
YEAR 11-12 SPANISH TRANSITION WORK

WELCOME TO YEAR 12 SPANISH

WORK DUE IN SEPTEMBER

1. Choose ONE of the following mini-projects to complete:

- a. Research two festivals or traditions from any Spanish-speaking countries and deliver a spoken presentation to the group in Spanish. You may use PowerPoint or other visual aids. Alternatively, it could be a written piece of work that you hand in (150 words).
- b. Research a famous person/character from the Spanish-speaking world. Analyse their impact in their native country. (150 words)
- c. Investigate the influence of Spanish speakers in the music industry, the world of cinema and TV programmes. (150 words)

¡Suerte y nos vemos pronto!

MFL Department, St. Joseph's College

Please produce this in Spanish if possible and hand written.

ADVANCED LEVEL SPANISH

AT

ST. JOSEPH'S COLLEGE

COURSE OVERVIEW

❖ Topic areas

These are completely different to the ones you studied at GCSE. For example, we move away from talking about our ourselves (i.e. jobs, school, town & region, etc) to discussing others in society.

This shift from the 1st person singular (i.e. *I*) to the 3rd person singular (i.e. *He/She/It*) and the 3rd person plural forms (i.e. *They*) reflects the growing maturity of A level students as they begin to realise the importance of those around them. We also cover more 'adult' and contemporary issues. These are split into Areas of interest, Themes and Sub-themes as shown below and will be delivered by our native Spanish speakers Mrs Acosta (Y12-13) and Miss Cano (Y13 only):

Areas of interest	Social issues and trends	Political, intellectual and artistic culture
Themes	Being a young person in Spanish-speaking society	Understanding the Spanish-speaking world
Sub-themes	- Families and citizenship <i>Changing family structures; the changing nature of marriage and partnership; being a good citizen</i> - Youth trends and personal identity <i>Trends in fashion; how young people respond to modern technology; relationships with others and peer pressure</i> - Education and employment opportunities <i>The education system and student issues; work and travel opportunities and the changing work scene</i>	- Regional culture and heritage, in Spain, Spanish-speaking countries and communities <i>Festivals; customs and traditions; historical sites; museums and galleries</i> - Media, art, film and music in the Spanish-speaking world <i>Trends in media and art; film and music in the lives of young people</i>

Whilst studying these Areas of Interest and Themes you will, through the use of authentic materials, develop a sound knowledge and understanding of the countries/communities where Spanish is spoken through listening, speaking, reading and writing. The themes can be related to any country/community where Spanish is the spoken language.

Note:

In Y12, as part of the sub-theme *Media, art, film and music in the Spanish-speaking world*, you will study a film about drug-trafficking set in Colombia and New York entitled **María Ilena eres de Gracia (Maria Full of Grace)**, directed by Joshua Marston. This component will be led by Mr Bryan. Prior to starting the course in September, you should watch this over the summer to familiarise yourself with the film (<https://www.youtube.com/watch?v=vvggQHansv7k>). There are no subtitles available so it would be a good idea to use the script given out in class for extra support. To deepen your understanding of the film, you should also work through the two study guides given out in class.

Looking ahead to Y13, you will also study a novel entitled **Como agua para chocolate (Like water for chocolate)** written by the Mexican novelist and screenwriter Laura Esquivel. This component will be led by our native Spanish speaker Mrs Cano. Should you wish to purchase a copy of the book in advance, Amazon tends to be the cheapest. Search for the following ISBN numbers: ISBN-10: 8466329080 (or) ISBN-13: 978-8466329088

❖ Grammar

This is where there is a radical difference from GCSE. We analyse and dissect the language and it is absolutely essential that you understand the grammatical aspect of language learning as this really does form the basis of advanced study in Spanish. We strongly recommend that you purchase one (or both) of the following grammar books and work through it/them independently to complement the grammar tutorials delivered in class:

Spanish A-level Grammar Workbook 1

by Denise Currie and Mike Thacker

ISBN-10: 1510416749 (or) ISBN-13: 978-1510416741

Price: £11.41 (current price on Amazon – April 2020)

Schaum's Outlines SPANISH GRAMMAR (Sixth Edition)

by Conrad J. Schmitt

ISBN-10: 0071830413 (or) ISBN-13: 978-0071830416

Price: £25.73 (current price on Amazon – April 2020)

Please feel free to search online for a second hand copy as they will be considerably cheaper

❖ **Independent Learning**

As with all 'A' level subjects, there is a huge emphasis on independent study. You will be expected to access authentic written and spoken material in Spanish including from online media, in the course of your language study. Here is a list of useful websites:

<https://www.google.es/> and <https://es.yahoo.com/> and <https://es.wikipedia.org/>
Search engines – great for researching topics (and avoids the need for Google Translate!)

<http://wwitv.com/television/191.htm>

A wide range of live TV channels from around Spain: great for keeping up-to-date with current affairs and getting used to the speed at which native Spaniards talk.

<http://www.rtve.es/>

Click on *Directos* to watch live TV on four of Spain's main channels: La1, La2, Teleduarte and Canal 24 horas. The *A la carta* link is great for watching catch-up TV on these channels.

<http://www.bbc.com/mundo>

BBC news in Spanish

www.newsinslowspanish.com

Spanish news at a much slower pace and accompanied by transcripts (some activities require a subscription though!)

<http://www.lyricsgaps.com/>

A fun method to learn and improve your Spanish through music and typing in song lyrics

<http://www.filta.org.uk/spanish.php>

Lots of free films in Spanish. Need to email them first to register:

filtacommunity@googlemail.com

❖ **Benefits**

Although very challenging, learning a language at advanced level is a rewarding and embellishing experience; it is highly valued by universities and employers alike.

❖ **Assessment at A level (Y12 syllabus only)**

The exam board we follow is Edugas. Assessments are broken down into 3 key components:

Component 1: Speaking

Non-exam assessment: 12-14 minutes (plus additional 15 minutes preparation)

30% of qualification

60 marks

The speaking assessment will last 12-14 minutes in total. In addition, prior to commencement of the assessment candidates will have 15 minutes preparation time.

The examiner will ask the candidate to choose two picture stimulus cards (A and B) from a choice of four at the beginning of the preparation period. Stimulus material will be in Spanish and based upon the two themes outlined on page 5.

Each discussion will last for 6-7 minutes.

See section 3.2 for full details of the speaking assessment.

Learners are not permitted to use dictionaries in any part of the assessment.

Component 2: Listening, Reading and Translation

Written examination: 2 hours

50% of qualification

100 marks

Stimulus material will be in Spanish, based on the two themes under the areas of interest: **social issues and trends** and **political and/or intellectual and/or artistic culture**.

There will be three sections:

Section A: Listening

Questions which may include true/false statements, multiple choice, gap fill, summary/assimilation and questions and answers in Spanish.

Section B: Reading

Questions based on texts provided in a supplementary reading folder which may include gap-fill questions, summary/assimilation and questions and answers in Spanish.

Section C: Translation

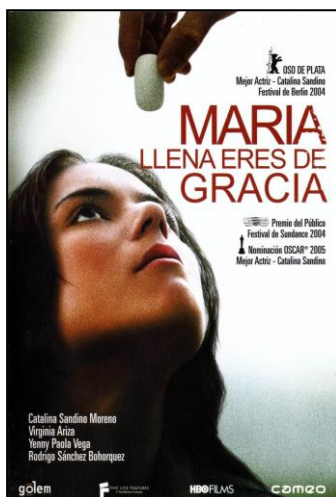
An unseen passage or passages from Spanish into English (approximately 70 words) plus unseen sentences or short texts from English into Spanish (approximately 70 words).

