5. Espero ir a Madrid la semana que viene.
6. Mi profesor/a espera que estudie para aprobar el examen.
7. Los padres esperan que sus hijos lean en colegio.
8. Los padres esperan que el bebé no llore esta noche.

Exercise 75:

1. Es interesante que
2. Es mejor que
3. Que malo que
4. Es fantástico que

Exercise 76:

1. Es interesante que hablen
2. Es mejor que ignores
3. Que malo que no lleven uniforme
4. Es fantástico que ganemos

Exercise 77:

Me gusta que - **I like that**

Te gusta que - **(do) you like that**

Odio que - **I hate that**

Le impresiona que - **it impresses him/her that**

Prefiere que - **he/she prefers that**

Me interesa que - **it interests me that**

Les enloquece que - **it winds them up that**

Me encanta que - **I love that**

Les gusta que - **they like that**

No soporto que - **I can't stand that**

Me preocupa que - **it worries me that**

Molesta que - **it's annoying that**

Nos gusta que - **we like that**

Le encanta que - **he/she loves that**

Exercise 78:

1. I really like that we study P.E.
2. It winds the parents up that uniform is so expensive.
3. I can't stand that you use social media all the time.
4. Prefiere que sus padres compren la pizza.
5. Les gusta que el camarero hable el inglés y el español.
6. Les encanta que la casa tenga una piscina.
7. Le impresiona que los estudiantes lean tanto.

Exercise 79:

1. It's advisable that you wear sunglasses (**obligation**).
2. My friends and I like that there are new books in the library (**opinion**).

3. The headteacher forbids that the children smoke in the toilet **(obligation)**.
4. The customers love that the coffee is really good and quite cheap **(opinion)**.
5. My friend wants us to go out tonight **(obligation)**.
6. The mayor requests that the citizens look after the green spaces **(obligation)**.
7. It's worrying that there are so many homeless people in Madrid **(opinion)**.
8. The teacher demands that the students don't take photos in the museum **(obligation)**.
9. Pienso que es mejor que escuchemos **(opinion)**.
10. El padre aconseja que su hijo quite el reloj **(obligation)**.
11. El dueño manda que salgan ahora **(obligation)**.
12. Los profesores aconsejan que los estudiantes no gasten su dinero en dulces **(obligation)**.
13. Al abogado no le gusta que su cliente no diga la verdad **(opinion)**.
14. Es necesario que pasemos tiempo con ellos **(obligation/opinion)**.
15. A los turistas les fascina que el edificio sea tan bonito **(opinion)**.
16. A la mujer le encanta que sus nietos sean tan educados **(opinion)**.

Exercise 80:

1. I doubt that my friend will arrive on time because he/she always arrives late **(possibility)**.
2. I want you to clean your room before going out **(obligation)**.
3. I like that we can eat what we want **(opinion)**.
4. The minister recommends that we use more renewable energy **(obligation)**.
5. It's essential that we do something to protect the environment **(obligation)**.
6. The trainer insists that I do exercise every day **(obligation)**.
7. I like that the hotel is beside the beach with sea views **(opinion)**.
8. It's possible that in Madrid we'll eat churros with chocolate in San Ginés **(possibility)**.
9. Espero que disfrutes Machu Pichu **(wish)**.
10. Recomiendo que visites Patagonia, allí hablan

el galés y el español **(obligation)**.

11. Es probable que los lugareños no hablen inglés **(possibility)**.
12. No creo que sea una buena idea ir con todo tu dinero **(opinion)**.
13. Insisto en que vayas a la plaza de toros conmigo **(obligation)**.
14. Es importante que no crees en los estereotipos **(opinion)**.
15. No pienso que sea necesario ver un partido de fútbol **(opinion)**.

Exercise 81:

1. Cuando visito a mis padres mi padre siempre elabora un curry.
2. Cuando termines el libro podemos discutirlo.
3. Cuando voy de vacaciones siempre vamos al mismo restaurante.
4. Cuando salga el tren voy a trabajar un poco.
5. Cuando se pone el sol cenamos en el jardín.
6. Cuando lllore el bebé recomiendo que pongas música.
7. Cuando lleguemos a la playa vamos a buscar un bar.
8. Practico para cuando llegue el momento.
9. Cuando vayas a la farmacia puedes recoger el jarabe para la tos.
10. Cuando entra el camarero ya sabe su pedido.
11. ¿Cuando tengas tiempo libre puedes hacerme un favor?
12. Cuando va al pueblo siempre lleva un paraguas.
13. Cuando estés en Ramsgate deberías visitar la playa.

Exercise 82:

1. Era necesario que estudiáramos.
2. Era importante que recicláramos en casa.
3. Era posible que supiera.
4. Era mejor que lo compraras.
5. Era improbable que él llegara a tiempo.
6. El cajero quiso que pagáramos.

7. Esperé que tuvieras un buen día.
8. Era impresionante que Miguel tocara la guitarra.
9. Me gustó que la educación física fuera práctica.
10. Era bueno que Luisa fuera fuerte.
11. Era imprescindible que lo termináramos.

Exercise 83:

1. Alexa, search for GothamChess videos on YouTube.
2. Alexa, lower the volume on Fire TV.
3. Alexa, open Netflix.
4. Alexa, activate night mode.
5. Alexa, play a Rick Astley song.
6. Alexa, play relaxing music.
7. Alexa, add "dinner with friends" to my calendar.
8. Alexa, set an alarm for 6am.
9. Alexa, tell me my reminders.
10. Alexa, turn off the alarm.
11. Alexa, read my notifications.
12. Alexa, call my brother.
13. Alexa, play rain sounds.
14. Alexa, look for a Spanish series on Netflix.

Exercise 84:

1. Don't wear new clothing!
2. Don't forget goggles/glasses and a hat.
3. Don't throw hard objects.
4. Don't carry valuable items.

Exercise 85:

1. No fumes.
2. No comas chicle.
3. No lleves zapatillas.
4. No seas grosero.
5. No tires basura.
6. No lleves joyas.
7. No corras en los pasillos.

