

Name: _____

GCSE WRITING EXAM HIGHER LEVEL

SUMMER 2022



Changes for 2022

Because of the impact of the Coronavirus (COVID-19) pandemic, there are some changes to how GCSE Spanish will be assessed in 2022.

These changes are for 2022 **only**.

What you need to know

- Optionality for Paper 4 (Writing) i.e., **3 choices** of 90- and 150-word tasks instead of 2.
- Paper 4 (Writing) exam time extended (an extra five minutes) (!?)
- No requirement for vocabulary outside specification
- Advanced information on exams will be available in February 2022

In this booklet, we are focusing on the vocabulary in the specification i.e., the vocabulary the exam board will use in the exam. This means that **they will only use the words in the booklet you have been given + cognates** e.g., teléfono = telephone.

AQA GCSE SPANISH - Advance information June 2022

Very little change for us sadly 😞.

For our GCSE there are 3 THEMES and 3 or 4 TOPICS per theme.

The only change for GCSE Spanish is that the topic of free-time activities will not feature in the summer Higher Writing exam (90- or 150-word tasks).

So, in your 90/150 word writing tasks you will not be covering the following:

Topic 3: Free-time activities

- Music
- Cinema and TV
- Food and eating out
- Sport

HOWEVER, the topic of free time will appear in all other papers i.e., speaking, reading and listening. So, this is not much help to us. AND the topic of Free-time activities has not removed from the translation which IS part of the writing exam.

This means that in the writing exam any of the following could appear with one exception (in red):

THEME 1: IDENTITY AND CULTURE

Topic 1: Me, my family and friends

- Relationships with family and friends
- Marriage/partnership

Topic 2: Technology in everyday life

- Social media
- Mobile technology

~~Topic 3: Free-time activities~~

- ~~• Music~~
- ~~• Cinema and TV~~
- ~~• Food and eating out~~
- ~~• Sport~~

(NO TOPIC 3 summer 2022 for the 90/150 word writing tasks)

Topic 4: Customs and festivals in Spanish speaking countries/communities

THEME 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST

Topic 1: Home, town, neighbourhood and region

Topic 2: Social issues

- Charity/voluntary work
- Healthy/unhealthy living

Topic 3: Global issues

- The environment
- Poverty/homelessness

Topic 4: Travel and tourism

THEME 3: CURRENT AND FUTURE STUDY AND EMPLOYMENT

Topic 1: My studies

Topic 2: Life at school/college

Topic 3: Education post-16

Topic 4: Jobs, career choices and ambitions

EXAMINATION FORMAT

1. PART 1 OF THE EXAM IS THE 90 WORD TEXT. YOU HAVE 3 QUESTIONS FROM WHICH TO CHOOSE. DO NOT DO ALL 3.

[16 marks]

2. PART 2 OF THE EXAM IS THE 150 WORD TEXT. YOU HAVE 3 QUESTIONS FROM WHICH TO CHOOSE. DO NOT DO ALL 3.

[32 marks]

3. PART 3 OF THE EXAM IS THE TRANSLATION INTO SPANISH. THERE IS ONE TRANSLATION.

[12 marks]

HOW TO ACHIEVE A TOP GRADE

What are the examiners looking for?

There are three broad areas:

- Content
- Quality of language
- Accuracy

What is meant by each of these headings used in the mark schemes?

Content

- ☐ You respond to all the bullet points
- ☐ You write content that is relevant to the bullet point

Quality of language

- ☐ You use a variety of vocabulary and structures *[see below for examples listed by AQA]*
- ☐ You use complex / longer sentences *[see below for examples listed by AQA]*

Accuracy

- ☐ Tenses are formed correctly
- ☐ Spellings are correct
- ☐ Accents are used correctly

Quality of language – How do AQA define this?

AQA have published the following guidance:

Variety of vocabulary

Consider particularly:

- use of synonyms,
 - e.g. *prefiero* and *me encanta* rather than just *me gusta viajar*
 - *coger (el tren/autobús...), llegar a* etc, rather than just *ir*
 - *espléndido, emocionante, estupendo, maravilloso*, etc, rather than *bueno*
- use of more sophisticated vocabulary
- avoid repetition

Variety of structures

Consider, for example:

- use of infinitive constructions introduced by prepositions (*después de, antes de, al, para, sin*), adjectives (*Es fácil hacerlo*), nouns (*Tengo la intención de salir*) and after verbs (*Prefiero ir, suelo ir*)
- use of object pronouns (*Me encanta la fruta. La como a menudo*)
- use of disjunctive pronouns (*conmigo [with me], para mí [for me], etc*)
- use of indefinite pronouns such as *algo [something], alguien [someone]*
- use of connectives such as

| | |
|---|---|
| <i>tanto... como...</i> | <i>[as much as]</i> |
| <i>no sólo... sino también...</i> | <i>[not only but also ...]</i> |
| <i>por un lado... pero por otro...</i> | <i>[on the one hand, ... but on the other hand ...]</i> |
| <i>por una parte... por otra parte...</i> | <i>[on the one hand, ... but on the other hand ...]</i> |
| <i>aparte de + infinitive</i> | <i>[apart from ...]</i> |
| <i>a pesar de + infinitive</i> | <i>[besides]</i> |
- use of adverbs and adverbial phrases such as ...

| |
|-------------------------|
| <i>sin embargo</i> |
| <i>por eso</i> |
| <i>por lo tanto</i> |
| <i>también</i> |
| <i>el año que viene</i> |
| <i>por ejemplo</i> |
- use of negatives (*nada, nadie, nunca, ninguno, jamás, ni, tampoco, sino, etc*)
- use of *desde hace* constructions and constructions such as *Llevo 5 años estudiando español*
- use of comparative expressions (*tan... como/que, más/menos... que...*)
- use of demonstrative adjectives and pronouns

| | |
|--------------------|----------------|
| <i>este/esta</i> | <i>[this]</i> |
| <i>estos/estas</i> | <i>[these]</i> |

ese/esa *[that]*
esos/esas *[those]*
aquel / aquella *[that – over there]*
aquellos/aquellas *[those – over there]*

- use of possessive pronouns

el mío, la mía *[mine]*

- use of *lo* + adjective

lo bueno

lo más importante

- a range of tenses.

Use of complex/longer sentences

Consider:

- use of subordinate clauses introduced by

si

cuando

donde

porque

como *[like]*

aunque

mientras que

ya que

dado que

- use of relative clauses introduced by:

que *[that/which]*

quien *[who]*

lo que *[what – the thing that]*

cuyo *[whose]*

- use of the present subjunctive e.g.

cuando sea mayor *[when I am older]*

- use of conjunctions: *y, pero, así que*

Use of time frames/tenses

- The criteria for Quality of Language in Foundation Question 4/Higher Question 1 include 'references to two/three time frames'. If a candidate refers to three time frames, it may well be through different tenses, but equally it could be through the present tense: *Normalmente voy al cine una vez al mes; Voy a la piscina el sábado que viene; Acabo de ir al centro comercial.*
- The criteria for Accuracy in Higher Question 2 refer to 'tense formations'. In this question, a candidate can impress by showing that he/she can use a good range of tenses, thereby adding to the range and complexity of language.

Advice to students from AQA

- Aim to write roughly the number of words required for each task.
- Read the bullet points and the scene setting carefully, ensuring you know exactly what they require in terms of response.
- Ensure that what you write relates to the bullet points in some way.
- If you have time at the end of the exam, check that your verbs and spellings are accurate.
- Try not to say things that are really difficult or for which you do not know the vocabulary. It is better to be simple and clear than complex and unclear.

IMPORTANT

Translations and 90/150 word tasks
will **ALWAYS** contain P.P.O.F.

- **PRESENT**
- **PPAST**
- **OPTION**
- **FUTURE**

Verb endings for “I” for all regular verbs

PRESENT TENSE

| | | |
|------------|------------|------------|
| remove -ar | remove -er | remove -ir |
| -O | -O | -O |

PRETERITE TENSE [-ed]

| | | |
|---------------|----------------|----------------|
| remove -ar | remove -er | remove -ir |
| -é | -í | -í |
| [-ó = she/he] | [-ió = she/he] | [-ió = she/he] |

imperfect TENSE [was/used to]

| | | |
|------------|------------|------------|
| remove -ar | remove -er | remove -ir |
| -aba | -ía | -ía |

perfect TENSE [have done]

| | | |
|-----------------------------|-----------------------------|-----------------------------|
| he (i have) + remove -ar | he (i have) + remove -er | he (i have) + remove -ir |
| -ado | -ido | -ido |

future TENSE [will]

| | | |
|------------|------------|------------|
| add to -ar | add to -er | Add to -ir |
| -é | -é | -é |

conditional TENSE [would]

| | | |
|------------|------------|------------|
| add to -ar | add to -er | Add to -ir |
| -ía | -ía | -ía |

TRANSLATE INTO ENGLISH:

1. Rompí con mi novia anteayer.
2. Bajo la calle.
3. Bajó la calle.
4. Buscaré mi pasaporte.
5. He perdido mi visado.
6. He olvidado mis papeles.
7. Dejaré de fumar.
8. Dejé de fumar.
9. Dejó de fumar.
10. Seguiré con mis estudios.
11. Sufrí mucho acoso escolar.
12. Tenía mucho miedo.
13. Me bronceo en la playa.
14. La película duró dos horas.
15. Me canso mucho.
16. Conseguiría un premio.
17. Me esforzaré aún más.
18. Te apoyaba.
19. Pasé las vacaciones en la costa.
20. Evito la carne.

TENSES – REGULAR VERBS (FIRST PERSON SINGULAR “I”)

to live = **vivir**

| | | | | | |
|--------------------------------|-----------------------------------|--------------------------------------|--|------------------------------------|--|
| Present tense I live | Preterite tense I lived | Perfect tense I have lived | Imperfect tense I was living I used to live | Future tense I will live | Conditional tense I would live |
| | | | | | |

to spend (time) = **pasar**

| | | | | | |
|---------------------------------|-----------------------------------|--------------------------------------|---|-------------------------------------|---|
| Present tense I spend | Preterite tense I spent | Perfect tense I have spent | Imperfect tense I was spending I used to spend | Future tense I will spend | Conditional tense I would spend |
| | | | | | |

to learn = **aprender**

| | | | | | |
|---------------------------------|------------------------------------|---------------------------------------|---|-------------------------------------|---|
| Present tense I learn | Preterite tense I learnt | Perfect tense I have learnt | Imperfect tense I was learning I used to learn | Future tense I will learn | Conditional tense I would learn |
| | | | | | |

TENSES – REFLEXIVE VERBS

to get married = **casarse**

| | | | | | |
|---------------------------------------|---|--|--|---|---|
| Present tense I get married | Preterite tense I got married | Perfect tense I have got married | Imperfect tense I was getting married I used to get married | Future tense I will get married | Conditional tense I would get married |
| | | | | | |

Spanish grammar map

| TENSE | The present tense (what is happening now/what you usually do/facts) e.g. I play | The present continuous (ing - I am....ing / he is.....ing) | The preterite What happened in the past / did /ed / completed | The imperfect What used to happen in the past / was....ing / continuous action | The immediate future What you are GOING TO DO | The Future What you WILL do | The conditional What you WOULD do |
|---|---|---|--|--|--|---|---|
| RULE | Take AR/ER/IR off the infinitive to leave the stem and add the following endings: AR ER IR | Conjugate ESTAR (to be) + -ando (AR) / -iendo (ER-IR) to the stem | Take AR/ER/IR off the infinitive to leave the stem and add the following endings: AR ER/IR | Take AR/ER/IR off the infinitive to leave the stem and add the following endings: AR ER/IR | Conjugate IR (to go) + a + infinitive | INFINITIVE + the following endings *Do NOT take off the AR/ER/IR | INFINITIVE + the following endings *Do NOT take off the AR/ER/IR |
| 1. Yo (I) | O O O | Estoy + ando/iendo (Estoy hablando / comiendo) | é í | aba ía | Voy a (Voy a ir-I'm going to go) | é | ía |
| 2. Tú (you s inf) | as es es | Estás + ando/iendo | aste iste | abas ías | Vas a..... | ás | ías |
| 3. Él / Ella / Es / Usted (he/she/it/you s f) | a e e | Está + ando/iendo | ó ío | aba ía | Va a..... | á | ía |
| 4. Nosotros (we) | amos emos imos | Estamos + ando/iendo | amos imos | ábamos íamos | Vamos a..... | emos | íamos |
| 5. Vosotros (you pl inf) | áis éis ís | Estáis + ando/iendo | asteis isteis | abais íais | Vais a | éis | íais |
| 6. Ellos/Ellas/Ustedes (they / you pl f) | an en en | Están + ando/iendo | aron ieron | aban ían | Van a..... | án | ían |

TENSES – REGULAR VERBS (various subject pronouns – I, you, he/she, we, you, they)

to live = **vivir**

| | | | | | |
|-----------------------------------|------------------------------------|---------------------------------------|--|---------------------------------------|--|
| Present tense She lives | Preterite tense He lived | Perfect tense We have lived | Imperfect tense He was living He used to live | Future tense They will live | Conditional tense You (s) would live |
| | | | | | |

to spend (time) = **comprar**

| | | | | | |
|--------------------------------|-------------------------------------|--|---|--------------------------------------|--|
| Present tense We buy | Preterite tense We bought | Perfect tense They have bought | Imperfect tense She was buying She used to spend | Future tense They will buy | Conditional tense We would buy |
| | | | | | |

to learn = **aprender**

| | | | | | |
|----------------------------------|-------------------------------------|--|--|---------------------------------------|--|
| Present tense We learn | Preterite tense He learnt | Perfect tense We have learnt | Imperfect tense They were learning They used to learn | Future tense She will learn | Conditional tense He would learn |
| | | | | | |

TENSES – REFLEXIVE VERBS

to get married = **casarse**

| | | | | | |
|---|--|--|---|--|---|
| Present tense He gets married | Preterite tense They got married | Perfect tense He has got married | Imperfect tense They were getting married They used to get married | Future tense They will get married | Conditional tense She would get married |
| | | | | | |

TENSES – IRREGULAR VERBS (FIRST PERSON SINGULAR “I”)

[see pages 98-99 for support]

to do / to make = **hacer**

| Present tense I do / I make | Preterite tense I did / I made | Perfect tense I have done I have made | Imperfect tense I was doing / I used to do I was making / I used to make | Future tense I will do I will make | Conditional tense I would do I would make |
|---------------------------------------|--|--|---|---|--|
| | | | | | |

to go = **ir**

| Present tense I go | Preterite tense I went | Perfect tense I have gone | Imperfect tense I was going I used to go | Future tense I will go | Conditional tense I would go |
|------------------------------|----------------------------------|-------------------------------------|---|----------------------------------|--|
| | | | | | |

10 COMMON SPANISH IRREGULAR VERBS



SER - "TO BE"

HABER - AUXILIARY "TO BE/TO HAVE"

ESTAR - "TO BE"

TENER - "TO HAVE"

IR - "TO GO"

SABER - "TO KNOW"

DAR - "TO GIVE"

HACER - "TO MAKE"

PODER - "TO CAN/TO BE ABLE TO"

DECIR - "TO SAY"



Modal verbs

Modal verbs are very common verbs which are always followed by an infinitive.