Learners are not permitted to use dictionaries in any part of the assessment.

Component 3: Critical response in writing (closed-book)

Written examination: 1 hour 15 minutes

Component 3 will assess your knowledge of the film we shall be studying: *María llena eres de gracia*



Questions may relate to development and plot, relationships, the personalities of main characters, individual viewpoints and beliefs, motivation for personal actions, etc.. and to cinematographic devices in as far as they relate to any of those aspects (colour, flashback, slow motion, etc). You will not be expected to have detailed knowledge of cinematographic technologies, production methods, etc.

Minimum word count for essays: 250 words (no maximum).

There is always a choice of 2 essays (see next page) – you only choose ONE.

Previous essay titles on our chosen film: *María llena eres de gracia*

June 2019

- (a) Comenta las opciones que tiene María en la vida.
Discuss the choices that Maria has in life.
- (b) “Todos los hombres en la película son machistas.” Comenta esta afirmación
All of the men in the film are sexist. Discuss this statement.

June 2018

- (c) Analiza esta afirmación: “Tanto en los Estados Unidos como en Colombia los valores de la sociedad son machistas”
Analyse this statement: Both in America and Colombia, values in society are sexist.
- (d) ¿Hasta qué punto crees que esta película es una advertencia moralizante? Justifica tu respuesta.
To what extent do you believe that this film is a warning about morality? Justify your answer.

June 2017

- (e) ¿Crees que María no tiene otra salida sino la criminalidad? Justifica tu respuesta.
Do you feel that Maria has no other alternative than to turn to crime? Justify your answer.
- (f) Las amenazas de los hombres no ganan la simpatía de la audiencia. Analiza la película desde este punto de vista
Threats from the men (in the film) don't earn any sympathy from viewers. Analyse the film from this point of view.

June 2016

- (g) Analiza el entorno social en que se desarrolla el carácter de María
Analyse the social background in which Maria's personality develops
- (h) ¿Crees que al final de la película María es “una mujer liberada”? Justifica tu respuesta.
Do you think that Maria feels like “a free woman” at the end of the film. Justify your answer.

June 2015

- (i) Analiza esta afirmación: “María no actúa según la voz de la razón”.
Analyse this statement: Maria doesn't act according to the voice of reason
- (j) “En esta película los hombres poseen las cosas materiales, lo que explica su poder sobre las mujeres”. Analiza la película desde este punto de vista.
In this film, the men have material things which explains their power over women. Analyse the film from this point of view.

June 2014

- (k) Analiza el carácter de María, Blanca y Lucy
Analyse the personalities of Maria, Blanca and Lucy.
- (l) ¿Crees que la decisión de María de quedarse en los Estados Unidos es un acto positivo, dado todo lo que le pasa en la película?
Do you think that Maria's decision to stay in America is a positive one, given everything that happens to her in the film?

June 2013

- (a) Analiza la relación entre la droga y la muerte violenta en esta película.
Analyse the relationship between drugs and violent death in this film.
- (b) Analiza los rasgos luchadores del carácter de María
Analyse Maria's fighting spirit

June 2012

- (a) “Se diga lo que se diga, las mujeres en esta película no son más que las sirvientas de los hombres”. ¿Hasta qué punto estás de acuerdo?
Whatever you might say, the women in this film are nothing more than servants to men. To what extent do you agree?
- (b) Teniendo en cuenta que María es una delincuente, analiza si es un personaje bueno o malo en la película.
Taking into account that Maria is a delinquent/criminal, analyse if she is a good or bad character in the film.

June 2011

- (m) ¿Hasta qué punto crees que esta película tiene un desenlace alegre?
To what extent do you believe that this film has a happy ending?
- (n) ¿Crees que María y las otras mujeres sufren la discriminación machista? Da tus razones.
Do you believe that Maria and the other women suffer from male discrimination? Give your reasons.

June 2010

(a) Analiza el ambiente de amenaza en esta película.
Analyse the threatening undertone in the film.

(b) ¿Hasta qué punto estás de acuerdo con esta afirmación?: “María como ‘mula’ no es tan tonta como puede aparecer”
To what extent do you agree with this statement?: Maria as a mule is not as daft as she might look.

LA GRAMÁTICA

In Year 12, much greater emphasis is placed on developing our grammatical understanding of the target language and, in particular, on the 3rd person singular and 3rd person plural forms:

	PRONOMBRE SUJETO	SUBJECT PRONOUN
1 st person singular	Yo	I
2 nd person singular	Tú	You
3rd person singular	Él/Ella * Usted (Ud.)	He/She/It *Ud. = You (formal sing.)
1 st person plural	Nosotros/Nosotras	We
2 nd person plural	Vosotros/Vosotras	You
3rd person plural	Ellos/Ellas ** Ustedes (Uds.)	They ** Uds. = You (formal pl.)

* Usted can also be abbreviated to Ud. It is often written as Vd. - an abbreviation of Vuestra Merced (Your Grace).

** Ustedes can also be abbreviated to Uds. It is often written as Vds. - an abbreviation of Vuestras Mercedes (Your Graces).

Both are used to address people older than ourselves or those in a position of authority as a mark of respect.

We will be studying 12 tenses in total:

1.	Present	I eat	Como
2.	Present Continuous	I am eating	Estoy comiendo
3.	Preterite	I ate	Comí
4.	Imperfect	I was eating / I used to eat	Comía
5.	Imperfect Continuous	I was eating	Estaba comiendo
6.	Perfect	I have eaten	He comido
7.	Pluperfect	I had eaten	Había comido
8.	Future (immediate)	I am going to eat	Voy a comer
9.	Future (true)	I will eat	Comeré
10.	Conditional	I would eat	Comería
11.	Future Perfect	I will have eaten	Habré comido
12.	Conditional Perfect	I would have eaten	Habría comido

(As a minimum, you should recognise the Present, Preterite and both Future tenses from G.C.S.E.)

Present Tense: Part 1 (Regular verbs)

We first of all need to know what the word 'conjugate' means. It simply means to put a verb (i.e. a doing word) into the relevant form (i.e. I / You / He / She, etc....)

1) To conjugate REGULAR **-ar** verbs in the present tense, e.g. COMPRAR, simply drop the (-ar) ending and add one of the following:

o	compro	= I buy	
as	compras	= You buy	
a	compra	= He/She/It buys	(Also: You buy - formal singular)
amos	compramos	= We buy	
áis	compráis	= You buy	
an	compran	= They buy	(Also: You buy - formal plural)

2) To conjugate REGULAR **-er** verbs in the present tense, e.g. BEBER, simply drop the (-er) ending and add one of the following:

o	bebo	= I drink	
es	bebes	= You drink	
e	bebe	= He/She/It drinks	(Also: You drink - formal singular)
emos	bebemos	= We drink	
éis	bebéis	= You drink	
en	beben	= They drink	(Also: You drink - formal plural)

3) To conjugate REGULAR **-ir** verbs in the present tense, e.g. ESCRIBIR simply drop the (-ir) ending and add one of the following:

o	escribo	= I write	
es	escribes	= You write	
e	escribe	= He/She/It writes	(Also: You write – formal singular)
imos	escribimos	= We write	
ís	escribís	= You write	
en	escriben	= They write	(Also: You write - formal plural)

Now conjugate the following:

	APRENDER (to learn)	SUFRIR (to suffer)	MANDAR (to send)	CORRER (to run)	RECIBIR (to receive)	GANAR (to earn/win)
Yo						
Tú						
Él/Ella/Vd.						
Nosotros						
Vosotros*						
Ellos/Ellas/Vds.						

* Pronunciation Guide for Vosotros endings:

éis = ace

ís = eeess

áis = ice

Present Tense: Part 2 (Irregular verbs)

Some verbs are irregular and therefore do not follow the normal pattern so you will need to learn them. Fortunately, the majority of them are only irregular in the first person singular! (*Irregulars are in italics*)

1) –ar verbs

<u>Dar (to give)</u>	<u>Estar (to be) *</u>	
<i>doy</i>	<i>estoy</i>	
das	<i>estás</i>	(only irregular because it has an accent)
da	<i>está</i>	(only irregular because it has an accent)
damos	estamos	
<i>daís</i>	<i>estáis</i>	
dan	<i>están</i>	(only irregular because it has an accent)

2) –ir verbs

<u>Ir (to go)</u>	<u>Salir (to go out)</u>	<u>Conducir (to drive)</u>	<u>Traducir (to translate)</u>	<u>Producir (to produce)</u>
<i>voy</i>	<i>salgo</i>	<i>conduzco</i>	<i>traduzco</i>	<i>produzco</i>
vas	sales	conduces	traduces	produces
<i>vá</i>	sale	conduce	traduce	produce
<i>vamos</i>	salimos	conducimos	traducimos	producimos
<i>vais</i>	salís	conducís	traducís	producís
<i>van</i>	salen	conducen	traducen	producen

3) –er verbs

<u>Poner (to put)</u>	<u>Hacer (to do)</u>	<u>Valer (to be worth)</u>	<u>Traer (to bring)</u>
<i>pongo</i>	<i>hago</i>	<i>valgo</i>	<i>traigo</i>
pones	haces	vales	traes
pone	hace	vale	trae
ponemos	hacemos	valemos	traemos
ponéis	hacéis	valéis	traéis
ponen	hacen	valen	traen

<u>Aparecer (to appear)</u>	<u>Conocer (to know)</u>	<u>Ser (to be)**</u>	<u>Saber (to know)</u>
<i>aparezco</i>	<i>conozco</i>	<i>soy</i>	<i>sé</i>
apareces	conoces	<i>eres</i>	sabes
aparece	conoce	<i>es</i>	sabe
aparecemos	conocemos	<i>somos</i>	sabemos
aparecéis	conocéis	<i>sois</i>	sabéis
aparecen	conocen	<i>son</i>	saben

REMEMBER:

*Estar is used to describe a location or temporary state:

está en el norte = it is in the north
estoy cansado/a = I am tired

** Ser is used to describe a permanent characteristic:

soy inglés /inglesa = I am English
soy alto/a = I am tall

Complete the following sentences with the appropriate form of the verb shown in brackets
(Careful: there is a mixture of regular and irregular verbs!!)

- | | |
|---|-----------------------------------|
| 1. Nosotros _____ paella (comer) | = We eat paella |
| 2. Ellos _____ la historia española (conocer) | = They know Spanish history |
| 3. Tú _____ en las montañas (vivir) | = You live in the mountains |
| 4. Yo _____ la mesa (poner) | = I set the table |
| 5. Los aviones siempre _____ a tiempo (salir) | = The planes always leave on time |
| 6. Ella _____ a pie (ir) | = She goes by foot |
| 7. Vds. _____ muchos coches (vender) | = You sell lots of cars |
| 8. Vosotros _____ muchas cosas (aprender) | = You learn lots of things |

Present Tense: Part 3 (Radical changing verbs)

Also known as stem-changing verbs, these are simply verbs where the spelling changes slightly when conjugated.

Note how the 'stem' in the nosotros and vosotros forms does not change:

1) e → ie (The letter E in the verb changes to IE)

	<u>Cerrar</u> (to close)	<u>Querer</u> (to want)	<u>Tener</u> (to have)	<u>Venir</u> (to come)
Yo	c <u>ier</u> ro	qu <u>ie</u> ro	tengo (irregular)	vengo (irregular)
Tú	ci <u>er</u> ras	qu <u>ie</u> res	ti <u>en</u> es	vi <u>en</u> es
Él/Ella/Vd.	ci <u>er</u> ra	qu <u>ie</u> re	ti <u>en</u> e	vi <u>en</u> e
Nosotros	cerramos	queremos	tenemos	venimos
Vosotros	cerráis	queréis	tenéis	venís
Ellos/Ellas/Vds.	ci <u>er</u> ran	qu <u>ie</u> ren	ti <u>en</u> en	vi <u>en</u> en

This rule can be applied to the following verbs (the letter **e** underlined is the one that changes to **ie**):

Comenzar	(to begin)	Negar	(to deny)
Despertar	(to wake up)	Pensar	(to think)
Defender	(to defend)	Perder	(to lose/to miss)
Entender	(to understand)	Preferir	(to prefer)
Empezar	(to begin)	Sentir	(to feel)
Mentir	(to lie)	Sugerir	(to suggest)

2) o → ue (The letter O in the verb changes to UE)

	<u>Contar</u> (to count/tell)	<u>Poder</u> (to be able)	<u>Morir</u> (to die)	<u>Dormir</u> (to sleep)
Yo	cu <u>en</u> to	pu <u>ed</u> o	mu <u>er</u> o	du <u>er</u> mo
Tú	cu <u>en</u> tas	pu <u>ed</u> es	mu <u>er</u> es	du <u>er</u> mes
Él/Ella/Vd.	cu <u>en</u> ta	pu <u>ed</u> e	mu <u>er</u> e	du <u>er</u> me
Nosotros	contamos	podemos	morimos	dormimos
Vosotros	contáis	podéis	morís	dormís
Ellos/Ellas/Vds.	cu <u>en</u> tan	pu <u>ed</u> en	mu <u>er</u> en	du <u>er</u> men

This rule can be applied to the following verbs (the letter **o** underlined is the one that changes to **ue**):

Acordar	(to remember)	Envolver	(to wrap)
Almorzar	(to have lunch)	Mostrar	(to show)
Costar	(to cost)	Mover	(to move)
Devolver	(to return/give back)	Probar	(to prove)
Encontrar	(to meet/find)	Recordar	(to remember)
		Volver	(to return)

NOTE: The verb JUGAR follows the same pattern: juego / juegas / juega / jugamos / jugáis / juegan

3) e → i (The letter E in the verb changes to I)

	<u>Pedir</u> (to ask for)	<u>Repetir</u> (to repeat)	<u>Reír</u> (to laugh)	<u>Decir</u> (to say)	<u>Seguir</u> (to follow)
Yo	pi <u>d</u> o	rep <u>i</u> to	rí <u>o</u>	di <u>g</u> o (irregular)	si <u>g</u> o (irregular)
Tú	pi <u>d</u> es	rep <u>i</u> tes	rí <u>es</u>	di <u>ces</u>	si <u>gues</u>
Él/Ella/Vd.	pi <u>d</u> e	rep <u>i</u> te	rí <u>e</u>	di <u>ce</u>	si <u>gue</u>
Nosotros	pedimos	repetimos	reímos	decimos	seguimos
Vosotros	pedís	repetís	reís	decís	seguís
Ellos/Ellas/Vds.	pi <u>d</u> en	rep <u>i</u> ten	rí <u>en</u>	di <u>cen</u>	si <u>guen</u>