The verbs are:

- deber – to have to [must/ought/should]
- poder – to be able [could]
- saber – to know [how to]
- soler – to tend to

| DEBER | Present | Preterite | Imperfect | Future | Conditional |
|-------------|---------|---|--|--------------|-------------------|
| I | debo | debí | debía | deberé | debería |
| You (sing.) | debes | debiste | debías | deberás | deberías |
| He/she | debe | debió | debía | deberá | debería |
| We | debemos | debimos | debíamos | debemos | deberíamos |
| You (pl.) | debéis | debisteis | debíais | debéis | deberíais |
| They | deben | debieron | debían | deberán | deberían |
| | must | had to /must have (at one specific time) | had to, was having to (over a period of time) | will have to | should / ought to |

| PODER | Present | Preterite | Imperfect | Future | Conditional |
|-------------|-----------------|--|---|-----------------|-------------|
| I | puedo | pude | podía | podré | podría |
| You (sing.) | puedes | podiste | podías | podrás | podrías |
| He/she | puede | pudo | podía | podrá | podría |
| We | podemos | podimos | Podemos | podremos | podríamos |
| You (pl.) | podéis | podistéis | podíais | podréis | podríais |
| They | pueden | podieron | podían | podrán | podrían |
| | can, am able to | could, was able to (at one specific time) | could, was able to (over a period of time) | will be able to | could |

| SABER | Present | Preterite | Imperfect | Future | Conditional |
|-------------|---------------|--|--|--------------------|---------------------|
| I | sé | supe | sabía | sabré | sabría |
| You (sing.) | sabes | supiste | sabías | sabrás | sabrías |
| He/she | sabe | supo | sabía | sabrá | sabría |
| We | sabemos | supimos | sabíamos | sabremos | sabríamos |
| You (pl.) | sabéis | supistéis | sabíais | sabréis | sabríais |
| They | saben | supieron | sabían | sabrán | sabrían |
| | know (how to) | knew (how to), (at one specific time) | knew (how to), used to know (how to) (over time) | will know (how to) | would know (how to) |

| QUERER | Present | Preterite | Imperfect | Future | Conditional |
|-------------|-----------|------------------------------------|--|-----------|-------------|
| I | quiero | quise | quería | querré | querría |
| You (sing.) | quieres | quisiste | querías | querrás | querrias |
| He/she | quiere | quiso | quería | querrá | querría |
| We | queremos | quisimos | queríamos | querremos | querriamos |
| You (pl.) | queréis | quisistéis | queríais | querréis | querriais |
| They | quieren | quisieron | querían | querrán | querrian |
| | want | I wanted (at one specific time) | used to want, wanted, was wanting (over time) | will want | would want |

| SOLER | Present | Imperfect |
|-------------|-----------------------|----------------------|
| I | suelo | solía |
| You (sing.) | sueles | solías |
| He/she | suele | solía |
| We | solemos | solíamos |
| You (pl.) | soléis | solíais |
| They | suelen | solían |
| | I (etc.) usually | I (etc.) used to ... |

(SOLER only really appears in the present + imperfect tenses)

HOW TO ACHIEVE A TOP GRADE

The examiners are looking for accurate use of tenses.

We will now focus on **QUALITY OF LANGUAGE**

Quality of language

- ☐ You use a variety of vocabulary and structures *[see below for examples listed by AQA]*
- ☐ You use complex / longer sentences *[see below for examples listed by AQA]*

SUCCESS CRITERIA **for variety of language**

- ☐ **STRUCTURE** e.g. En primer lugar, en segundo lugar, después, luego
- ☐ **TENSES**
 - **PRESENT** e.g. Suelo + infinitive = *I tend to*
 - **PAST TENSE(S)** e.g., hice [hicimos] = *I did [we did]*, fui [fuimos] = *I went [we went]* fue = *he/she/it was*, tuve [tuvimos] = *I had [we had]* , he visto fotos = *I have seen photos*
 - **FUTURE TENSE(S)** e.g., iré = *I will go*, iría = *I would go*, haré = *I will do*, haría = *I would do*, tengo la intención de = *I intend to*
- ☐ **INFINITIVE PHRASES** e.g. antes de + inf = *before* ..., después de + inf = *after* ..., a pesar de + inf = *despite*
- ☐ **NEGATIVES** e.g. nunca / jamás = *never*, nadie = *nobody*, ni ... ni ... = *neither ... nor*
- ☐ **IDIOMS** e.g., un sueño hecho realidad = *a dream come true*, me importa un pepino = *it doesn't matter one bit to me*
- ☐ **SUBJUNCTIVE PHRASES** e.g., si tuviera que elegir = *if I had to choose*, pase lo que pase = *come what may*

Idioms



Idioms are phrases which people use in everyday language which do not make sense literally, but we understand what they mean.

llevarse como el perro y el gato =

- tener una mala relacion con otra persona
- llevarse mal



“Estar hasta las narices”



estar hasta las narices =

- estar harto de una persona
- no tolerar a una persona

IDIOMS IN SPANISH

aburrirse como una ostra
[to get bored like an oyster]
to be bored to death

ser pan comido
[to be eaten bread]
to be a piece of cake, be very easy

comer con los ojos
[to eat with the eyes]
to have eyes bigger than your stomach

estar más sano que una pera
[to be more healthy than a pear]
to be as fit as a fiddle

tener un humor de perros
[to have a mood of dogs]
to be in a bad mood

hacer el mono
[to do the monkey]
to mess around

estar como una cabra
[to be like a goat]
to be crazy

costar un ojo de la cara
[to cost an eye of the face]
to cost an arm and a leg

Write out a full sentence using each of the idioms listed above.

Examples:

Cuando hago mis deberes, me aburro como una ostra.
When I do my homework, I become bored to death.

Me fui de la fiesta porque me aburría como una ostra.
I left the part because I was bored to death.

MNEMONIC

for variety of language

**Small tigers irritate nice,
intelligent swans.**



- ☐ Structure
- ☐ Tenses
- ☐ Infinitive phrases
- ☐ Negatives
- ☐ Idioms
- ☐ Subjunctive phrases

**THE FOLLOWING PAGES GIVE EXAMPLES OF VARIED VOCABULARY
AND STRUCTURES AS WELL COMPLEX / LONGER SENTENCES.**

STRUCTURE

| | | | |
|----------------------|-----------------|------------|----------------|
| En primer lugar ... | = First of all | Después | = after, later |
| En segundo lugar ... | = Secondly | Luego | = then |

OPINIONS

Por un lado ... por otro lado = On the one hand, on the other hand

| | |
|-----------------------------------|-----------------------------|
| Mi padre dice que ... | = My dad says that ... |
| ... pero yo (no) estoy de acuerdo | = ... but I (don't) agree |
| ¡Qué horror! / ¡Qué guay! | = How horrific! / How cool! |

PRESENT

| | | | |
|---------------------------------------|---------------------------------------|-------------|--------------|
| Acabo de + infinitive | = I have just | actualmente | = currently |
| Suelo ... (+ infinitive) | = I usually, I tend to | hoy en día | = these days |
| [Suelo <i>pasar mucho tiempo</i> | = I usually spend a lot of time] | | |
| Solemos ... (+ infinitive) | = We usually, we tend to | | |

PAST

| | |
|---|---|
| hace | = ago (hace dos meses = two months ago) |
| la última vez que ... | = the last time that |
| <u>Hice</u> muchísimas cosas, por ejemplo decidí ... (+ infinitive) | = I <u>did</u> loads of things, for example I decided to ... |
| Cuando <u>era</u> más joven me gustaba ... | = When I <u>was</u> younger I used to like ... [ser (to be) – permanent] |
| Cuando <u>estaba</u> en vi / vimos | = When I <u>was</u> in I saw / we saw [estar (to be) – temporary] |
| Tuve / Tuvimos la oportunidad de ... | = I had / We had the opportunity to ... |
| <u>He visto</u> fotos, pero nunca he ido .. | = I <u>have seen</u> photos, but I have never been ... |
| Fuimos <u>juntos</u> a ... | = <u>Together</u> we went to ... |

FUTURE

| | |
|---------------------------|-----------------------------------|
| Tengo la intención de ... | = I intend to ... |
| iré a ... | = I will go to ... |
| iría a ... | = I would go to ... |
| me apetece ir a | = I fancy, feel like going to ... |
| quisiera ir a | = I would like to go to ... |

NEGATIVES

| | |
|----------------|-------------------------|
| nunca | = never |
| jamás | = never |
| nadie | = no one, nobody |
| nada | = nothing |
| ni ni ... | = neither nor |
| tampoco | = neither, nor |

SUBJUNCTIVE

| | |
|---|---|
| Pase lo que pase | = come what may, whatever happens |
| Cuando sea mayor ... | = When I am older |
| Ojalá tuviera más | = If only I had more |
| Si tuviera más <u>tiempo</u> me encantaría | = If I had more time, I would love to |
| Si tuviera más <u>dinero</u> me encantaría | = If I had more money, I would love to |
| Si fuera posible lo que más me gustaría hacer es | = If it were possible what I would most like to do is |

PHRASES WITH AN INFINITIVE

| | | |
|-------------------------|--|--|
| Antes de + infinitive | = before e.g. Antes de llegar ... | = Before arriving ... |
| Después de + infinitive | = after e.g. Después de llegar ... | = After arriving ... |
| Al + infinitive | = When ... / On ... e.g. Al llegar .. | = On arriving ..., / When we/I arrived ... |
| Sin + infinitive | = without e.g., sin perder un minuto | = without losing a minute |
| A pesar de + infinitive | = despite e.g. a pesar de llegar tarde | = despite arriving late ... |

IDIOMS

| | | |
|------------------------------|--------------------------|---|
| ser pan comido | = to be a piece of cake | un sueño hecho realidad = a dream come true |
| ser la leche | = to be awesome | importar un pepino = to not matter one bit |
| en un abrir y cerrar de ojos | = in the blink of an eye | |

Range of language [Complex sentences]

| | opposite | example |
|--------|-------------|---|
| muy | poco [un-] | <ul style="list-style-type: none">muy interesantepoco interesante [uninteresting] |
| muchos | pocos [few] | <ul style="list-style-type: none">tengo muchos interesestengo pocos intereses [I have few interests] |

Higher alternatives to avoid repetition

| | |
|---|---|
| divertido [<i>fun</i>] | <ul style="list-style-type: none"> entretenido [<i>entertaining</i>] inolvidable [<i>unforgettable</i>] Siempre lo paso bien [<i>I always have a good time</i>] |
| aburrido [<i>boring</i>] | <ul style="list-style-type: none"> pesado [<i>dull</i>] tedioso [<i>tedious</i>] |
| me gusta <i>I like ...</i> (present) | <ul style="list-style-type: none"> lo que más me interesa es ... [<i>what interests me most is ...</i>] lo que me encanta es ... [<i>what I love is ...</i>] lo que más me llama la atención es ... [<i>what grabs my attention most is ...</i>] y estoy muy contento/a de haber participado [<i>and I am happy to have participated</i>] |
| me gustaría <i>I would like ...</i> (conditional) | <ul style="list-style-type: none"> lo que más me interesaría es ... [<i>what would interest me most is ...</i>] lo que me encantaría es ... [<i>what I would love is ...</i>] lo que más me llamaría la atención es ... [<i>what would grab my attention most is ...</i>] |
| me gustó <i>I liked ...</i> (preterite) | <ul style="list-style-type: none"> lo que más me interesó fue ... [<i>what interested me most was ...</i>] lo que me encantó fue ... [<i>what I loved was ...</i>] lo que más me llamó la atención fue ... [<i>what grabbed my attention most was ...</i>] Lo pasé bien [<i>I had a good time</i>] |
| no me gusta | <ul style="list-style-type: none"> lo que más me decepciona es ... [<i>what disappoints me the most is ...</i>] lo que más me molesta es ... [<i>what annoys me most is ...</i>] lo que más me fastidia es ... [<i>what makes me most angry is ...</i>] lo que más me aburre es [<i>what bores me most is ...</i>] lo que más me preocupa es ... [<i>what worries me most is ...</i>] Estoy totalmente harto/a de ... [<i>I am totally fed up with ...</i>] Nunca me ha gustado ... [<i>I have never liked</i>] |
| mucho/a(s) <i>many, a lot</i> | <ul style="list-style-type: none"> muchísimo/a(s) [<i>loads</i>] un montón de [<i>a load of ...</i>] una variedad de [<i>a variety of ...</i>] |
| porque | <ul style="list-style-type: none"> ya que [<i>because</i>] dado que [<i>as, because</i>] puesto que [<i>as, because</i>] por eso [<i>therefore, so</i>] por lo tanto [<i>therefore, so</i>] |
| también | <ul style="list-style-type: none"> asimismo [<i>likewise, also</i>] igualmente [<i>equally, also</i>] incluso [<i>even</i>] además [<i>furthermore</i>] hay que mencionar también que [<i>I must also mention that</i>] No sólo sino también ... [<i>not only, but also</i>] |
| es [<i>it is</i>] fue [<i>it was</i>] | <ul style="list-style-type: none"> es una experiencia muy entretenida fue una experiencia muy entretenida |
| creo que | <ul style="list-style-type: none"> Diría que ... [<i>I would say that</i>] Opino que ... [<i>I think that ...</i>] Que yo sepa [<i>as far as I know</i>] Que yo recuerde [<i>as far as I remember</i>] Si tuviera que elegir, ... [<i>if I had to choose ...</i>] |

IMPROVE THE QUALITY + VARIETY OF LANGUAGE IN THE FOLLOWING TEXTS:

Using Higher Level vocabulary and phrases, improve the text below.

Me gusta jugar al fútbol.
Me gusta ir al cine.
Es divertido.

Using Higher Level vocabulary and phrases, improve the text below.

Normalmente me gusta salir
con mis amigos y vamos al
parque. Es divertido. La
semana pasada fuimos a la
playa. Fue aburrido.

150 WORD TASK

150 WORD TEXT EXAM MARK SCHEME - TOTAL MARKS = 32

Content

| Mark | Response |
|-------|--|
| 13-15 | An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified. |
| 10-12 | A very good response which is almost always relevant, and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified. |
| 7-9 | A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified. |
| 4-6 | A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed. |
| 1-3 | A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed. |
| 0 | The content does not meet the standard required for Level 1 at this tier. |

Quality of language

| Mark | Response |
|-------|--|
| 10-12 | Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate. |
| 7-9 | Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate. |
| 4-6 | Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate. |
| 1-3 | Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register. |
| 0 | The language produced does not meet the standard required for Level 1 at this tier. |

Accuracy

| Mark | Response |
|------|---|
| 5 | Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure. |
| 4 | Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct. |
| 3 | Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct. |
| 2 | More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct. |
| 1 | There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations. |
| 0 | The language produced does not meet the standard required for Level 1 at this tier. |

The mark scheme says the following for top marks in the Quality of language section.