The above rule can also be applied to the following verbs (the letter **e** underlined is the one that changes to **i**) :

Despedir	(to dismiss/fire)	Reñir	(to argue)
Freír	(to fry)	Servir	(to serve)
Impedir	(to impede)	Sonreír	(to smile)
Medir	(to measure)		

4) i → y (The letter i in the verb changes to **y**)

	<u>Construir (to build)</u>	<u>Huir (to flee)</u>	<u>Sustituir (to substitute)</u>
Yo	construyo	huyo	sustituyo
Tú	construyes	huyes	sustituyes
Él/Ella/Vd.	construye	huye	sustituye
Nosotros	construimos	huimos	sustituimos
Vosotros	construís	huís	sustituís
Ellos/Ellas/Vds.	construyen	huyen	sustituyen

The above rule can also be applied to the following verbs (the letter i underlined is the one that changes to **y**) :

Atribuir	(to attribute)
Contribuir	(to contribute)
Disminuir	(to diminish)
Distribuir	(to distribute)
Incluir	(to include)

Now try conjugating these Radical Changing verbs:

(Remember that the *Nosotros* and *Vosotros* forms do not change)

	EMPEZAR (to begin) E → IE	VOLVER (to return) O → UE	SERVIR (to serve) E → I	INCLUIR (to include) I → Y
Yo				
Tú				
Él/Ella/Vd.				
Nosotros				
Vosotros				
Ellos/Ellas/Vds.				

Revisión del Presente

Nombre:

1. Escribe los verbos siguientes según la persona indicada en la forma correcta del presente:

Verbos regulares

(él)	_ _ _ _	el tren	(TOMAR = to take/catch)
(ellos)	_ _ _ _	en un restaurante	(CENAR = to have dinner)
(ella)	¿ _ _ _ _	el español?	(ENSEÑAR = to teach)
(él)	_ _ _ _	mucho agua	(BEBER = to drink)
(ellas)	_ _ _ _	escribir una carta	(PROMETER = to promise)
(Vd.)	¿Por qué no _ _ _ _	Vd. La casa?	(VENDER = to sell)
(ella)	_ _ _ _	la ventana	(ABRIR = to open)
	Los niños _ _ _ _	la montaña	(SUBIR = to go up)
(Vds.)	_ _ _ _	a muchos conciertos	(ASISTIR = to attend)

2. Rellena los espacios en blanco con la forma correcta del verbo indicado (*Fill in the gaps with the correct form of the verb shown*):

Verbos irregulares

(ellos)	sal.....	siempre a la misma hora	(SALIR = to leave/go out)
(él)	tie.....	que hacer los deberes antes de comer	(TENER = to have)
(Vds.)	hac.....	demasiado ruido	(HACER = to do)
(ella)	conduc.....	el coche	(CONDUCIR = to drive)
(ellos)	traduc.....	la novela al español	(TRADUCIR = to translate)
(Vd.)	conoc.....	al dueño de la compañía	(CONOCER = to know)

3. Subraya la forma correcta del infinitivo (*Underline the correct form of the verb*):

Stem-changing verbs

(ellos)	piensas	piensan	piensan	(PENSAR = to think)
(él)	queréis	quiere	queremos	(QUERER = to want)
(ellas)	poden	pueden	puedes	(PODER = to be able)
(Vds.)	juega	jugamos	juegan	(JUGAR = to play)
(Vd.)	venís	viene	vengo	(VENIR = to come)
(ella)	sigue	seguimos	siguen	(SEGUIR = to follow)
(él)	pido	piden	pide	(PEDIR = to ask for)

Present Continuous Tense

This tense is used to express an action that is continuing to happen now, e.g. I am walking.

- Step 1: conjugate the verb *Estar*:

(Yo)	Estoy	I am	
(Tú)	Estás	You are	
(Él/Ella/Vd.)	Está	He/She/It is	(also: You are – formal sing.)
(Nosotros)	Estamos	We are	
(Vosotros)	Estáis	You are	
(Ellos/Ellas/Vds.)	Están	They are	(also: You are – formal plural)

- Step 2: Add the present participle (i.e.ing), e.g.:

Hablar (to speak)	→	hablando (speaking)
Jugar (to play)	→	jugando (playing)

For –ar verbs, drop the ending and add **-ando**

Comer (to eat)	→	comiendo (eating)
Volver (to return)	→	volviendo (returning)
Salir (to leave)	→	saliendo (leaving)
Escribir (to write)	→	escribiendo (writing)

For –er and –ir verbs, drop the ending and add **-iendo**

There are some irregular present participles:

Sentir	(to feel)	→	sintiendo	(feeling)
Medir	(to measure)	→	midiendo	(measuring)
Pedir	(to ask for)	→	pidiendo	(asking for)
Decir	(to say)	→	diciendo	(saying)
Venir	(to come)	→	viniendo	(coming)
Dormir	(to sleep)	→	durmiendo	(sleeping)
Servir	(to serve)	→	sirviendo	(serving)
Construir	(to build)	→	construyendo	(building)
Distribuir	(to distribute)	→	distribuyendo	(distributing)
Oír	(to hear)	→	oyendo	(hearing)
Ir	(to go)	→	yendo	(going)

Note how all these verbs are –ir verbs!

Present Continuous Tense exercise

Using the verbs at the bottom of the page, rewrite the following sentences using the Present Continuous, e.g. :

- | | | |
|---|---|---|
| 1. María <u>canta</u> y Juan <u>toca</u> la guitarra | = | María <u>está cantando</u> y Juan <u>está tocando</u> la guitarra |
| (Maria <u>sings</u> and John <u>plays</u> the guitar) | | (Maria <u>is singing</u> and John <u>is playing</u> the guitar) |
| 2. Las chicas <u>preparan</u> la lección | = | |
| (The girls <u>prepare</u> the lesson) | | (The girls <u>are preparing</u> the lesson) |
| 3. Yo <u>pongo</u> la mesa | = | |
| (I <u>set</u> the table) | | (I <u>am setting</u> the table) |
| 4. <u>Comemos</u> en el restaurante | = | |
| (We <u>eat</u> in the restaurant) | | (We <u>are eating</u> in the restaurant) |
| 5. El avión <u>sale</u> | = | |
| (The flight <u>leaves</u>) | | (The flight <u>is leaving</u>) |
| 6. Ellos <u>viven</u> con nosotros | = | |
| (They <u>live</u> with us) | | (They <u>are living</u> with us) |
| 7. ¿ <u>Mides</u> la distancia? | = | |
| (Do you <u>measure</u> the distance?) | | (Are you <u>measuring</u> the distance?) |

CANTAR = To sing
TOCAR = To play
PREPARAR = To prepare
PONER = To put / lay

COMER = To eat
SALIR = To leave / go out
VIVIR = To live
MEDIR = To measure (this is irregular!)

Preterite Tense

The PRETERITE TENSE is the name given to a past tense. It is used to translate the idea of 'I did' something and denotes a single, completed action (e.g. comí = I ate). You should recognise this from G.C.S.E.

REGULAR VERBS

	-AR verbs	-ER verbs	-IR verbs
Yo	habl <u>é</u>	com <u>í</u>	viv <u>í</u>
Tú	habl <u>aste</u>	com <u>iste</u>	viv <u>iste</u>
Él/Ella/Vd.	habl <u>ó</u>	com <u>ió</u>	viv <u>ió</u>
Nosotros	habl <u>amos</u> *	com <u>imos</u>	viv <u>imos</u> *
Vosotros	habl <u>asteis</u>	com <u>isteis</u>	viv <u>isteis</u>
Ellos/Ellas/Vds.	habl <u>aron</u>	com <u>ieron</u>	viv <u>ieron</u>

* These are the same in the Present Tense!

IRREGULAR VERBS

	Yo	Tú	Él/Ella/Vd.	Nosotros	Vosotros	Ellos/Ellas/Vds.
IR (to go) *	fui	fuiste	fue	fuimos	fuisteis	fueron
SER (to be) *	fui	fuiste	fue	fuimos	fuisteis	fueron
ESTAR (to be)	estuve	estuviste	estuvo	estuvimos	estuvisteis	estuvieron
TENER (to have)	tuve	tuviste	tuvo	tuvimos	tuvisteis	tuvieron
ANDAR (to walk)	anduve	anduviste	anduvo	anduvimos	anduvisteis	anduvieron
HACER (to do)	hice	hiciste	hizo	hicimos	hicisteis	hicieron
VER (to see)	vi	viste	vio	vimos	visteis	vieron
DAR (to give)	di	diste	dio	dimos	disteis	dieron
VENIR (to come)	vine	viniste	vino	vinimos	vinisteis	vinieron
PONER (to put)	puse	pusiste	puso	pusimos	pusisteis	pusieron
PODER (to be able)	pude	podiste	pudo	podimos	podisteis	podieron
LEER (to read)	leí	leíste	leyó	leímos	leísteis	leyeron
CABER (to fit)	cupe	cupiste	cupo	cupimos	cupisteis	cupieron
SABER (to know)	supe	supiste	supo	supimos	supisteis	supieron
QUERER (to want)	quise	quisiste	quiso	quisimos	quisisteis	quisieron
TRADUCIR (to translate)	traduje	tradujiste	tradujo	tradujimos	tradujisteis	tradujeron
PRODUCIR (to produce)	produje	produjiste	produjo	produjimos	produjisteis	produjeron
DECIR (to say/tell)	dije	dijiste	dijo	dijimos	dijisteis	dijeron
TRAER (to bring)	traje	trajiste	trajo	trajimos	trajisteis	trajeron

* Note how IR and SER are identical in the Preterite Tense!

The following verbs are irregular in the first person singular ONLY:

BUSCAR (to look for)	<u>busqué</u>	buscaste	buscó	buscamos	buscasteis	buscaron
JUGAR (to play)	<u>jugué</u>	jugaste	jugó	jugamos	jugasteis	jugaron
EMPEZAR (to begin)	<u>empecé</u>	empezaste	empezó	empezamos	empezasteis	empezaron
LLEGAR (to arrive)	<u>llegué</u>	llegaste	llegó	llegamos	llegasteis	llegaron

Completa estas frases con la forma apropiada del verbo en el pretérito:

(Complete these sentences with the correct form of the verb in the Preterite Tense)

1. **Los árabes _____ a España en el siglo ocho (INVADIR)**

The Arabs invaded Spain in the 8th century

2. **Colón _____ el Nuevo Mundo en 1492 (DESCUBRIR)**

Columbus discovered the New World in 1492

3. **Los países latinoamericanos _____ por su independencia durante el siglo XIX (LUCHAR)**

Latin American countries fought for their independence during the 19th century

4. **Lope de Vega _____ sus obras durante el siglo XV11 (PRODUCIR)**

Lope de Vega produced his works during the 17th century

5. **Nosotros _____ un viaje al Perú el año pasado (HACER)**

We did a trip to Peru last year

6. **Yo _____ la televisión anoche (MIRAR)**

I watched TV last night

7. **Mis amigos _____ hace tres días (LLEGAR)**

My friends arrived three days ago

8. **¿ _____ tú en aquel restaurante anoche? (COMER)**

Did you eat in that restaurant last night?

9. **Mi padre _____ enfermo el año pasado (ESTAR)**

My dad was ill last year

10. **Él me lo _____ anteayer (DECIR)**

He told me the day before yesterday.

Imperfect Tense

The IMPERFECT TENSE is used to translate:

- 1) The idea of 'WAS' or 'WERE' doing (e.g. I was eating/You were talking)
- 2) The idea of 'USED TO do' (e.g. I used to live)
- 3) The idea of 'WOULD' with a habitual/frequently occurring event or an event over a long period of time (e.g. When I was little, I would go swimming every week)

When do I use the Imperfect and when do I use the Preterite?

The IMPERFECT was going on when the PRETERITE happened (e.g. I was eating when he left)

REGULAR VERBS

	-AR verbs	-ER verbs	-IR verbs
Yo	habl <u>aba</u>	com <u>ía</u>	viv <u>ía</u>
Tú	habl <u>abas</u>	com <u>ías</u>	viv <u>ías</u>
Él/Ella/Vd.	habl <u>aba</u>	com <u>ía</u>	viv <u>ía</u>
Nosotros	habl <u>ábamos</u>	com <u>íamos</u>	viv <u>íamos</u>
Vosotros	habl <u>abais</u>	com <u>íais</u>	viv <u>íais</u>
Ellos/Ellas/Vds.	habl <u>aban</u>	com <u>ían</u>	viv <u>ían</u>

IRREGULAR VERBS (There are only three!)

IR (to go)	iba	ibas	iba	íbamos	ibais	iban
SER (to be)	era	eras	era	éramos	erais	eran
VER (to see)	veía	veías	veía	veíamos	veíais	veían

Note: Había = there was / there were

Complete the following story with the correct imperfect forms of the indicated verbs:

Cuando yo _____ (ser) niño/a, yo _____ (acompañar) a mi papá. Nosotros _____ (visitar) a mis abuelos. Yo _____ (adorar) a mis abuelos. *Abuelita siempre me _____ (dar) un regalo. Abuelito siempre _____ (jugar) conmigo. Yo lo _____ (pasar) muy bien con mis abuelos. Abuelita siempre _____ (preparar) una comida que me _____ (gustar). Ella _____ (cocinar) muy bien. Yo recuerdo que aún en aquel tiempo abuelito la _____ (ayudar). Mientras ella _____ (cocinar) el guiso, él _____ (preparar) la ensalada o el postre. A veces yo _____ (pasar) la noche en casa de mis abuelos. Abuelita me _____ (acostar) a eso de las diez de la noche. Antes de acostarme yo _____ (besar) a mis abuelitos. Ellos _____ (estar) muy contentos cuando yo les _____ (dar) un besito. Y yo también _____ (estar) muy contento/a cuando ellos me _____ (dar) un besito. No hay duda que nosotros nos _____ (adorar).

* Abuelita = Granny

Imperfect Continuous Tense

Definition:

The Imperfect Tense is used to describe an ongoing action, a habitual event in the past or general description. The **Imperfect Continuous Tense**, however, is used to describe an ongoing action only (e.g. I was working)

- Step 1: conjugate the verb Estar in the Imperfect tense:

(Yo)	Estaba	I was	
(Tú)	Estabas	You were	
(Él/Ella/Vd.)	Estaba	He/She/It was	(also: You were – formal sing.)
(Nosotros)	Estábamos	We were	
(Vosotros)	Estabais	You were	
(Ellos/Ellas/Vds.)	Estaban	They were	(also: You were – formal plural)

- Step 2: Add the present participle, e.g.:

Nadar (to swim)	→	nadando (swimming)
Jugar (to play)	→	jugando (playing)
Vender (to sell)	→	vendiendo (selling)
Volver (to return)	→	volviendo (returning)
Salir (to leave)	→	saliendo (leaving)
Escribir (to write)	→	escribiendo (writing)

For –ar verbs, drop the ending and add -ando

For –er and –ir verbs, drop the ending and add -iendo

There are some irregular present participles:

Sentir	(to feel)	sintiendo	(feeling)
Medir	(to measure)	midiendo	(measuring)
Pedir	(to ask for)	pidiendo	(asking for)
Decir	(to say)	diciendo	(saying)
Venir	(to come)	viniendo	(coming)
Dormir	(to sleep)	durmiendo	(sleeping)
Servir	(to serve)	sirviendo	(serving)
Construir	(to build)	construyendo	(building)
Distribuir	(to distribute)	distribuyendo	(distributing)
Oír	(to hear)	oyendo	(hearing)
Ir	(to go)	yendo	(going)

Note how all these verbs are –ir verbs!