“Very good variety of appropriate vocabulary and structures.”

They are looking for a higher level of language e.g. instead of:

- *Salir con amigos* = to go out with friends
- *Pasar tiempo con mis amigos jugando al billar* = to spend time with friends playing pool

The second option is different and more varied.

You must aim to have a stock of higher level options for the most common situations to appear in the writing exam. These are as follows:

Free time activities

- Almorzar con unos buenos amigos
- Descansar en casa
- Pasar tiempo jugando al billar
- Conocer a gente nueva
- Ver telenovelas en la tele
- Dar una vuelta en el parque

Future plans

- Conseguir un buen trabajo
- Casarme y tener hijos
- Viajar por el mundo y conocer a gente nueva
- Ser feliz

Problems

- El estrés de los exámenes
- El acoso escolar
- La adicción a las redes sociales
- La contaminación de los coches
- El precio de

Solutions

- Evitar el estrés
- Evitar las redes sociales
- Pasar menos tiempo en
- Pasar más tiempo con
- Hablar con

Holidays

- volver a
- viajar a
- pasar tiempo en

Example of a 150-word text written in a past exam

Menciona:

- un día de las vacaciones cuando tuviste problemas
- un festival en España en que te gustaría participar.

Example response from AQA

El año pasado fui de vacaciones a España con mis padres y mi hermana pequeña. Aunque en general lo pasamos muy bien y visitamos muchos lugares de interés, uno de los días fue un desastre. Fuimos de excursión a la catedral famosa de la Sagrada Familia en Barcelona, pero cuando llegamos, estaba cerrada. ¡Qué horror! Después, fuimos a una tienda de recuerdos y compré una camiseta preciosa para mi mejor amiga, pero la dejé en el autobús.

El año próximo vamos a ir de vacaciones al sur de España, y me gustaría participar en las celebraciones para la Semana Santa. He visto fotografías y creo que sería espectacular ver las procesiones en las calles de la ciudad, aunque es posible que sea un poco ruidoso. Me encantan los festivales en España porque son una experiencia totalmente diferente, y me gusta conocer la cultura de los países diferentes. Creo que será genial.

(151 words) Scored 32/32

This example scored full marks.

Find the Higher Level alternatives used in this piece of writing for the following:

Paragraph 1

1. in general, we like it
2. it was bad
3. we went to
4. we went shopping

Paragraph 2

5. I would like to see the processions
6. They are different

In order to score highly, you need to do the following:

The exam board criteria for a top score

Content

- An excellent response which is fully relevant and detailed.
- Conveys a lot of information.
- Communication is clear with little or no ambiguity.
- Opinions are expressed and justified.

Range of language

- Very good variety of appropriate vocabulary and structures.
- More complex sentences are handled with confidence.
- A fluent piece of coherent writing.
- The style and register are appropriate

Accuracy

- Accurate [errors only in attempts at more complex structures]
- Verbs and tense formations are secure.

AQA advice to students from the 150-writing task in 2019

- Aim to write roughly the number of words required.
- Read the bullet points and the scene setting carefully, ensuring you know exactly what they require in terms of response.
- **Ensure that what you write relates to the bullet points in some way.**
- If you have time at the end of the exam, check that your verbs and spellings are accurate.
- **Try not to say things that are really difficult or for which you do not know the vocabulary. It is better to be simple and clear than complex and unclear.**

THE 150 WORD TEXT

PLANNING YOUR WRITING

Lees un blog que se llama 'Lo bueno y lo malo de ser joven'.

Menciona:

- un día divertido que pasaste con tus amigos recientemente
- tus opiniones sobre los problemas que tienen los jóvenes

Escribe aproximadamente 150 palabras en español. Responde a los dos aspectos de la pregunta.

[32 marks]

STAGE 1

Before you start the task, take time to plan.

Split each bullet point into two. One good way to do this is to talk about yourself e.g. what you do and then talk in general.

So, for the **first** bullet point in this task:

1. Talk about what you normally do
2. Talk about something you did with your friends recently

For the **second** bullet point:

3. Give an outline of problems that young people have.
4. Talk about a problem a friend or young relative has had and then yourself.

STAGE 2

Now think of sentences / content you could cover.

Bullet point 1 (split into two)

- Me gusta salir con mis amigos
- Hago deporte
- Me gusta el cine.

- Recientemente fui de excursión a la costa
- Fue un día divertido
- Fuimos a un parque de atracciones

Bullet point 2 (split into two)

- Los jóvenes tienen muchos problemas
 - problemas emocionales
 - problemas de relación con los padres
 - adicción a redes sociales
 - baja autoestima
 - el estrés
 - la presión de los estudios y los exámenes
 - el acoso escolar / el ciberacoso
 - el alcohol, la droga y el tabaco
- Odio los exámenes
- Me gustaría eliminar los exámenes
- Nunca tengo problemas en internet

You must avoid repetition. Also, aim to use higher level language.

1. Avoid “Me gusta” and use things like “Me chifla” or “Siempre me ha gustado”.
2. Avoid “Odio” and use “No aguanto” or “Nunca me ha gustado”.
3. Avoid repetition. If you use “porque” once, use another way of saying this the next time e.g. ya que OR dado que.
4. Aim to use an exclamation e.g. ¡Qué emocionante!

STAGE 3

Think of how you can now structure the 150 words using phrases from the 90/150-word task vocabulary sheet. Below is an example. Highlighted phrases are from the sheet.

e.g. **En primer lugar** **diría que** en mi tiempo libre me chifla hacer muchas cosas diferentes, por ejemplo, hago deporte. **Lo que más me gusta es** el baloncesto y **siempre me ha gustado** el fútbol. **¡Qué emocionante!** También me interesa el cine y **suelo ir** una vez al mes.

[48 words already]

Translate the above:

Now, try this for yourself with the second half of the first bullet point and the second bullet point.

example

Listen to your teacher and fill in the blanks.

- 1 En primer lugar, _____ que cuando salgo con mis amigos me chifla hacer
2 muchas _____ diferentes, por ejemplo, _____ hacer deporte y _____ más
3 me gusta es el fútbol - siempre _____.
- 4 No obstante, hace dos meses _____ algo diferente _____ tres amigos y
5 yo fuimos de excursión a la costa. Hicimos _____ cosas divertidas,
6 por ejemplo, _____ ir a un parque de atracciones - ¡qué emocionante!
7 – y por la tarde _____ la oportunidad de ver un partido de fútbol entre
8 dos grandes equipos. _____ un día _____ y nunca lo _____.
- 9 Desafortunadamente los jóvenes _____ un montón de problemas. Por un
10 _____, hay la presión de los estudios en el colegio y los exámenes y por _____
11 lado los jóvenes tienen problemas emocionales _____ la baja autoestima.
12 Si _____ la opción, me _____ eliminar los exámenes. Sería un _____
13 hecho realidad. ¡_____!
- 14 Mis padres _____ que la adicción a redes sociales y el ciberacoso son un
15 problema enorme para los jóvenes, pero no _____ totalmente de _____.
- 16 Nunca tengo problemas en internet y, _____, mis amigos _____.

[184 words]

example

- 1 En primer lugar, diría que cuando salgo con mis amigos me chifla hacer
- 2 muchas cosas diferentes, por ejemplo, suelo hacer deporte y lo que más
- 3 me gusta es el fútbol - siempre me ha gustado.
- 4 No obstante, hace dos meses hicimos algo diferente ya que tres amigos y
- 5 yo fuimos de excursión a la costa. Hicimos muchísimas cosas divertidas,
- 6 por ejemplo, decidimos ir a un parque de atracciones - ¡qué emocionante!
- 7 – y por la tarde tuvimos la oportunidad de ver un partido de fútbol entre
- 8 dos grandes equipos. Fue un día inolvidable y nunca lo olvidaré.
- 9 Desafortunadamente los jóvenes tienen un montón de problemas. Por un
- 10 lado, hay la presión de los estudios en el colegio y los exámenes y por otro
- 11 lado los jóvenes tienen problemas emocionales como la baja autoestima.
- 12 Si tuviera la opción, me encantaría eliminar los exámenes. Sería un sueño
- 13 hecho realidad. ¡Ojalá!
- 14 Mis padres dicen que la adicción a redes sociales y el ciberacoso son un
- 15 problema enorme para los jóvenes, pero no estoy totalmente de acuerdo.
- 16 Nunca tengo problemas en internet y, que yo sepa, mis amigos tampoco.

[184 words]

150 WORD WRITING PLANNING SHEET

Bullet point 1 (Part 1)

TASK: Menciona:

- un día divertido que pasaste con tus amigos recientemente
- tus opiniones sobre los problemas que tienen los jóvenes

Bullet point 2 (Part 2)

Bullet point 1 (Part 2)

Bullet point 2 (Part 1)

CRITERIA (Highlight when you have covered all of these)

- ☐ **STRUCTURE** e.g. En primer lugar, en segundo lugar, después, luego
- ☐ **PRESENT** e.g. Suelo + infinitive = I tend to
- ☐ **PAST TENSE(S)** e.g. hice [hicimos], fui [fuimos] fue = he/she/it was, tuve [tuvimos], he visto fotos = I have seen photos
- ☐ **FUTURE TENSE(S)** e.g., iré = I will go, iría = I would go, haré = I will do, haría = I would do, tengo la intención de = I intend to
- ☐ **PHRASES WITH AN INFINITIVE** e.g. antes de + inf = before, después de + inf = after ..., a pesar de + inf = despite
- ☐ **NEGATIVES** e.g. nunca / jamás = never, nadie = nobody, ni ... ni ... = neither ... nor
- ☐ **SUBJUNCTIVE PHRASE** e.g., si tuviera que elegir = if I had to choose, pase lo que pase = come what may
- ☐ **IDIOMS** e.g., un sueño hecho realidad = a dream come true, me importa un pepino = it doesn't matter one bit to me

THE 150 WORD TEXT. EXAMPLE 1.

Lees un blog que se llama 'Lo bueno y lo malo de ser joven'.

Menciona:




- un día divertido que pasaste con tus amigos recientemente
- tus opiniones sobre los problemas que tienen los jóvenes

Escribe aproximadamente 150 palabras en español. Responde a los dos aspectos de la pregunta.

[32 marks]

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

| CRITERIA | Have you met all the criteria? |  |  |  |
|---------------------|--|---|---|---|
| Content | All bullet points covered | | | |
| | Content relevant to the bullet point | | | |
| Quality of language | Variety of vocabulary and structures | | | |
| | <input type="checkbox"/> STRUCTURE <i>e.g. en primer lugar</i> | | | |
| | <input type="checkbox"/> PRESENT TENSE | | | |
| | <input type="checkbox"/> PAST TENSE(S) | | | |
| | <input type="checkbox"/> FUTURE TENSE(S) | | | |
| | <input type="checkbox"/> PHRASES WITH AN INFINITIVE | | | |
| | <input type="checkbox"/> NEGATIVES | | | |
| | <input type="checkbox"/> SUBJUNCTIVE PHRASE | | | |
| | <input type="checkbox"/> IDIOMS | | | |
| | | Complex / longer sentences | | |
| Accuracy | Tenses formed correctly | | | |
| | Spellings correct | | | |
| | Accents used correctly | | | |

THE 150 WORD TEXT. EXAMPLE 2.

2

Tu blog favorito quiere recibir artículos con el título 'Las ideas de los jóvenes'.
Decides escribir un artículo con esta información:

- las ventajas y las desventajas de la tecnología
- qué vas a hacer para estar contento en tu vida en el futuro

Always spend some time planning your text before starting to write it.

- ✓ Break the bullet points down and list some thoughts on the content.

EXAMPLE:

Advantages / disadvantages of technology

- | | |
|--|-------------------------|
| • hay mucha información | • es adictivo |
| • la comunicación / estar en contacto con amigos / familia | • es caro |
| • me ayuda con los estudios / es educativo | • hay información falsa |
| | • hay peligro de fraude |

- ✓ Work through the mnemonic or the success criteria – what do you need to include in terms of quality of language?

MNEMONIC

Small tigers irritate nice,
intelligent swans.



- ☐ Structure
- ☐ Tenses
- ☐ Infinitive phrases
- ☐ Negatives
- ☐ Idioms
- ☐ Subjunctive phrases

Structure – En primer lugar

Tenses:

Past

Hice = I did

Fui = I went

Fue – it was

Present

Suelo + infinitive = I tend to

Hago = I do

Tengo = I have

Future

iré a = I will go to

tengo la intención de

Infin phrase después de = after + verb

Negatives Nunca = never

Tampoco = neither

Idioms Un sueño hecho realidad

Subjunctive pase lo que pase
cuando sea mayor
si fuera posible

- ✓ Always aim to use the higher version of words or phrases

EXAMPLE:

mucho? Try "un montón de" or "muchísimo/a(s)"

divertido? Try "entretenido" or "Lo paso bien" [I have a good time]

150 WORD WRITING PLANNING SHEET

Bullet point 1 (Part 1)

TASK: Menciona:

- las ventajas y las desventajas de la tecnología
- qué vas a hacer para estar contento en tu vida en el futuro

Bullet point 2 (Part 2)

Bullet point 1 (Part 2)

Bullet point 2 (Part 1)

CRITERIA (Highlight when you have covered all of these)

- ☐ **STRUCTURE** e.g. En primer lugar, en segundo lugar, después, luego
- ☐ **PRESENT** e.g. Suelo + infinitive = I tend to
- ☐ **PAST TENSE(S)** e.g. hice [hicimos], fui [fuimos] fue = he/she/it was, tuve [tuvimos], he visto fotos = I have seen photos
- ☐ **FUTURE TENSE(S)** e.g., iré = I will go, iría = I would go, haré = I will do, haría = I would do, tengo la intención de = I intend to
- ☐ **PHRASES WITH AN INFINITIVE** e.g. antes de + inf = before, después de + inf = after ..., a pesar de + inf = despite
- ☐ **NEGATIVES** e.g. nunca / jamás = never, nadie = nobody, ni ... ni ... = neither ... nor
- ☐ **SUBJUNCTIVE PHRASE** e.g., si tuviera que elegir = if I had to choose, pase lo que pase = come what may
- ☐ **IDIOMS** e.g., un sueño hecho realidad = a dream come true, me importa un pepino = it doesn't matter one bit to me

MNEMONIC

Small tigers irritate nice,
intelligent swans.