Rewrite the following sentences using the imperfect continuous tense:

- (Él) charlaba con sus amigos = (Él) estaba charlando con sus amigos
- (Yo) charlaba con mis amigos =
- (Ellos) hacían un viaje por España =
- (Yo) no comía nada =
- (Nosotros) salíamos con María =
- (Vds.) servían la comida =
- (Ella) no pedía nada =

Perfect Tense

The PERFECT TENSE (sometimes referred to as the Present Perfect Tense) is used to describe an action that has been completed, e.g. I have eaten / She has spoken, etc...

It is formed by using the present tense of the verb **haber** (to have) and adding the past participle:

- Step 1 - Conjugate the verb haber in the present tense:

(Yo)	He	=	I have	
(Tú)	Has	=	You have	
(Él/Ella/Vd.)	Ha	=	He/She/It has	(also: You have – formal sing.)
(Nosotros)	Hemos	=	We have	
(Vosotros)	Habéis	=	You have	
(Ellos/Ellas/Vds.)	Han	=	They have	(also: You have – formal plural)

- Step 2 - Add the past participle:

Hablar (to speak)	→	hablado (spoken)
Dar (to give)	→	dado (given)

For –ar verbs, drop the ending and add **-ado**

Comer (to eat)	→	comido (eaten)
Perder (to lose)	→	perdido (lost)
Vivir (to live)	→	vivido (lived)
Pedir (to ask for)	→	pedido (asked for)

For –er and –ir verbs, drop the ending and add **-ido**

Note: The following verbs have irregular past participles:

Abrir (to open)	abierto	Leer (to read)	leído (because of the accent)
Cubrir (to cover)	cubierto	Morir (to die)	muerto
Decir (to say/tell)	dicho	Poner (to put)	puesto
Descubrir (to discover)	descubierto	Romper (to break)	roto
Escribir (to write)	escrito	Ver (to see)	visto
Freír (to fry)	frito	Volver (to return)	vuelto
Hacer (to do/make)	hecho		

Complete the following sentences with the appropriate form of the Perfect Tense of the indicated verb:

- ¿Por qué no _____ Vds. la ventana? (abrir = to open)
Why don't you open the window?
- Yo lo _____ con una manta (cubrir = to cover)
I have covered it with a blanket
- Creo que ellos _____ otro planeta (descubrir = to discover)
I think that they have discovered another planet
- Yo _____ mi pasaporte (perder = to lose/miss)
I have lost my passport
- Ellos no _____ todavía (volver = to return)
They still have not returned
- Nosotros se lo _____ (decir = to say/tell)
We have told him/her

Pluperfect Tense

The PLUPERFECT TENSE is used to describe an action that had been completed, e.g. I had eaten. It is formed by using the imperfect tense of the verb **haber** (to have) and adding the past participle:

- Step 1 - Conjugate the verb haber in the imperfect tense:

(Yo)	Había	=	I had	
(Tú)	Habías	=	You had	
(Él/Ella/Vd.)	Había	=	He/She/It had	(also: You had – formal sing.)
(Nosotros)	Habíamos	=	We had	
(Vosotros)	Habíais	=	You had	
(Ellos/Ellas/Vds.)	Habían	=	They had	(also: You had – formal plural)

- Step 2 - Add the past participle:

Hablar (to speak) → **hablado** (spoken)
 Dar (to give) → **dado** (given)

For –ar verbs, drop the ending and add **-ado**

Comer (to eat) → **comido** (eaten)
 Perder (to lose) → **perdido** (lost)
 Vivir (to live) → **vivido** (lived)
 Pedir (to ask for) → **pedido** (asked for)

For –er and –ir verbs, drop the ending and add **-ido**

Note: The following verbs have irregular past participles:

Abrir (to open)	abierto	Leer (to read)	leído (because of the accent)
Cubrir (to cover)	cubierto	Morir (to die)	muerto
Decir (to say/tell)	dicho	Poner (to put)	puesto
Descubrir (to discover)	descubierto	Romper (to break)	roto
Escribir (to write)	escrito	Ver (to see)	visto
Freír (to fry)	frito	Volver (to return)	vuelto
Hacer (to do/make)	hecho		

Complete the following sentences with the appropriate form of the Pluperfect Tense of the indicated verb:

- Nosotros _____ a tiempo (llegar = to arrive)
We had arrived on time
- Ellos _____ allí (comer = to eat)
They had eaten there
- Vd. _____ a Ramírez, ¿no? (conocer = to meet)
You had met Ramírez hadn't you?
- El niño _____ el cristal (romper = to break)
The child had broken the glass
- Ella ya lo _____ (abrir = to open)
She had already opened it
- Yo _____ antes (volver = to return)
I had returned beforehand

Immediate Future Tense

There are two forms of the future tense in Spanish but this is the one taught predominantly at G.C.S.E. and one which you should be familiar with. It is the equivalent of 'I am going to.....'

- Step 1 - Conjugate the verb IR (to go) in the present tense and add the word 'a':

(Yo)	Voy a	=	I am going to
(Tú)	Vas a	=	You are going to
(Él/Ella/Vd.)	Va a	=	He/She/It is going to (also: You are going to – formal sing.)
(Nosotros)	Vamos a	=	We are going to
(Vosotros)	Vais a	=	You are going to
(Ellos/Ellas/Vds.)	Van a	=	They are going to (also: You are going to – formal pl.)

- Step 2 – Simply add an infinitive (Remember that all verbs end in either **–ar**, **–ir** or **–er**):

Trabajar (to work)	Venir (to come)	Tener (to have)
Viajar (to travel)	Dormir (to sleep)	Hacer (to do/make)

Rewrite the following statements in the Immediate Future using **ir a** with the infinitive:

1. Vivimos en la capital = Vamos a vivir en la capital
2. Hago las maletas =
3. ¿Miras la televisión? =
4. Reciben la carta =
5. Habla el presidente =
6. Pongo todo en orden =
7. Repetimos la oración =
8. Vds. salen temprano =

True Future Tense

The True Future Tense is the equivalent of 'I will'. (e.g. I will speak)

It is formed by adding the following endings to the infinitive:

	<u>HABLAR</u>	<u>COMER</u>	<u>ESCRIBIR</u>	<i>Endings</i>
(Yo)	hablar <u>é</u>	comer <u>é</u>	escribir <u>é</u>	-é
(Tú)	hablar <u>ás</u>	comer <u>ás</u>	escribir <u>ás</u>	-ás
(Él/Ella/Vd.)	hablar <u>á</u>	comer <u>á</u>	escribir <u>á</u>	-á
(Nosotros)	hablar <u>emos</u>	comer <u>emos</u>	escribir <u>emos</u>	-emos
(Vosotros)	hablar <u>éis</u>	comer <u>éis</u>	escribir <u>éis</u>	-éis
(Ellos/Ellas/Vds.)	hablar <u>án</u>	comer <u>án</u>	escribir <u>án</u>	-án

Few verbs are irregular in the True Future tense. The following, however, have irregular 'stems' :

	Yo	Tú	Él/Ella/Vd.	Nosotros	Vosotros	Ellos/Ellas/Vds.
DECIR (to say/tell)	dir <u>é</u>	dir <u>ás</u>	dir <u>á</u>	dire <u>mos</u>	dir <u>éis</u>	dir <u>án</u>
HACER (to do)	har <u>é</u>	har <u>ás</u>	har <u>á</u>	hare <u>mos</u>	har <u>éis</u>	har <u>án</u>
QUERER (to want)	querr <u>é</u>	querr <u>ás</u>	querr <u>á</u>	querre <u>mos</u>	querr <u>éis</u>	querr <u>án</u>
CABER (to fit)	cabr <u>é</u>	cabr <u>ás</u>	cabr <u>á</u>	cabre <u>mos</u>	cabr <u>éis</u>	cabr <u>án</u>
PODER (to be able)	podr <u>é</u>	podr <u>ás</u>	podr <u>á</u>	podre <u>mos</u>	podr <u>éis</u>	podr <u>án</u>
SABER (to know)	sabr <u>é</u>	sabr <u>ás</u>	sabr <u>á</u>	sabre <u>mos</u>	sabr <u>éis</u>	sabr <u>án</u>
PONER (to put)	pondr <u>é</u>	pondr <u>ás</u>	pondr <u>á</u>	pondre <u>mos</u>	pondr <u>éis</u>	pondr <u>án</u>
SALIR (to leave)	saldr <u>é</u>	saldr <u>ás</u>	saldr <u>á</u>	saldre <u>mos</u>	saldr <u>éis</u>	saldr <u>án</u>
TENER (to have)	tendr <u>é</u>	tendr <u>ás</u>	tendr <u>á</u>	tendre <u>mos</u>	tendr <u>éis</u>	tendr <u>án</u>
VALER (to be worth)	valdr <u>é</u>	valdr <u>ás</u>	valdr <u>á</u>	valdre <u>mos</u>	valdr <u>éis</u>	valdr <u>án</u>
VENIR (to come)	vendr <u>é</u>	vendr <u>ás</u>	vendr <u>á</u>	vendre <u>mos</u>	vendr <u>éis</u>	vendr <u>án</u>

Completa estas frases con la forma apropiada del verbo en el futuro:

- | | |
|---------------------------------------|----------------------|
| 1. Él me lo _____ | decir (to say/tell) |
| 2. Yo _____ lo que quiero | hacer (to do/make) |
| 3. Ellos _____ saber los resultados | querer (to want) |
| 4. Vosotros _____ aquella novela | leer (to read) |
| 5. El paquete no _____ en el buzón | cabere (to fit) |
| 6. Nosotros _____ terminarlo a tiempo | poder (to be able) |
| 7. Tú _____ en el mar | nadar (to swim) |
| 8. Ella _____ las noticias en seguida | recibir (to receive) |

Conditional Tense

The CONDITIONAL TENSE is used to express what would happen in the future, e.g. I would like (me gustaría).

It is formed by adding the following endings to the infinitive:

	<u>HABLAR</u>	<u>COMER</u>	<u>ESCRIBIR</u>	<i>Endings*</i>
(Yo)	hablar <u>ía</u>	comer <u>ía</u>	escribir <u>ía</u>	- <i>ía</i>
(Tú)	hablar <u>ías</u>	comer <u>ías</u>	escribir <u>ías</u>	- <i>ías</i>
(Él/Ella/Vd.)	hablar <u>ía</u>	comer <u>ía</u>	escribir <u>ía</u>	- <i>ía</i>
(Nosotros)	hablar <u>íamos</u>	comer <u>íamos</u>	escribir <u>íamos</u>	- <i>íamos</i>
(Vosotros)	hablar <u>íais</u>	comer <u>íais</u>	escribir <u>íais</u>	- <i>íais</i>
(Ellos/Ellas/Vds.)	hablar <u>ían</u>	comer <u>ían</u>	escribir <u>ían</u>	- <i>ían</i>

** Note how the endings are the same as those used for -er and -ir verbs in the Imperfect Tense!*

Few verbs are irregular in the Conditional tense. The following, however, have irregular 'stems' :

	Yo	Tú	Él/Ella/Vd.	Nosotros	Vosotros	Ellos/Ellas/Vds.
DECIR (to say/tell)	dir <u>ía</u>	dir <u>ías</u>	dir <u>ía</u>	dir <u>íamos</u>	dir <u>íais</u>	dir <u>ían</u>
HACER (to do)	har <u>ía</u>	har <u>ías</u>	har <u>ía</u>	har <u>íamos</u>	har <u>íais</u>	har <u>ían</u>
QUERER (to want)	quer <u>ría</u>	quer <u>rías</u>	quer <u>ría</u>	quer <u>ríamos</u>	quer <u>ríais</u>	quer <u>rían</u>
CABER (to fit)	cabr <u>ía</u>	cabr <u>ías</u>	cabr <u>ía</u>	cabr <u>íamos</u>	cabr <u>íais</u>	cabr <u>ían</u>
PODER (to be able)	podr <u>ía</u>	podr <u>ías</u>	podr <u>ía</u>	podr <u>íamos</u>	podr <u>íais</u>	podr <u>ían</u>
SABER (to know)	sabr <u>ía</u>	sabr <u>ías</u>	sabr <u>ía</u>	sabr <u>íamos</u>	sabr <u>íais</u>	sabr <u>ían</u>
PONER (to put)	pondr <u>ía</u>	pondr <u>ías</u>	pondr <u>ía</u>	pondr <u>íamos</u>	pondr <u>íais</u>	pondr <u>ían</u>
SALIR (to leave)	saldr <u>ía</u>	saldr <u>ías</u>	saldr <u>ía</u>	saldr <u>íamos</u>	saldr <u>íais</u>	saldr <u>ían</u>
TENER (to have)	tendr <u>ía</u>	tendr <u>ías</u>	tendr <u>ía</u>	tendr <u>íamos</u>	tendr <u>íais</u>	tendr <u>ían</u>
VALER (to be worth)	valdr <u>ía</u>	valdr <u>ías</u>	valdr <u>ía</u>	valdr <u>íamos</u>	valdr <u>íais</u>	valdr <u>ían</u>
VENIR (to come)	vendr <u>ía</u>	vendr <u>ías</u>	vendr <u>ía</u>	vendr <u>íamos</u>	vendr <u>íais</u>	vendr <u>ían</u>

Complete the following sentences with the appropriate form of the Conditional Tense of the indicated verb:

- Yo _____ el viaje con mucho gusto pero la verdad es que no tengo el tiempo (hacer)
- ¿Tú _____ discutir el problema con el presidente? (querer)
- Todos no _____ porque el coche es pequeño (caber)
- Ellos _____ en seguida pero no hay vuelo hasta el martes (volver)
- Yo _____ la carta pero no tengo papel (escribir)
- Nosotros le _____ prestar* el dinero (poder)
- Ella _____ aquí pero tiene otras obligaciones (estar)
- ¿ _____ (tú) bastante dinero para hacer el viaje? (tener)

*prestar = to lend

Future Perfect Tense

The FUTURE PERFECT TENSE is used to describe an action that will have been completed, e.g. I will have eaten.