- ☐ Structure
- ☐ Tenses
- ☐ Infinitive phrases
- ☐ Negatives
- ☐ Idioms
- ☐ Subjunctive phrases






2

- las ventajas y las desventajas de la tecnología
- qué vas a hacer para estar contento en tu vida en el futuro

[32 marks]

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

| CRITERIA | Have you met all the criteria? |  |  |  |
|------------------------|--|---|---|---|
| Content | All bullet points covered | | | |
| | Content relevant to the bullet point | | | |
| Quality of language | Variety of vocabulary and structures | | | |
| | <input type="checkbox"/> STRUCTURE <i>e.g. en primer lugar</i> | | | |
| | <input type="checkbox"/> PRESENT TENSE | | | |
| | <input type="checkbox"/> PAST TENSE(S) | | | |
| | <input type="checkbox"/> FUTURE TENSE(S) | | | |
| | <input type="checkbox"/> PHRASES WITH AN INFINITIVE | | | |
| | <input type="checkbox"/> NEGATIVES | | | |
| | <input type="checkbox"/> SUBJUNCTIVE PHRASE | | | |
| | <input type="checkbox"/> IDIOMS | | | |
| | Complex / longer sentences | | | |
| | Accuracy | Tenses formed correctly | | |
| Spellings correct | | | | |
| Accents used correctly | | | | |

THE 150 WORD TEXT. EXAMPLE 3.

3

Durante tus vacaciones en España escribes un blog para describir tus experiencias.

Menciona:

- un día de las vacaciones cuando tuviste problemas
- un festival en España en que te gustaría participar.

Escribe aproximadamente 150 palabras en español. Responde a los dos aspectos de la pregunta.

[32 marks]

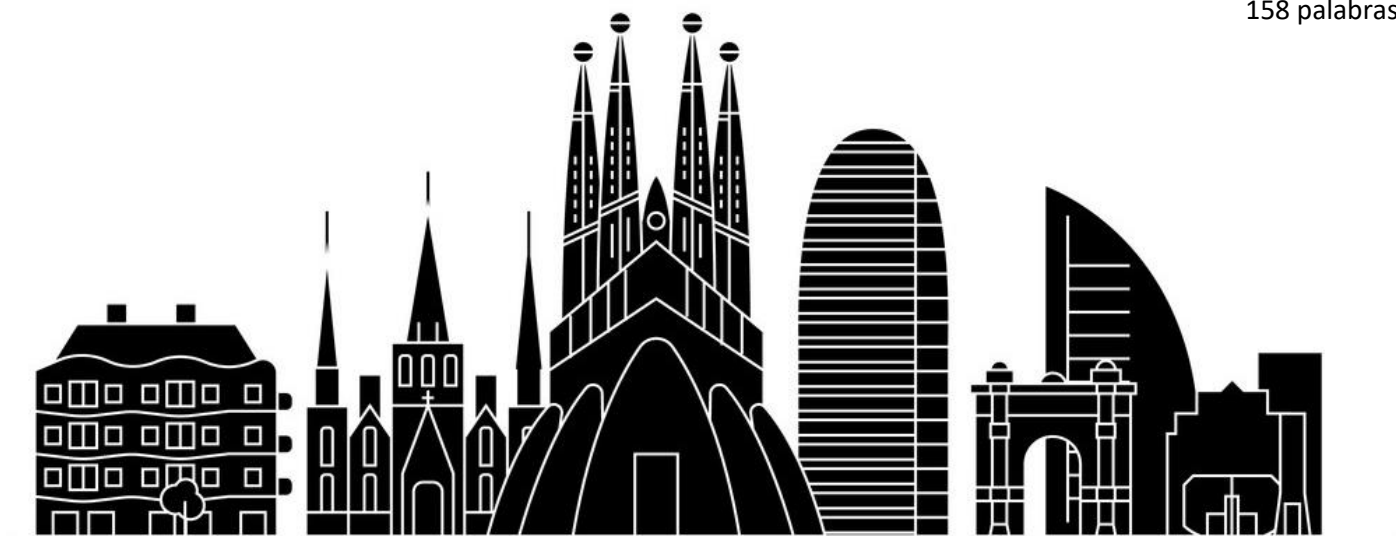
Below is an example of what a student who achieved a grade 9 wrote in her exam.

- Using the planning sheet on the next page, work out how she planned her text.

Example response from a grade 9 student

El año pasado fui de vacaciones a Barcelona con mis padres y mi hermanita. Aunque en general lo pasamos muy bien y visitamos muchísimos lugares de interés, diría que uno de los días fue un desastre total. Fuimos de excursión a una catedral famosa, pero cuando llegamos, estaba cerrada. ¡Qué horror! Después, fuimos a una tienda de recuerdos donde compré una camiseta preciosa para mi mejor amiga, pero al volver a nuestro hotel la dejé en el autobús. El año próximo, que yo sepa, vamos a ir de vacaciones al sur de España, y lo que me gustaría es participar en las celebraciones para la Semana Santa. He visto fotografías y creo que sería un sueño hecho realidad ver las procesiones en las calles de la ciudad, aunque mis padres dicen que será muy ruidoso. Me encantan los festivales en España ya que son una experiencia totalmente inolvidable, y me gusta conocer la cultura de los países diferentes.

158 palabras



BARCELONA

150 WORD WRITING PLANNING SHEET

Bullet point 1 (Part 1)

TASK: Menciona:

- un día de las vacaciones cuando tuviste problemas
- un festival en España en que te gustaría participar.

Bullet point 2 (Part 2)

Bullet point 1 (Part 2)

Bullet point 2 (Part 1)

CRITERIA (Highlight when you have covered all of these)

- ☐ **STRUCTURE** e.g. En primer lugar, en segundo lugar, después, luego
- ☐ **PRESENT** e.g. Suelo + infinitive = I tend to
- ☐ **PAST TENSE(S)** e.g. hice [hicimos], fui [fuimos] fue = he/she/it was, tuve [tuvimos], he visto fotos = I have seen photos
- ☐ **FUTURE TENSE(S)** e.g., iré = I will go, iría = I would go, haré = I will do, haría = I would do, tengo la intención de = I intend to
- ☐ **PHRASES WITH AN INFINITIVE** e.g. antes de + inf = before ..., después de + inf = after ..., a pesar de + inf = despite
- ☐ **NEGATIVES** e.g. nunca / jamás = never, nadie = nobody, ni ... ni ... = neither ... nor
- ☐ **SUBJUNCTIVE PHRASE** e.g., si tuviera que elegir = if I had to choose, pase lo que pase = come what may
- ☐ **IDIOMS** e.g., un sueño hecho realidad = a dream come true, me importa un pepino = it doesn't matter one bit to me

MNEMONIC

Small tigers irritate nice,
intelligent swans.

- ☐ Structure
- ☐ Tenses
- ☐ Infinitive phrases
- ☐ Negatives
- ☐ Idioms
- ☐ Subjunctive phrases



- Now highlight the language used by the student that matches the mnemonic and annotate giving the meanings of these elements of language in English.

MNEMONIC

Small tigers irritate nice,
intelligent swans.

- ☐ Structure
- ☐ Tenses
- ☐ Infinitive phrases
- ☐ Negatives
- ☐ Idioms
- ☐ Subjunctive phrases



El año pasado fui de vacaciones a Barcelona con mis padres y mi hermanita. Aunque en general lo pasamos muy bien y visitamos muchísimos lugares de interés, diría que uno de los días fue un desastre total. Primero, fuimos de excursión a una catedral famosa, pero cuando llegamos, estaba cerrada. ¡Qué horror! Después, fuimos a una tienda de recuerdos donde compré una camiseta preciosa para mi mejor amiga, pero al volver a nuestro hotel la dejé en el autobús.

El año próximo, que yo sepa, vamos a ir de vacaciones al sur de España, y lo que me gustaría es participar en las celebraciones para la Semana Santa. He visto fotografías y creo que sería un sueño hecho realidad ver las procesiones en las calles de la ciudad, aunque mis padres dicen que será muy ruidoso. Me encantan los festivales en España ya que son una experiencia totalmente inolvidable, y me gusta conocer la cultura de los países diferentes.

THE 150 WORD TEXT. EXAMPLE 3.

Durante tus vacaciones en España escribes un blog para describir tus experiencias.

Menciona:




- un día de las vacaciones cuando tuviste problemas
- un festival en España en que te gustaría participar.

Escribe aproximadamente 150 palabras en español. Responde a los dos aspectos de la pregunta.

[32 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

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| CRITERIA | Have you met all the criteria? |  |  |  |
|---------------------|--|---|---|---|
| Content | All bullet points covered | | | |
| | Content relevant to the bullet point | | | |
| Quality of language | Variety of vocabulary and structures | | | |
| | <input type="checkbox"/> STRUCTURE <i>e.g. en primer lugar</i> | | | |
| | <input type="checkbox"/> PRESENT TENSE | | | |
| | <input type="checkbox"/> PAST TENSE(S) | | | |
| | <input type="checkbox"/> FUTURE TENSE(S) | | | |
| | <input type="checkbox"/> PHRASES WITH AN INFINITIVE | | | |
| | <input type="checkbox"/> NEGATIVES | | | |
| | <input type="checkbox"/> SUBJUNCTIVE PHRASE | | | |
| | <input type="checkbox"/> IDIOMS | | | |
| | | Complex / longer sentences | | |
| Accuracy | Tenses formed correctly | | | |
| | Spellings correct | | | |
| | Accents used correctly | | | |

Task 4 – Following the advice given so far, do task 4 on your own. Plan carefully before you start to write your answer.

150 WORD WRITING PLANNING SHEET

Bullet point 1 (Part 1)

TASK: Menciona:

- un día memorable que tuviste en el colegio
- tus planes para el futuro.

Bullet point 2 (Part 2)

Bullet point 1 (Part 2)

Bullet point 2 (Part 1)

CRITERIA (Highlight when you have covered all of these)

- ☐ **STRUCTURE** e.g. En primer lugar, en segundo lugar, después, luego
- ☐ **PRESENT** e.g. Suelo + infinitive = I tend to
- ☐ **PAST TENSE(S)** e.g. hice [hicimos], fui [fuimos] fue = he/she/it was, tuve [tuvimos], he visto fotos = I have seen photos
- ☐ **FUTURE TENSE(S)** e.g., iré = I will go, iría = I would go, haré = I will do, haría = I would do, tengo la intención de = I intend to
- ☐ **PHRASES WITH AN INFINITIVE** e.g. antes de + inf = before, después de + inf = after ..., a pesar de + inf = despite
- ☐ **NEGATIVES** e.g. nunca / jamás = never, nadie = nobody, ni ... ni ... = neither ... nor
- ☐ **SUBJUNCTIVE PHRASE** e.g., si tuviera que elegir = if I had to choose, pase lo que pase = come what may
- ☐ **IDIOMS** e.g., un sueño hecho realidad = a dream come true, me importa un pepino = it doesn't matter one bit to me

MNEMONIC

Small tigers irritate nice,
intelligent swans.



- ☐ Structure
- ☐ Tenses
- ☐ Infinitive phrases
- ☐ Negatives
- ☐ Idioms
- ☐ Subjunctive phrases

GCSE SPANISH WRITING EXAM

READ THIS EXAMPLE OF A RESPONSE TO THE 4TH 150 WRITING TASK.

Tu colegio quiere artículos para su revista digital con el título 'La vida de los jóvenes'.

Decides escribir un artículo con esta información:

- un día memorable que tuviste en el colegio
- tus recomendaciones para una excursión.

Escribe aproximadamente **150** palabras en español. Responde a los dos aspectos de la pregunta.

[32 marks]

EXAMPLE

Un día memorable que tuve en el instituto fue el año pasado cuando hicimos una excursión al Museo Imperial de la Guerra. El profe de historia lo organizó todo. Nos reunimos por la mañana y fuimos juntos a la estación de metro para viajar al museo. Fue un día de verano y en el metro hizo muchísimo calor. No obstante, el viaje sólo duró treinta minutos. En el museo aprendí mucho y vimos una exposición sobre el Holocausto. Si fuera posible, haría una excursión cada semana. Lo pasé genial.

¿Qué planes tengo para el futuro? Diría que ir a la universidad es una cosa muy importante porque no sólo te ayuda a buscar trabajo, sino que también es una experiencia sociable y puedes conocer a mucha gente. Por supuesto, hay que mencionar mi ambición – ser un actor profesional sería un sueño hecho realidad. Lo que más me gustaría es actuar en películas o en el teatro. Mis padres dicen que es importante tener una pasión - eso sí que es verdad - pero también dicen que es casi imposible tener mucho éxito como actor.

184 palabras

The text is over 150 words. Is this an issue?

How would you grade this piece of writing?

TOTAL MARKS = 32 (Total of 15 for content + total of 12 for quality of the language + total of 5 for accuracy)

Content

| Mark | Response |
|-------|--|
| 13-15 | An excellent response which is fully relevant and detailed, conveying a lot of information. Communication is clear with little or no ambiguity. Opinions are expressed and justified. |
| 10-12 | A very good response which is almost always relevant, and which conveys a lot of information. Communication is mostly clear but there are a few ambiguities. Opinions are expressed and justified. |
| 7-9 | A good response which is generally relevant with quite a lot of information conveyed. Communication is usually clear but there are some ambiguities. Opinions are expressed and may be justified. |
| 4-6 | A reasonable response with some relevant information conveyed. Communication is sometimes clear but there may be instances where messages break down. An opinion is expressed. |
| 1-3 | A basic response which conveys a limited amount of relevant information. Communication may not be clear and there are instances where messages break down. An opinion may be expressed. |
| 0 | The content does not meet the standard required for Level 1 at this tier. |

Quality of language

| Mark | Response |
|-------|--|
| 10-12 | Very good variety of appropriate vocabulary and structures. More complex sentences are handled with confidence, producing a fluent piece of coherent writing. The style and register are appropriate. |
| 7-9 | Good variety of appropriate vocabulary and structures. More complex sentences are regularly attempted and are mostly successful, producing a mainly fluent piece of coherent writing with occasional lapses. The style and register are appropriate. |
| 4-6 | Some variety of appropriate vocabulary and structures. Longer sentences are attempted, using appropriate linking words, often successfully. The style and register may not always be appropriate. |
| 1-3 | Little variety of appropriate vocabulary. Structures are likely to be short and simple. Little or no awareness of style and register. |
| 0 | The language produced does not meet the standard required for Level 1 at this tier. |

Accuracy

| Mark | Response |
|------|---|
| 5 | Accurate, although there may be a few errors especially in attempts at more complex structures. Verbs and tense formations are secure. |
| 4 | Generally accurate. Some minor errors. Occasional major errors, usually in attempts at more complex structures. Verbs and tense formations are nearly always correct. |
| 3 | Reasonably accurate. There are likely to be minor errors and there may be some major errors, not only in complex structures. Verb and tense formations are usually correct. |
| 2 | More accurate than inaccurate. The intended meaning is generally clear. Verb and tense formations are sometimes correct. |
| 1 | There may be major errors and frequent minor ones, and the intended meaning is not always clear. There is only limited success with verb and tense formations. |
| 0 | The language produced does not meet the standard required for Level 1 at this tier. |

THE 150 WORD TEXT. EXAMPLE 4.