- Step 1 - Conjugate the verb haber in the future tense:

(Yo)	Habré	=	I will have	
(Tú)	Habrás	=	You will have	
(Él/Ella/Vd.)	Habrá	=	He/She/It will have	(also: You will have – formal sing.)
(Nosotros)	Habremos	=	We will have	
(Vosotros)	Habreis	=	You will have	
(Ellos/Ellas/Vds.)	Habrán	=	They will have	(also: You will have – formal pl.)

- Step 2 - Add the past participle:

Hablar (to speak) → **hablado** (spoken)
 Dar (to give) → **dado** (given)

For –ar verbs, drop the ending and add **-ado**

Comer (to eat) → **comido** (eaten)
 Perder (to lose) → **perdido** (lost)
 Salir (to leave) → **salido** (left)
 Pedir (to ask for) → **pedido** (asked for)

For –er and –ir verbs, drop the ending and add **-ido**

Note: The following verbs have irregular past participles:

Abrir (to open)	abierto	Hacer (to do/make)	hecho (Bien <u>hecho</u> = Well <u>done</u>)
Cubrir (to cover)	cubierto	Morir (to die)	muerto
Decir (to say/tell)	dicho	Poner (to put)	puesto
Descubrir (to discover)	descubierto	Romper (to break)	roto
Escribir (to write)	escrito	Ver (to see)	visto
Freír (to fry)	frito	Volver (to return)	vuelto

Completa las frases siguientes:

- Nosotros ya _____ con el director (hablar)
- ¿Vds. no _____ al presidente antes? (ver)
- Ellos te lo _____ antes de nuestra llegada (decir)
- Yo _____ la casa antes de salir para Venezuela (vender)
- El grupo _____ el problema antes de llegar a una solución (discutir)
- Nosotros _____ antes de tu salida (comer)
- Ellos ya _____ de España (volver)
- ¿ _____ tú para mañana? (decidir)
- Él no lo _____ antes de la próxima expedición (descubrir)
- Yo te _____ antes (ver)

Conditional Perfect Tense

The CONDITIONAL PERFECT TENSE is used to describe an action that would have been completed, e.g. I would have given.

- Step 1 - Conjugate the verb haber in the conditional tense:

(Yo)	Habría	=	I would have
(Tú)	Habrías	=	You would have
(Él/Ella/Vd.)	Habría	=	He/She/It would have (also: You would have – formal sing.)
(Nosotros)	Habríamos	=	We would have
(Vosotros)	Habríais	=	You would have
(Ellos/Ellas/Vds.)	Habrían	=	They would have (also: You would have – formal pl.)

- Step 2 - Add the past participle:

Hablar (to speak)	→	hablado (spoken)
Dar (to give)	→	dado (given)

For –ar verbs, drop the ending and add **-ado**

Comer (to eat)	→	comido (eaten)
Perder (to lose)	→	perdido (lost)
Salir (to leave)	→	salido (left)
Pedir (to ask for)	→	pedido (asked for)

For –er and –ir verbs, drop the ending and add **-ido**

Note: The following verbs have irregular past participles:

Abrir (to open)	abierto	Hacer (to do/make)	hecho (Bien <u>hecho</u> = Well <u>done</u>)
Cubrir (to cover)	cubierto	Morir (to die)	muerto
Decir (to say/tell)	dicho	Poner (to put)	puesto
Descubrir (to discover)	descubierto	Romper (to break)	roto
Escribir (to write)	escrito	Ver (to see)	visto
Freír (to fry)	frito	Volver (to return)	vuelto

Form sentences according to the model:

- Yo / comer / tener hambre = **(Yo) habría comido pero no tenía hambre**
I would have eaten but I wasn't hungry
- Yo / terminar / tener tiempo =
I would have finished but I didn't have time
- Él / beber algo / tener sed =
He would have drank something but he wasn't thirsty
- Ellos / dormir / tener sueño =
They would have slept but they weren't tired
- Nosotros / ponernos una chaqueta / no tener frío =
We would have put a jacket on but we weren't cold
- Yo / quitarme el suéter / no tener calor =
I would have taken my jumper off but I was not hot

Overview of Spanish Tenses

1. **Present (e.g. I speak)**

-ar verbs: -o, -as, -a, -amos, -áis, -an
 -er verbs: -o, -es, -e, -emos, -éis, -en
 -ir verbs: -o, -es, -e, -imos, -ís, -en

Be aware of irregulars and many radical-changing verbs!

2. **Present Continuous (e.g. I am speaking)**

Conjugate ESTAR in present tense and add present participle
estoy / estás / está / estamos / estáis / están...

-ar verbs: remove ending, add **-ando**
 -ir/-er verbs: remove ending, add **-iendo**
 (Some irregular present participles!)

3. **Preterite (single, completed action e.g. I spoke)**

-ar verbs: -é, -aste, -ó, -amos, -asteis, -aron
 -er and -ir verbs: -í, -iste, -ió, -imos, -isteis, -ieron

Be aware of irregulars and remember that SER and IR are identical: fui, fuiste, etc...

4. **Imperfect (ongoing action in the past, habitual event, general description e.g. I was speaking / I used to speak)**

-ar verbs: -aba, -abas, -aba, -ábamos, -abais, -aban
 -er and -ir verbs: -ía, -ías, -ía, -íamos, -íais, -ían

Only 3 irreg. verbs: SER, IR & VER
 Note: Había = There was/were

5. **Imperfect Continuous (ongoing action only e.g. I was speaking)**

Conjugate ESTAR in imperfect tense and add present participle
estaba / estabas / estaba / estábamos / estabais / estaban....

-ar verbs: remove ending, add **-ando**
 -ir/-er verbs: remove ending, add **-iendo**
 (Some irregular present participles!)

6. **Perfect (I have spoken)**

Conjugate HABER in present tense and add past participle
he / has/ ha / hemos / habéis / han.....

-ar verbs: remove ending, add **-ado**
 -ir/-er verbs: remove ending, add **-ido**
 (Some irregular past participles!)

7. **Pluperfect (I had spoken)**

Conjugate HABER in imperfect tense and add past participle
había / habías / había / habíamos / habíais / habían ...

-ar verbs: remove ending, add **-ado**
 -ir/-er verbs: remove ending, add **-ido**
 (Some irregular past participles!)

8. **Immediate Future (I am going to speak)**

Ir a + infinitive, e.g. *voy/vas/va/vamos/vais/vana.....hablar*

9. **True Future (I will speak)**

Infinitive + ending: -é, -ás, -á, -emos, -eis, -án

11 verbs have irregular stems.

10. **Conditional (I would speak)**

Infinitive + ending: -ía, -ías, -ía, -íamos, -íais, -ían
 (same as ER and IR verbs in the Imperfect)

11 verbs have irregular stems.

11. **Future Perfect (I will have spoken)**

Conjugate HABER in future tense and add past participle
habré / habrás / habrá / habremos / habreis / habrán....

-ar verbs: remove ending, add **-ado**
 -ir/-er verbs: remove ending, add **-ido**
 (Some irregular past participles!)

12. **Conditional Perfect (I would have spoken)**

Conjugate HABER in conditional tense and add past participle
habría / habrías / habría / habríamos / habríais / habrían....

-ar verbs: remove ending, add **-ado**
 -ir/-er verbs: remove ending, add **-ido**
 (Some irregular past participles!)