Tu colegio quiere artículos para su revista digital con el título 'La vida de los jóvenes'.

Decides escribir un artículo con esta información:

- un día memorable que tuviste en el colegio
- tus planes para el futuro.

Escribe aproximadamente 150 palabras en español. Responde a los dos aspectos de la pregunta.

[32 marks]

[illegible]

THE 150 WORD TEXT. EXAMPLE 5.

⑤

Durante una visita a España visitaste este centro comercial. Decides escribir a Tripadvisor España.

Menciona:




- qué hiciste en el centro comercial
- tus recomendaciones para una visita a España.

Escribe aproximadamente 150 palabras en español. Responde a los dos aspectos de la pregunta.

[32 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

| CRITERIA | Have you met all the criteria? |  |  |  |
|---------------------|--|---|---|---|
| Content | All bullet points covered | | | |
| | Content relevant to the bullet point | | | |
| Quality of language | Variety of vocabulary and structures | | | |
| | <input type="checkbox"/> STRUCTURE <i>e.g. en primer lugar</i> | | | |
| | <input type="checkbox"/> PRESENT TENSE | | | |
| | <input type="checkbox"/> PAST TENSE(S) | | | |
| | <input type="checkbox"/> FUTURE TENSE(S) | | | |
| | <input type="checkbox"/> PHRASES WITH AN INFINITIVE | | | |
| | <input type="checkbox"/> NEGATIVES | | | |
| | <input type="checkbox"/> SUBJUNCTIVE PHRASE | | | |
| | <input type="checkbox"/> IDIOMS | | | |
| | | Complex / longer sentences | | |
| Accuracy | Tenses formed correctly | | | |
| | Spellings correct | | | |
| | Accents used correctly | | | |

THE 150 WORD TEXT. EXAMPLE 6.

⑥

Escribe un artículo sobre tu ciudad para una revista en España.

Menciona:




- las ventajas y las desventajas de tu ciudad
- un día memorable que pasaste en tu ciudad

Escribe aproximadamente 150 palabras en español. Responde a los dos aspectos de la pregunta.

[32 marks]

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

| CRITERIA | Have you met all the criteria? |  |  |  |
|---------------------|--|---|---|---|
| Content | All bullet points covered | | | |
| | Content relevant to the bullet point | | | |
| Quality of language | Variety of vocabulary and structures | | | |
| | <input type="checkbox"/> STRUCTURE <i>e.g. en primer lugar</i> | | | |
| | <input type="checkbox"/> PRESENT TENSE | | | |
| | <input type="checkbox"/> PAST TENSE(S) | | | |
| | <input type="checkbox"/> FUTURE TENSE(S) | | | |
| | <input type="checkbox"/> PHRASES WITH AN INFINITIVE | | | |
| | <input type="checkbox"/> NEGATIVES | | | |
| | <input type="checkbox"/> SUBJUNCTIVE PHRASE | | | |
| | <input type="checkbox"/> IDIOMS | | | |
| | | Complex / longer sentences | | |
| Accuracy | Tenses formed correctly | | | |
| | Spellings correct | | | |
| | Accents used correctly | | | |

THE 150 WORD TEXT. EXAMPLE 7.

Escribe un artículo sobre las vacaciones para una revista en España.

Menciona:




- la importancia de las vacaciones
- unas vacaciones recientes

Escribe aproximadamente 150 palabras en español. Responde a los dos aspectos de la pregunta.

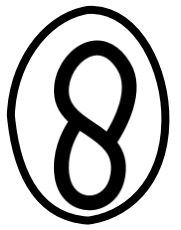
[32 marks]

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| CRITERIA | Have you met all the criteria? |  |  |  |
|------------------------|--|---|---|---|
| Content | All bullet points covered | | | |
| | Content relevant to the bullet point | | | |
| Quality of language | Variety of vocabulary and structures | | | |
| | <input type="checkbox"/> STRUCTURE <i>e.g. en primer lugar</i> | | | |
| | <input type="checkbox"/> PRESENT TENSE | | | |
| | <input type="checkbox"/> PAST TENSE(S) | | | |
| | <input type="checkbox"/> FUTURE TENSE(S) | | | |
| | <input type="checkbox"/> PHRASES WITH AN INFINITIVE | | | |
| | <input type="checkbox"/> NEGATIVES | | | |
| | <input type="checkbox"/> SUBJUNCTIVE PHRASE | | | |
| | <input type="checkbox"/> IDIOMS | | | |
| | Complex / longer sentences | | | |
| | Accuracy | Tenses formed correctly | | |
| Spellings correct | | | | |
| Accents used correctly | | | | |

THE 150 WORD TEXT. EXAMPLE 8.



Escribe un artículo sobre una visita que hiciste a un colegio en España.

Menciona:

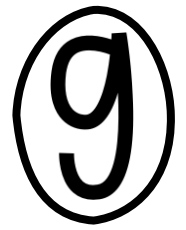
- tus impresiones del colegio español
- una comparación entre tu ciudad y la ciudad que visitaste en España

Escribe aproximadamente 150 palabras en español. Responde a los dos aspectos de la pregunta.

[32 marks]

[illegible]

THE 150 WORD TEXT. EXAMPLE 9.



Escribe un artículo sobre el papel de la tecnología en la vida moderna.

Menciona:




- el papel de la tecnología en la sociedad
- una situación cuando la tecnología te ha ayudado

Escribe aproximadamente 150 palabras en español. Responde a los dos aspectos de la pregunta.

[32 marks]

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

| CRITERIA | Have you met all the criteria? |  |  |  |
|---------------------|--|---|---|---|
| Content | All bullet points covered | | | |
| | Content relevant to the bullet point | | | |
| Quality of language | Variety of vocabulary and structures | | | |
| | <input type="checkbox"/> STRUCTURE <i>e.g. en primer lugar</i> | | | |
| | <input type="checkbox"/> PRESENT TENSE | | | |
| | <input type="checkbox"/> PAST TENSE(S) | | | |
| | <input type="checkbox"/> FUTURE TENSE(S) | | | |
| | <input type="checkbox"/> PHRASES WITH AN INFINITIVE | | | |
| | <input type="checkbox"/> NEGATIVES | | | |
| | <input type="checkbox"/> SUBJUNCTIVE PHRASE | | | |
| | <input type="checkbox"/> IDIOMS | | | |
| | | Complex / longer sentences | | |
| Accuracy | Tenses formed correctly | | | |
| | Spellings correct | | | |
| | Accents used correctly | | | |

THE 150 WORD TEXT. EXAMPLE 10.

Ves un concurso en tu revista española favorita. Quieren información sobre la vida en el colegio. Hay un premio de 1000 € para la persona que gane.

Menciona:

Decides participar con esta información:




- lo bueno y lo malo de la vida en el colegio
- si ganas los mil euros, qué vas a hacer con el dinero.

Escribe aproximadamente 150 palabras en español. Responde a los dos aspectos de la pregunta.

[32 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

| CRITERIA | Have you met all the criteria? |  |  |  |
|---------------------|--|---|---|---|
| Content | All bullet points covered | | | |
| | Content relevant to the bullet point | | | |
| Quality of language | Variety of vocabulary and structures | | | |
| | <input type="checkbox"/> STRUCTURE <i>e.g. en primer lugar</i> | | | |
| | <input type="checkbox"/> PRESENT TENSE | | | |
| | <input type="checkbox"/> PAST TENSE(S) | | | |
| | <input type="checkbox"/> FUTURE TENSE(S) | | | |
| | <input type="checkbox"/> PHRASES WITH AN INFINITIVE | | | |
| | <input type="checkbox"/> NEGATIVES | | | |
| | <input type="checkbox"/> SUBJUNCTIVE PHRASE | | | |
| | <input type="checkbox"/> IDIOMS | | | |
| | Complex / longer sentences | | | |
| Accuracy | Tenses formed correctly | | | |
| | Spellings correct | | | |
| | Accents used correctly | | | |

THE 150 WORD TEXT. EXAMPLE 11.

Lees un blog para estudiantes de lengua española.

Decides escribir en el blog con esta información:




- un día en el pasado cuando tuviste problemas con tus amigos
- lo bueno y lo malo de vivir en tu región.

Escribe aproximadamente **150** palabras en **español**. Responde a los dos aspectos de la pregunta.

[32 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

[illegible]

| CRITERIA | Have you met all the criteria? |  |  |  |
|---------------------|--|---|---|---|
| Content | All bullet points covered | | | |
| | Content relevant to the bullet point | | | |
| Quality of language | Variety of vocabulary and structures | | | |
| | <input type="checkbox"/> STRUCTURE <i>e.g. en primer lugar</i> | | | |
| | <input type="checkbox"/> PRESENT TENSE | | | |
| | <input type="checkbox"/> PAST TENSE(S) | | | |
| | <input type="checkbox"/> FUTURE TENSE(S) | | | |
| | <input type="checkbox"/> PHRASES WITH AN INFINITIVE | | | |
| | <input type="checkbox"/> NEGATIVES | | | |
| | <input type="checkbox"/> SUBJUNCTIVE PHRASE | | | |
| | <input type="checkbox"/> IDIOMS | | | |
| | | Complex / longer sentences | | |
| Accuracy | Tenses formed correctly | | | |
| | Spellings correct | | | |
| | Accents used correctly | | | |

THE 150 WORD TEXT. EXAMPLE 12.

12

Tu revista española favorita, Vida Joven, quiere recibir artículos de sus lectores con el título: 'El día que nunca voy a olvidar'.

Decides escribir un artículo con esta información:




- qué pasó el día más memorable de tu vida
- por qué te gusta tanto la revista Vida Joven.

Escribe aproximadamente 150 palabras en español. Responde a los dos aspectos de la pregunta.

[32 marks]

[illegible]

[illegible]

| CRITERIA | Have you met all the criteria? |  |  |  |
|---------------------|--|---|---|---|
| Content | All bullet points covered | | | |
| | Content relevant to the bullet point | | | |
| Quality of language | Variety of vocabulary and structures | | | |
| | <input type="checkbox"/> STRUCTURE <i>e.g. en primer lugar</i> | | | |
| | <input type="checkbox"/> PRESENT TENSE | | | |
| | <input type="checkbox"/> PAST TENSE(S) | | | |
| | <input type="checkbox"/> FUTURE TENSE(S) | | | |
| | <input type="checkbox"/> PHRASES WITH AN INFINITIVE | | | |
| | <input type="checkbox"/> NEGATIVES | | | |
| | <input type="checkbox"/> SUBJUNCTIVE PHRASE | | | |
| | <input type="checkbox"/> IDIOMS | | | |
| | | Complex / longer sentences | | |
| Accuracy | Tenses formed correctly | | | |
| | Spellings correct | | | |
| | Accents used correctly | | | |

Useful phrases and vocabulary for grades 6+

In the exam board's marking guidance, they mention the use of the areas highlighted below as examples of the kind of language required for grades 7/8/9.

Subordinate conjunctions

A key ingredient in a complex sentence is the subordinate conjunction:

| | |
|---|------------------------------------|
| according to = según | provided that = siempre que |
| after = después | since = desde |
| although = aunque | so (that) = así que |
| such as = tal como (<i>singular</i>) / tales como (<i>plural</i>) | than = que |
| because = porque / ya que | that = que |
| before = antes | unless = a menos que |
| despite the fact that = a pesar de que | until = hasta |
| even = incluso | when = cuando |
| even if = aunque (+ subjunctive) | whenever = cuandoquiera |
| even if = aun si | where = donde |
| if / whether = si | whereas = mientras |
| in order that = para que (+ subjunctive) | wherever = dondequiera |
| on condition that = a condición de que | while = mientras |
| perhaps = quizás OR tal vez | why = por qué |

One of the best phrases you can aim to incorporate is:

Si fuera posible-ría = If it were possible I would ??????

This uses a thing called the imperfect subjunctive in Spanish which is an A level expression.

Adverbs

Most Spanish adverbs are formed by adding **-mente** to the feminine singular form of the adjective. This ending corresponds to -ly in English.

| Adjective | Feminine Form | Adverb |
|-----------|---------------|----------------|
| claro | clara | claramente |
| constante | constante | constantemente |
| difícil | difícil | difícilmente |

Irregular adverbs

| | |
|-----------------------|--------------------------|
| juntos = together | a tiempo = on time |
| de repente = suddenly | por suerte = luckily |
| despacio = slowly | en seguida = immediately |

Note: When an adjective has a written accent, the adverb retains it.

Adverbial phrases

Spanish has countless adverbial phrases. Here are some of the most common:

| | |
|--|--------------------------------------|
| al fin — finally | de costumbre — customarily |
| a menudo — frequently | de nuevo — again |
| ante todo — primarily | de pronto — suddenly |
| a tiempo — on time, in time | de repente — suddenly |
| dentro de poco — shortly, soon | de verdad — truthfully |
| con esperanza — hopefully | por cierto — certainly |
| con frecuencia — frequently | por fin — finally |
| en cambio — instead | por lo general — generally |
| en la actualidad — presently, now | por lo visto — apparently |
| en particular — particularly | por suerte — luckily |
| en seguida — immediately | por supuesto — of course |
| en serio — seriously | por todas partes — everywhere |

Higher level verbs

Following is a list of some of the verbs that most commonly are followed directly by an infinitive.

acabar de + infinitive (to have just + verb.....)

Acabo de volver de mis vacaciones. (I have just returned from my holidays.)

aceptar (to accept)

Nunca aceptará ir a los Estados Unidos. (He will never accept going to the United States.)

acordar (to agree)

Acordamos darle cincuenta euros. (We agreed to give him fifty euros.)

amenazar (to threaten)

Amenaza destruir la casa. (He threatens to destroy the house.)

anhelar (to yearn, to long for)

Anhela comprar el coche. (She yearns to buy the car.)

asegurar (to assure, to affirm)

Aseguro no saber nada. (I affirm I know nothing.)

buscar (to seek, to look for)

Busco ganar experiencia en este campo. (I am looking to gain experience in this field.)

deber (ought to, should)

Para aprender, debes salir de tu zona de comodidad. (In order to learn, you ought to leave your comfort zone.)

decidir (to decide)

Decidió nadar hasta la otra orilla. (She decided to swim to the other shore.)

demostrar (to demonstrate, to show)

Roberto demuestra saber conducir. (Roberto shows he knows how to drive.)

desear, querer (to want, to desire)

Quiero/deseo escribir un libro. (I want to write a book.)

esperar (to wait for / to hope for, to expect)

Yo no esperaba tener el coche. (I was not expecting to have the car.)

intentar (to try)

Siempre intento jugar lo mejor posible. (I always try to play my best possible.)

lograr (to succeed in)

No logra estudiar bien. (He does not succeed in studying well.)

negar (to deny)

No niego haber tenido suerte. (I do not deny having been lucky.)

olvidar (to forget)

He olvidado traer el dinero. (I have forgotten to bring the money.)

pensar (to think / to plan)

Pienso hacerlo. (I plan to do it.)

poder (to be able, can)

No puedo dormir. (I can't sleep.)

reconocer (to acknowledge)

Reconozco haber mentado. (I admit having lied.)

recordar (to remember)

No recuerda haber bebido. (He doesn't remember having drunk.)

soler (to normally do something)

Pedro suele mentir. (Pedro normally lies.)

temer (to fear)

Teme nadar. (She is afraid of swimming.)

volver a + infinitive (to + verb again)

Volvemos a ver la película porque nos gustó tanto. (We are seeing the film again because we liked it so much.)

Prepositional phrases

a causa de — because of

además de — besides, in addition to, as well as

a falta de — due to the lack of, in the absence of

a fin de — in order to

al contrario de — contrary to

al estilo de — in the style of, in the manner of

al lado de — next to

alrededor de — around

antes de — before (in time, not location)

a pesar de — in spite of

a punto de — on the verge of

a través de — through, across

cerca de — near

debajo de — underneath, under

delante de — in front of

dentro de — within

después de — after

detrás de — behind, after

encima de — on top of

en contra de — against

enfrente de — opposite

en lugar de — instead of, in the place of

en medio de — in the middle of

en vez de — instead of

lejos de — far from

por causa de — because of

Higher level phrases**In my opinion**

Desde mi punto de vista

Me parece que

Lo que me molesta es que

Para ser sincero

Diría que

A mi parecer

Mi opinión personal es que

Personalmente, creo que

Debo admitir que

Estoy totalmente seguro de que

Supongo que

Yo diría que

As I see it

It seems to me that

The thing that bothers me

To be honest

I would say that

It is my understanding

My own opinion is that

Personally I think that

I have to admit that

I am absolutely certain that

I suppose that

I would say that

Additional information

Entre otras cosas

Por una parte...

...por otra parte...

Por un lado ...

... por otro lado ...

Amongst other things

On the one hand...

...on the other hand...

On the one hand...

...on the other hand...

Finally

En resumen

Al fin y al cabo

To sum up

When all is said and done

Connectives

Sequencing

primero: first
entonces: then
después: after(wards)
más tarde: later
finalmente: finally
en primer lugar: firstly
en segundo lugar: secondly
luego: then
por fin: finally
es decir: that is to say
claro: of course

Illustrating

por ejemplo: for example
como: like

Cause and Effect

así que: so
por consiguiente: consequently
a causa de: because of
por eso: therefore
dado que: given that

Qualifying

sin embargo: however
no obstante: however
aunque: although
aparte de: apart from
si: if
mientras que: whilst
puesto que: since/as
sin duda: obviously

Emphasising

sobre todo: above all
especialmente: especially
en particular: in particular
claro: of course
sin falta: without fail
aparte de: apart from

Comparing / Contrasting

igualmente: likewise, equally
mientras: whereas/whilst
en vez de: instead of
salvo que: except that

Amazing phrases for any context

Sería un sueño hecho realidad si pudiera .. It would be a dream come true if I were able to

Hay gente que dice que

There are people that say that

... pero no estoy de acuerdo

... but I don't agree

Si fuera posible lo que más me gustaría hacer es ...

If it were possible what I would most like to do is

Yo estoy totalmente opuesto/a a

I am total opposed to



Time markers

PRESENT

ahora (*now*)
 ahora mismo (*right now*)
 hoy (*today*)
 hoy en día (*nowadays*)
 por la mañana (*in the morning*)
 por la tarde (*in the afternoon*)
 por la noche (*in the evening*)
 todos los días (*every day*)
 todas las semanas (*every week*)
 una vez a la semana (*once a week*)
 cinco veces al mes (*five times a month*)
 todos los meses (*every month*)
los lunes / **los** martes / **los** miércoles /
los jueves / **los** viernes / **los** sábados /
los domingos (*on Mondays / on Tuesdays*
/ on Wednesdays / on Thursdays /
on Fridays / on Saturdays / on Sundays)
 siempre (*always*)
 a menudo (*often*)
 muchas veces (*many times*)
 de vez en cuando (*from time to time*)
 a veces (*sometimes*)
 casi nunca (*hardly ever*)
 nunca (*never*)
 pronto (*soon*)
 temprano (*early*)
 tarde (*late*)

FUTURE

mañana (*tomorrow*)
 pasado mañana (*the day after tomorrow*)
 mañana por la mañana (*tomorrow morning*)
 mañana por la tarde (*tomorrow afternoon*)
 mañana por la noche (*tomorrow evening*)
 la semana que viene (*next week*)
 el mes que viene (*next month*)
 el año que viene (*next year*)
 el próximo lunes (*next Monday*)
 dentro de una semana (*in a week's time*)
 dentro de un mes (*in a month's time*)
 dentro de un año (*in a year's time*)
 en el futuro (*in the future*)
 después (*afterwards*)

PAST (PRETERITE)

ayer (*yesterday*)
 anteayer (*the day before yesterday*)
 ayer por la mañana (*yesterday morning*)
 ayer por la tarde (*yesterday afternoon*)
 ayer por la noche (*yesterday evening*)
 la semana pasada (*last week*)
 el mes pasado (*last month*)
 el año pasado (*last year*)
 el lunes pasado (*last Monday*)
 hace una semana (*a week ago*)
 hace un mes (*a month ago*)
 hace un año (*a year ago*)
 antes (*before*)
 en 2015 (*in 2015*)

IMPERFECT

de pequeño (*when I was a child*)
 cuando (*when*)

PERFECT

esta mañana (*this morning*)
 esta tarde (*this afternoon*)
 esta noche (*tonight*)
 esta semana (*this week*)
 este año (*this year*)
 todavía (*yet – in negative sentences*)
 ya (*already*)

ANY

el lunes / **el** martes / **el** miércoles / **el**
 jueves / **el** viernes / **el** sábado / **el** domingo
 (*on Monday / on Tuesday / on Wednesday /*
on Thursday / on Friday / on Saturday / on
Sunday)
 en invierno (*in the winter*)
 en verano (*in the summer*)
 en otoño (*in the autumn*)
 en primavera (*in the spring*)
 desde el ... hasta el... (*from... to...*)
 de... a... (*from...to...*)
 al principio de (*at the beginning of*)
 al final de (*at the end of*)

90 WORD TASK

90 WORD TEXT ASSESSMENT CRITERIA - TOTAL MARKS = 16

Content

| Mark | Response |
|------|--|
| 9-10 | A very good response covering all aspects of the task. Communication is clear and a lot of information is conveyed. Opinions are expressed. |
| 7-8 | A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed. |
| 5-6 | A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed. |
| 3-4 | A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed. |
| 1-2 | A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed. |
| 0 | The content does not meet the standard required for Level 1 at this tier. |

Quality of language

| Mark | Response |
|------|--|
| 5-6 | A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate. |
| 3-4 | Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate. |
| 1-2 | The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register. |
| 0 | The language produced does not meet the standard required for Level 1 at this tier. |

90-WORD TASK (16 MARKS)

You have a choice of three questions in 2022, but **ONLY DO ONE**. You will need to respond to FOUR bullet points.

Each bullet point matches one of the following:

- **Past**
- **Present**
- **Future**
- **Opinion**

First, you must work out which is which.

You must respond to each bullet point. Failure to do so affects your overall score.

This is the “crossover” question which will push your grade up to Grade 4/5.

The four bullet points are designed to ensure that you respond using the past, present, future time frames AND use an opinion.

- Aim for accuracy of spelling (including adjectival agreement and accents) and tense formation.
- **HIGHER:** Use a range of pronouns (not just “I”)
- Use **HIGHER** structures and phrases (there is a list on page 4)
- Use time markers, connectives and expressions of frequency to extend your answers/create longer sentences

BASIC RESPONSE: Me gusta la música.

HIGHER RESPONSE: Diría que en general me gusta escuchar música, pero depende.

THE 90 WORD TEXT. EXAMPLE 1.

¿Qué te gusta hacer en tu tiempo libre? Escribe un artículo para tu amiga mejicana, María.

Menciona:

1. la música que te gusta
2. una actividad que haces normalmente después de las clases
3. una visita reciente al cine
4. un deporte que te gustaría probar en el futuro

Escribe aproximadamente 90 palabras en español. Responde a todos los aspectos de la pregunta.

[16 marks]

Task 1

Match the bullet points to the following:

- ☐ Past
- ☐ Present
- ☐ Future
- ☐ Opinion

Task 2

Below are basic responses to each bullet point. Extend them into higher responses. You need approximately 23 words for each bullet point.

1. Me gusta la música.
2. Después de las clases juego al fútbol.
3. Vi una película de horror.
4. Me gustaría probar el tenis.



THE 90 WORD TEXT. EXAMPLE 1.

¿Qué te gusta hacer en tu tiempo libre? Escribe un artículo para tu amiga mejicana, María.

Menciona:

- la música que te gusta
- una actividad que haces normalmente después de las clases
- una visita reciente al cine
- un deporte que te gustaría probar en el futuro

Escribe aproximadamente 90 palabras en español. Responde a todos los aspectos de la pregunta.

[16 marks]

[illegible]

THE 90 WORD TEXT. EXAMPLE 2.

Tu amigo español te pregunta si llevas una visa sana. Escríbele un email.

Menciona:

- **qué te gusta comer y beber**
- **cuántas horas duermes cada noche**
- **una actividad física que hiciste la semana pasada**
- **qué harás en el futuro para llevar una vida sana**

Escribe aproximadamente 90 palabras en español. Responde a todos los aspectos de la pregunta.

[16 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

THE 90 WORD TEXT. EXAMPLE 3.

Escribe un artículo para la revista escolar con el título “Mi paga y mis planes para el futuro”.

Menciona:

- **tu paga semanal y tu opinión**
- **cómo gastas tu dinero**
- **qué hiciste en tus prácticas laborales**
- **en qué te gustaría trabajar**

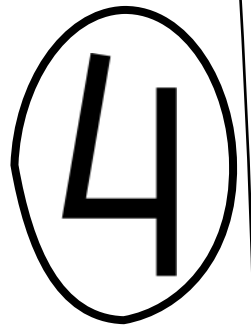
Escribe aproximadamente 90 palabras en español. Responde a todos los aspectos de la pregunta.

[16 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

EXAMPLE

Fuiste a una fiesta de San Valentín, el 14 de febrero. Tu amigo uruguayo, Mateo, te ha preguntado sobre la fiesta. Escríbele un email.



Menciona:

1. **qué hiciste en la fiesta**
2. **tus ideas sobre tu novio perfecto / tu novia perfecta**
3. **tu opinión sobre el matrimonio**
4. **tus ambiciones para el futuro.**

Escribe aproximadamente **90** palabras en **español**. Responde a todos los aspectos de la pregunta.

[16 marks]

Task 1

Match the bullet points to the following:

- ☐ Past
- ☐ Present
- ☐ Future
- ☐ Opinion

EXAMPLE

1. Fui a la fiesta con mi mejor amigo. Bailamos, charlamos y conocimos a unas chicas. Lo mejor de la fiesta fue el ambiente. Lo pasé fenomenal.
2. Diría que mi novia perfecta sería una persona leal, amable, comprensiva y lista. Además, hay que tener cosas en común y las mismas aficiones.
3. Creo que el matrimonio es menos importante que hace treinta años. No quiero casarme. Voy a vivir con mi novia.
4. No sé si quiero ir a la universidad después de hacer el bachillerato, así que me tomaré un año libre. Me ayudará a decidir qué voy a hacer.

98 palabras

Section A

The text is over 90 words. Is this an issue?

Section B

Read the example answer and find the Spanish for the following:

1. I went
2. best
3. We met
4. The best thing
5. was
6. I had a great time
7. would be
8. smart, bright
9. You have to
10. things
11. the same
12. tastes, likes
13. ago
14. to get married
15. I don't know
16. A levels
17. so
18. it will help me

Section C

How would you grade this piece of writing?

TOTAL MARKS = 16 (Total of 10 for content + total of 6 for quality of the language)

Content

| Mark | Response |
|------|--|
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| 7-8 | A good response covering all aspects of the task. Communication is mostly clear but perhaps with occasional lapses. Quite a lot of information is conveyed. Opinions are expressed. |
| 5-6 | A reasonable response covering almost all aspects of the task. Communication is generally clear but there are likely to be lapses. Some information is conveyed. An opinion is expressed. |
| 3-4 | A basic response covering some aspects of the task. Communication is sometimes clear but there are instances where messages break down. Little information is conveyed. An opinion is expressed. |
| 1-2 | A limited response covering some aspects of the task. Communication is often not clear and there may be frequent instances where messages break down. Very little information is conveyed. There may be no opinions expressed. |
| 0 | The content does not meet the standard required for Level 1 at this tier. |

Quality of language

| Mark | Response |
|------|--|
| 5-6 | A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to three time frames, which are largely successful. Errors are mainly minor. Some more serious errors may occur, particularly in complex structures and sentences, but the intended meaning is nearly always clear. The style and register are appropriate. |
| 3-4 | Some variety of appropriate vocabulary is used. There may be some attempt at complex structures and sentences. There are references to at least two different time frames, although these may not always be successful. There may be some major errors, and more frequent minor errors, but overall the response is more accurate than inaccurate and the intended meaning is usually clear. The style and register may not always be appropriate. |
| 1-2 | The range of vocabulary may be narrow, repetitive and/or inappropriate to the needs of the task. Sentences are mainly short and simple or may not be properly constructed. There may be frequent major and minor errors. Little or no awareness of style and register. |
| 0 | The language produced does not meet the standard required for Level 1 at this tier. |

THE 90 WORD TEXT. EXAMPLE 4.

Fuiste a una fiesta de San Valentín, el 14 de febrero. Tu amigo uruguayo, Mateo, te ha preguntado sobre la fiesta. Escribíle un email.

Menciona:

- **qué hiciste en la fiesta**
- **tus ideas sobre tu novio perfecto / tu novia perfecta**
- **tu opinión sobre el matrimonio**
- **tus ambiciones para el futuro.**

Escribe aproximadamente **90** palabras en **español**. Responde a todos los aspectos de la pregunta.

[16 marks]

[illegible]

THE 90 WORD TEXT. EXAMPLE 5.

¿Qué opinas de tu familia? Escribe un artículo.

Menciona:

- una descripción de tu familia
- tu opinión sobre tener hermanos
- una actividad que te gustaría hacer con tu familia
- qué hiciste con tu familia la semana pasada

Escribe aproximadamente **90** palabras en **español**. Responde a todos los aspectos de la pregunta.

[16 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

THE 90 WORD TEXT. EXAMPLE 6.

Escribe un artículo para la revista escolar sobre la salud.

Menciona:

- **qué haces para mantenerte en forma**
- **qué deporte hiciste la semana pasada**
- **tu opinión sobre el tabaco**
- **cómo llevarás una vida más sana en el futuro**

Escribe aproximadamente **90** palabras en **español**. Responde a todos los aspectos de la pregunta.

[16 marks]

[illegible]

THE 90 WORD TEXT. EXAMPLE 7.

Tu amigo argentino, Mateo, te ha preguntado sobre las vacaciones. Escribíbele un email.

Menciona:

- **tu destino favorito para las vacaciones**
- **cómo prefieres viajar y por qué**
- **adónde fuiste el año pasado**
- **tus planes para las vacaciones este año**

Escribe aproximadamente **90** palabras en **español**. Responde a todos los aspectos de la pregunta.

[16 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

TRANSLATION INTO SPANISH

PART 3 OF THE WRITING EXAM

THE FIVE STEPS TO TRANSLATION

Step One

As obvious as it may sound, you must **read the text**. There are times students just dive into the text and translate the first word they see without knowing the whole content of the text.

Step Two

As the Higher translations are generally a paragraph, you must **break the paragraph down into sentences**. Wherever you see a full stop, that is one sentence. Deal with each bit at a time.

Step Three

Now that you have read the text and broken it down into sentences, it is time to **underline or highlight what you can do instantly**. Seeing something in colour or standing out from the rest of the text allows you to focus on the vocabulary you can access straight away.

Step Four

Instead of writing out the translation as a whole paragraph, **translate each part you know of the sentences**. Leave a line for bits you don't know, yet.

REMEMBER: Marks can still be awarded for singular words and short phrases.

Step Five

For the final step of translating a text, look at those gaps. Can you think logically what needs to go there? **Use words or phrases that are similar** to what you need to translate.

5 awesome translation tips for GCSE Spanish

HERE ARE 5 WAYS TO IMPROVE YOUR SPANISH TRANSLATIONS



1) VERBS (DOING WORDS)

What form of the verb do you need - who is doing the action?

I go to Madrid - "**Voy** a Madrid"

Who is going - I? Therefore "**Voy** a Madrid"

2) ADJECTIVES (DESCRIBING WORDS)

Make sure your adjectives agree (singular, plural, masculine or feminine)

tengo los ojos **marrones**

tengo una camiseta **blanca**



3) VERBS (AGAIN!)

Make sure that your verbs are in the right tense

Present - **como** (I eat)

Future - **comeré** (I will eat)

Imperfect - **comía** (I used to eat)

Preterite - **comí** (I ate)

Conditional - **comería** (I would eat)

4) NOUNS - EL OR LA LOS OR LAS?

Make sure that your nouns are correct
masculine / feminine
singular / plural

Top tip : When learning the words, make sure you learn them with the **el** or the **la**



5) TIME PHASES (KNOW THESE WELL!)

hoy - today

ayer - yesterday

mañana - tomorrow

la semana pasada - last week

la semana que viene - next week

Higher Tier mark scheme

The translation is assessed for Conveying key messages (6 marks) and Application of grammatical knowledge of language and structures (6 marks) as specified in the criteria below. The maximum mark is 12. When awarding the marks the student's response across the passage should be considered as a whole.

[12 marks]

Conveying key messages

| Level | Marks | Response |
|-------|-------|---|
| 6 | 6 | All key messages are conveyed. |
| 5 | 5 | Nearly all key messages are conveyed. |
| 4 | 4 | Most key messages are conveyed. |
| 3 | 3 | Some key messages are conveyed. |
| 2 | 2 | Few key messages are conveyed. |
| 1 | 1 | Very few key messages are conveyed. |
| 0 | 0 | The content does not meet the standard required for Level 1 at this tier. |

Application of grammatical knowledge of language and structures

| Level | Marks | Response |
|-------|-------|---|
| 6 | 6 | Excellent knowledge of vocabulary and structures; virtually faultless. |
| 5 | 5 | Very good knowledge of vocabulary and structures; highly accurate. |
| 4 | 4 | Good knowledge of vocabulary and structures; generally accurate. |
| 3 | 3 | Reasonable knowledge of vocabulary and structures; more accurate than inaccurate. |
| 2 | 2 | Limited knowledge of vocabulary and structures; generally inaccurate. |
| 1 | 1 | Very limited knowledge of vocabulary and structures; highly inaccurate. |
| 0 | 0 | The language produced does not meet the standard required for Level 1 at this tier. |

Notes

A mark of zero for Conveying key messages automatically results in a mark of zero for Application of grammatical knowledge of language and structures, but apart from that, the Conveying key messages mark does not limit the mark for Application of grammatical knowledge of language and structures.

AQA FEEDBACK

The exam board copy and paste the same advice on the translation into Spanish every year in their exam report.



GCSE SPANISH

8698/WH: Writing Higher
Report on the Examination

Advice to students

- Practise high frequency words and phrases.
- Check carefully that you do not miss out any parts of the translation by accident.
- If you are not sure how to translate something, have a go as it may score you a mark. Leaving it blank will not.
- Check verb tenses and endings.

High frequency words and phrases

The most frequently occurring verbs over the years are the following:

- | | |
|----------------------|---|
| • to like | - <i>gustar (impersonal verb)</i> |
| • to be | - ser OR estar |
| • to do / to make | - hacer |
| • to go | - ir |
| • to want | - querer |
| • to be able, "can" | - poder |
| • to have | - tener OR haber (<i>haber = "to have" for the past</i>) |
| • to see, watch | - ver (<i>irregular in some tenses only</i>) |
| ○ to "must", have to | - deber |
| ○ to visit | - visitar |
| ○ to study | - estudiar |
| ○ to work | - trabajar |
| ○ to think | - pensar / creer |
| ○ to live | - vivir |
| ○ to get | - sacar / conseguir |
| ○ to buy | - comprar |
| ○ to pass | - aprobar (exams) / pasar (go past) |

IMPERSONAL VERBS

- *to like*

- *gustar (impersonal verb)*

REMEMBER that impersonal verbs work differently.

Me gusta

= **IT** pleases me

Me gustan

= **THEY** please me

To refer to other people i.e., not just “to me” you use the pronouns listed below (me, te, le, nos, os, les):

| | |
|----------------------------------|------------------|
| It is pleasing to me | <u>me</u> gusta |
| It is pleasing to you (singular) | <u>te</u> gusta |
| It is pleasing to him / to her | <u>le</u> gusta |
| It is pleasing to us | <u>nos</u> gusta |
| It is pleasing to you (plural) | <u>os</u> gusta |
| It is pleasing to them | <u>les</u> gusta |

The most commonly occurring verbs like GUSTAR are:

The results of the data analysis showed the most commonly occurring verbs like “GUSTAR” in Spanish in order are:

| | |
|--------------------|-------------------------------|
| aburrir | to bore |
| costar (o:ue) | to cost / to find difficult |
| dar asco | to disgust |
| doler (o:ue) | to be painful |
| encantar | to love something |
| faltar | to lack |
| fastidiar | to make angry |
| hacer falta | to be needed/necessary |
| importar | to be important to, to matter |
| inquietar | to worry, concern |
| interesar | to interest |
| molestar | to annoy |
| parecer | to seem |
| permitir | to allow |
| preocupar | to worry |
| quedar | to remain |
| volver loco (o:ue) | to drive crazy, drive mad |

In different tenses, it is only **GUSTAR** that changes. The *me, te, le, nos, os, les* do not change.

| PRESENT (like) | PRETERITE (liked) | IMPERFECT (was liking + used to like) | CONDITIONAL (would like) |
|-------------------------------|--|--|------------------------------------|
| <u>me</u> gusta(n) | <u>me</u> gustó [plural = <u>me</u> gustaron] | <u>me</u> gustaba(n) | <u>me</u> gustaría(n) |
| <u>te</u> gusta(n) | <u>te</u> gustó [plural = <u>te</u> gustaron] | <u>te</u> gustaba(n) | <u>te</u> gustaría(n) |
| <u>le</u> gusta(n) | <u>le</u> gustó [plural = <u>le</u> gustaron] | <u>le</u> gustaba(n) | <u>le</u> gustaría(n) |
| <u>nos</u> gusta(n) | <u>nos</u> gustó [plural = <u>nos</u> gustaron] | <u>nos</u> gustaba(n) | <u>nos</u> gustaría(n) |
| <u>os</u> gusta(n) | <u>os</u> gustó [plural = <u>os</u> gustaron] | <u>os</u> gustaba(n) | <u>os</u> gustaría(n) |
| <u>les</u> gusta(n) | <u>les</u> gustó [plural = <u>les</u> gustaron] | <u>les</u> gustaba(n) | <u>les</u> gustaría(n) |

COMMON IRREGULAR VERBS

In the translation the verbs listed below are used constantly and in a range of tenses. The top 6 verbs used are highly irregular.

You can find verbs 1-6 listed in their various tenses on the following pages.

- | | |
|----------------------|--|
| 1. to be | - ser <u>OR</u> estar |
| 2. to do / to make | - hacer |
| 3. to go | - ir |
| 4. to want | - querer |
| 5. to be able, "can" | - poder |
| 6. to have | - tener <u>OR</u> haber (<i>used for the past e.g. I have finished</i>) |

| | SER | ESTAR | TO BE |
|-----------------------|----------------------|------------------------|--------------------------------------|
| PRESENT | | | |
| <i>I</i> | soy | estoy | I am |
| <i>you (singular)</i> | eres | estás | You are |
| <i>he/she/it</i> | es | está | he/she/it is |
| <i>we</i> | somos | estamos | we are |
| <i>you (plural)</i> | sois | estáis | you are (p) |
| <i>they</i> | son | están | they are |
| PRETERITE | | | |
| <i>I</i> | fui | estuve | I was |
| <i>you (singular)</i> | fuiste | estuviste | you were (singular) |
| <i>he/she/it</i> | fue | estuvo | he/she/it was |
| <i>we</i> | fuiimos | estuvimos | we were |
| <i>you (plural)</i> | fuisteis | estuvisteis | you were (plural) |
| <i>they</i> | fueron | estuvieron | they were |
| IMPERFECT | | | |
| <i>I</i> | era | estaba | I was / I used to be |
| <i>you (singular)</i> | eras | estabas | you were / you used to be (singular) |
| <i>he/she/it</i> | era | estaba | he-she-it was / he-she-it used to be |
| <i>we</i> | éramos | estábamos | we were / we used to be |
| <i>you (plural)</i> | erais | estabais | you were / you used to be (plural) |
| <i>they</i> | eran | estaban | they were / they used to be |
| PERFECT | | | |
| <i>I</i> | he sido | he estado | I have been |
| <i>you (singular)</i> | has sido | has estado | you have been (singular) |
| <i>he/she/it</i> | ha sido | ha estado | he/she/it has been |
| <i>we</i> | hemos sido | hemos estado | we have been |
| <i>you (plural)</i> | habéis sido | habéis estado | you have been (plural) |
| <i>they</i> | han sido | han estado | they have been |
| PLUPERFECT | | | |
| <i>I</i> | había sido | había estado | I had been |
| <i>you (singular)</i> | habías sido | habías estado | you (singular) had been |
| <i>he/she/it</i> | había sido | había estado | he/she/it had been |
| <i>we</i> | habíamos sido | habíamos estado | we had been |
| <i>you (plural)</i> | habíais sido | habíais estado | you (plural) had been |
| <i>they</i> | habían sido | habían estado | they had been |
| FUTURE | | | |
| <i>I</i> | seré | estaré | I will be |
| <i>you (singular)</i> | serás | estarás | you will be (singular) |
| <i>he/she/it</i> | será | estará | he/she/it will be |
| <i>we</i> | seremos | estaremos | we will be |
| <i>you (plural)</i> | seréis | estaréis | you will be (plural) |
| <i>they</i> | serán | estarán | they will be |
| CONDITIONAL | | | |
| <i>I</i> | sería | estaría | I would be |
| <i>you (singular)</i> | serías | estarías | you would be (singular) |
| <i>he/she/it</i> | sería | estaría | he/she/it would be |
| <i>we</i> | seríamos | estaríamos | we would be |
| <i>you (plural)</i> | seríais | estaríais | you would be (plural) |
| <i>they</i> | serían | estarían | they would be |

| | HACER | TO DO / TO MAKE |
|-----------------------|-----------------------|--|
| PRESENT | | |
| <i>I</i> | hago | I do |
| <i>you (singular)</i> | haces | you do |
| <i>he/she/it</i> | hace | he-she-it does |
| <i>we</i> | hacemos | we do |
| <i>you (plural)</i> | hacéis | you do (plural) |
| <i>they</i> | hacen | they do |
| PRETERITE | | |
| <i>I</i> | hice | I did |
| <i>you (singular)</i> | hiciste | you did (singular) |
| <i>he/she/it</i> | hizo | he/she/it did |
| <i>we</i> | hicimos | we did |
| <i>you (plural)</i> | hicisteis | you did (plural) |
| <i>they</i> | hicieron | they did |
| IMPERFECT | | |
| <i>I</i> | hacía | I was doing / I used to do |
| <i>you (singular)</i> | hacías | you were doing (singular) / you used to do |
| <i>he/she/it</i> | hacía | he-she-it was doing / he-she-it used to do |
| <i>we</i> | hacíamos | we were doing / we used to do |
| <i>you (plural)</i> | hacíais | you were doing / you used to do (plural) |
| <i>they</i> | hacían | they were doing / they used to do |
| PERFECT | | |
| <i>I</i> | he hecho | I have done |
| <i>you (singular)</i> | has hecho | you have done (singular) |
| <i>he/she/it</i> | ha hecho | he/she/it has done |
| <i>we</i> | hemos hecho | we have done |
| <i>you (plural)</i> | habéis hecho | you have done (plural) |
| <i>they</i> | han hecho | they have done |
| PLUPERFECT | | |
| <i>I</i> | había hecho | I had done |
| <i>you (singular)</i> | habías hecho | you had done |
| <i>he/she/it</i> | había hecho | he/she/it had done |
| <i>we</i> | habíamos hecho | we had done |
| <i>you (plural)</i> | habíais hecho | you had done |
| <i>they</i> | habían hecho | they had done |
| FUTURE | | |
| <i>I</i> | haré | I will do |
| <i>you (singular)</i> | harás | you will do (singular) |
| <i>he/she/it</i> | hará | he/she/it will do |
| <i>we</i> | haremos | we will do |
| <i>you (plural)</i> | haréis | you will do (plural) |
| <i>they</i> | harán | they will do |
| CONDITIONAL | | |
| <i>I</i> | haría | I would do |
| <i>you (singular)</i> | harías | you would do (singular) |
| <i>he/she/it</i> | haría | he/she/it would do |
| <i>we</i> | haríamos | we would do |
| <i>you (plural)</i> | haríais | you would do (plural) |
| <i>they</i> | harían | they would do |

| IR | TO GO | |
|-----------------------|---------------------|--|
| PRESENT | | |
| <i>I</i> | voy | I go / I am going |
| <i>you (singular)</i> | vas | You go / You are going (singular) |
| <i>he/she/it</i> | va | he-she-it goes / he-she-it is going |
| <i>we</i> | vamos | we go / we are going |
| <i>you (plural)</i> | vais | you go / you are going (plural) |
| <i>they</i> | van | they go / they are going |
| PRETERITE | | |
| <i>I</i> | fui | I went |
| <i>you (singular)</i> | fuiste | you went (singular) |
| <i>he/she/it</i> | fue | he/she/it went |
| <i>we</i> | fuimos | we went |
| <i>you (plural)</i> | fuisteis | you went (plural) |
| <i>they</i> | fueron | they went |
| PRETERITE | | |
| <i>I</i> | iba | I was going / I used to go |
| <i>you (singular)</i> | ibas | you were going / you used to go (singular) |
| <i>he/she/it</i> | iba | he-she-it was going / he-she-it used to go |
| <i>we</i> | íbamos | we were going / we used to go |
| <i>you (plural)</i> | ibais | you were going / you used to go (plural) |
| <i>they</i> | iban | they were going / they used to go |
| PERFECT | | |
| <i>I</i> | he ido | I have been |
| <i>you (singular)</i> | has ido | you (singular) have been |
| <i>he/she/it</i> | ha ido | he/she/it has been |
| <i>we</i> | hemos ido | we have been |
| <i>you (plural)</i> | habéis ido | you (plural) have been |
| <i>they</i> | han ido | they have been |
| PLUPERFECT | | |
| <i>I</i> | había ido | I had been |
| <i>you (singular)</i> | habías ido | you (singular) had been |
| <i>he/she/it</i> | había ido | he/she/it had been |
| <i>we</i> | habíamos ido | we had been |
| <i>you (plural)</i> | habíais ido | you (plural) had been |
| <i>they</i> | habían ido | they had been |
| FUTURE | | |
| <i>I</i> | iré | I will go |
| <i>you (singular)</i> | irás | you (singular) will go |
| <i>he/she/it</i> | irá | he/she/it will go |
| <i>we</i> | iremos | we will go |
| <i>you (plural)</i> | iréis | you (plural) will go |
| <i>they</i> | irán | they will go |
| CONDITIONAL | | |
| Present | | |
| <i>I</i> | iría | I would go |
| <i>you (singular)</i> | irías | you (singular) would go |
| <i>he/she/it</i> | iría | he/she/it would go |
| <i>we</i> | iríamos | we would go |
| <i>you (plural)</i> | iríais | you (plural) would go |
| <i>they</i> | irían | they would go |

| | QUERER | TO WANT |
|-----------------------|-------------------------|--|
| PRESENT | | |
| <i>I</i> | quiero | I want |
| <i>you (singular)</i> | quieres | you want (singular) |
| <i>he/she/it</i> | quiere | he/she/it wants |
| <i>we</i> | queremos | we want |
| <i>you (plural)</i> | queréis | you want (plural) |
| <i>they</i> | quieren | they want |
| PRETERITE | | |
| <i>I</i> | quise | I wanted |
| <i>you (singular)</i> | quisiste | you wanted (singular) |
| <i>he/she/it</i> | quiso | he/she/it wanted |
| <i>we</i> | quisimos | we wanted |
| <i>you (plural)</i> | quisisteis | you wanted (plural) |
| <i>they</i> | quisieron | they wanted |
| IMPERFECT | | |
| <i>I</i> | quería | I was wanting / I used to want |
| <i>you (singular)</i> | querías | you were wanting / you used to want (singular) |
| <i>he/she/it</i> | quería | he-she-it was wanting / he-she-it used to want |
| <i>we</i> | queríamos | we were wanting / we used to want |
| <i>you (plural)</i> | queríais | you were wanting / you used to want (plural) |
| <i>they</i> | querían | they were wanting / they used to want |
| PERFECT | | |
| <i>I</i> | he querido | I have wanted |
| <i>you (singular)</i> | has querido | you have wanted (singular) |
| <i>he/she/it</i> | ha querido | he/she/it has wanted |
| <i>we</i> | hemos querido | we have wanted |
| <i>you (plural)</i> | habéis querido | you have wanted (plural) |
| <i>they</i> | han querido | they have wanted |
| PLUPERFECT | | |
| <i>I</i> | había querido | I had wanted |
| <i>you (singular)</i> | habías querido | you (singular) had wanted |
| <i>he/she/it</i> | había querido | he/she/it had wanted |
| <i>we</i> | habíamos querido | we had wanted |
| <i>you (plural)</i> | habíais querido | you (plural) had wanted |
| <i>they</i> | habían querido | they had wanted |
| FUTURE | | |
| <i>I</i> | querré | I will want |
| <i>you (singular)</i> | querrás | you will want (singular) |
| <i>he/she/it</i> | querrá | he/she/it will want |
| <i>we</i> | querremos | we will want |
| <i>you (plural)</i> | querréis | you will want (plural) |
| <i>they</i> | querrán | they will want |
| CONDITIONAL | | |
| <i>I</i> | querría | I would want |
| <i>you (singular)</i> | querrías | you (singular) would want |
| <i>he/she/it</i> | querría | he/she/it would want |
| <i>we</i> | querríamos | we would want |
| <i>you (plural)</i> | querríais | you (plural) would want |
| <i>they</i> | querrían | they would want |

| | PODER | TO BE ABLE |
|-----------------------|------------------------|--|
| PRESENT | | |
| <i>I</i> | puedo | I can |
| <i>you (singular)</i> | puedes | you (singular) can |
| <i>he/she/it</i> | puede | he/she/it can |
| <i>we</i> | podemos | we can |
| <i>you (plural)</i> | podéis | you (plural) can |
| <i>they</i> | pueden | they can |
| PRETERITE | | <i>(the preterite is used for completed actions)</i> |
| <i>I</i> | pude | I was able / I could |
| <i>you (singular)</i> | podiste | you were able / you could (singular) |
| <i>he/she/it</i> | pudo | he-she-it was able / he-she-it could |
| <i>we</i> | podimos | we were able / we could |
| <i>you (plural)</i> | podisteis | you were able / you could (plural) |
| <i>they</i> | podieron | they were able / they could |
| IMPERFECT | | <i>(the imperfect is used for action over time)</i> |
| <i>I</i> | podía | I was able / I could / I used to be able |
| <i>you (singular)</i> | podías | you were able / you could / you used to be able (singular) |
| <i>he/she/it</i> | podía | he-she-it was able / he-she-it could / he-she-it used to be able |
| <i>we</i> | podíamos | we were able / we could / we used to be able |
| <i>you (plural)</i> | podíais | you were able / you could / you used to be able (plural) |
| <i>they</i> | podían | they were able / they could / they used to be able |
| PERFECT | | |
| <i>I</i> | he podido | I have been able |
| <i>you (singular)</i> | has podido | you (singular) have been able |
| <i>he/she/it</i> | ha podido | he/she/it has been able |
| <i>we</i> | hemos podido | we have been able |
| <i>you (plural)</i> | habéis podido | you (plural) have been able |
| <i>they</i> | han podido | they have been able |
| PLUPERFECT | | |
| <i>I</i> | había podido | I had been able |
| <i>you (singular)</i> | habías podido | you (singular) had been able |
| <i>he/she/it</i> | había podido | he/she/it had been able |
| <i>we</i> | habíamos podido | we had been able |
| <i>you (plural)</i> | habíais podido | you (plural) had been able |
| <i>they</i> | habían podido | they had been able |
| FUTURE | | |
| <i>I</i> | podré | I will able |
| <i>you (singular)</i> | podrás | you (singular) will able |
| <i>he/she/it</i> | podrá | he/she/it will able |
| <i>we</i> | podremos | we will able |
| <i>you (plural)</i> | podréis | you (plural) will able |
| <i>they</i> | podrán | they will able |
| CONDITIONAL | | |
| <i>I</i> | podría | I would be able / I could |
| <i>you (singular)</i> | podrías | you (singular) would be able / you (singular) could |
| <i>he/she/it</i> | podría | he/she/it would be able / he/she/it could |
| <i>we</i> | podríamos | we would be able / we could |
| <i>you (plural)</i> | podríais | you (plural) would be able / you (plural) could |
| <i>they</i> | podrían | they would be able / they could |

| | TENER | TO HAVE |
|-----------------------|------------------------|---|
| PRESENT | | |
| <i>I</i> | tengo | I have |
| <i>you (singular)</i> | tienes | You have (singular) |
| <i>he/she/it</i> | tiene | He/She/It has |
| <i>we</i> | tenemos | We have |
| <i>you (plural)</i> | tenéis | You have (plural) |
| <i>they</i> | tienen | They have |
| PRETERITE | | |
| <i>I</i> | tuve | I had |
| <i>you (singular)</i> | tuviste | you had (singular) |
| <i>he/she/it</i> | tuvo | he/she/it had |
| <i>we</i> | tuvimos | we had |
| <i>you (plural)</i> | tuvisteis | you had (plural) |
| <i>they</i> | tuvieron | they had |
| IMPERFECT | | |
| <i>I</i> | tenía | I was having / I used to have |
| <i>you (singular)</i> | tenías | you were having / you used to have (singular) |
| <i>he/she/it</i> | tenía | he/she/it was having - he/she/it used to have |
| <i>we</i> | teníamos | we were having / we used to have |
| <i>you (plural)</i> | teníais | you were having / you used to have (plural) |
| <i>they</i> | tenían | they were having / they used to have |
| PERFECT | | |
| <i>I</i> | he tenido | I have had |
| <i>you (singular)</i> | has tenido | You have had (singular) |
| <i>he/she/it</i> | ha tenido | he/she/it has had |
| <i>we</i> | hemos tenido | we have had |
| <i>you (plural)</i> | habéis tenido | you have had (plural) |
| <i>they</i> | han tenido | they have had |
| PLUPERFECT | | |
| <i>I</i> | había tenido | I had had |
| <i>you (singular)</i> | habías tenido | you had had (singular) |
| <i>he/she/it</i> | había tenido | he/she/it had had |
| <i>we</i> | habíamos tenido | we had had |
| <i>you (plural)</i> | habíais tenido | you had had (plural) |
| <i>they</i> | habían tenido | they had had |
| FUTURE | | |
| <i>I</i> | tendré | I will have |
| <i>you (singular)</i> | tendrás | you will have (singular) |
| <i>he/she/it</i> | tendrá | he/she/it will have |
| <i>we</i> | tendremos | we will have |
| <i>you (plural)</i> | tendréis | you will have (plural) |
| <i>they</i> | tendrán | they will have |
| CONDITIONAL | | |
| <i>I</i> | tendría | I would have |
| <i>you (singular)</i> | tendrías | you would have (singular) |
| <i>he/she/it</i> | tendría | he/she/it would have |
| <i>we</i> | tendríamos | we would have |
| <i>you (plural)</i> | tendríais | you would have (plural) |
| <i>they</i> | tendrían | they would have |

| | VER | TO SEE, WATCH |
|--|-----------------------|--|
| PRESENT | | |
| <i>I</i> | veo | I see |
| <i>you (singular)</i> | ves | you (singular) see |
| <i>he/she/it</i> | ve | he/she/it sees |
| <i>we</i> | vemos | we see |
| <i>you (plural)</i> | veis | you (plural) see |
| <i>they</i> | ven | they see |
| PRETERITE | | |
| <i>I</i> | vi | I saw |
| <i>you (singular)</i> | viste | you (singular) saw |
| <i>he/she/it</i> | vio | he/she/it saw |
| <i>we</i> | vimos | we saw |
| <i>you (plural)</i> | visteis | you (plural) saw |
| <i>they</i> | vieron | they saw |
| IMPERFECT | | |
| <i>I</i> | veía | I was seeing / I used to see |
| <i>you (singular)</i> | veías | you (singular) were seeing / you used to see |
| <i>he/she/it</i> | veía | he-she-it was seeing / he-she-it used to see |
| <i>we</i> | veíamos | we were seeing / we used to see |
| <i>you (plural)</i> | veíais | you (plural) were seeing / you used to see |
| <i>they</i> | veían | they were seeing / they used to see |
| PERFECT | | |
| <i>I</i> | he visto | I have seen |
| <i>you (singular)</i> | has visto | you (singular) have seen |
| <i>he/she/it</i> | ha visto | he/she/it has seen |
| <i>we</i> | hemos visto | we have seen |
| <i>you (plural)</i> | habéis visto | you (plural) have seen |
| <i>they</i> | han visto | they have seen |
| PLUPERFECT | | |
| <i>I</i> | había visto | I had seen |
| <i>you (singular)</i> | habías visto | you (singular) had seen |
| <i>he/she/it</i> | había visto | he/she/it had seen |
| <i>we</i> | habíamos visto | we had seen |
| <i>you (plural)</i> | habíais visto | you (plural) had seen |
| <i>they</i> | habían visto | they had seen |
| FUTURE <i>(Regular in the future)</i> | | |
| <i>I</i> | veré | I will see |
| <i>you (singular)</i> | verás | you (singular) will see |
| <i>he/she/it</i> | verá | he/she/it will see |
| <i>we</i> | veremos | we will see |
| <i>you (plural)</i> | veréis | you (plural) will see |
| <i>they</i> | verán | they will see |
| CONDITIONAL <i>(Regular in the conditional)</i> | | |
| <i>I</i> | vería | I would see |
| <i>you (singular)</i> | verías | you (singular) would see |
| <i>he/she/it</i> | vería | he-she-it would see |
| <i>we</i> | veríamos | we would see |
| <i>you (plural)</i> | veríais | you (plural) would see |
| <i>they</i> | verían | they would see |

For GCSE you only need to be aware of **HABER** in the present and imperfect.

| | HABER | TO HAVE |
|-----------------------|-----------------|---|
| PRESENT | | |
| <i>I</i> | he | I have |
| <i>you (singular)</i> | has | You have (singular) |
| <i>he/she/it</i> | ha | He/She/It has |
| <i>we</i> | hemos | We have |
| <i>you (plural)</i> | habéis | You have (plural) |
| <i>they</i> | han | They have |
| IMPERFECT | | |
| <i>I</i> | había | I was having / I used to have |
| <i>you (singular)</i> | habías | you were having / you used to have (singular) |
| <i>he/she/it</i> | había | he/she/it was having - he/she/it used to have |
| <i>we</i> | habíamos | we were having / we used to have |
| <i>you (plural)</i> | habíais | you were having / you used to have (plural) |
| <i>they</i> | habían | they were having / they used to have |



QUIZLET

To practise high frequency language used in the translation into Spanish, go to the following link:

<https://quizlet.com/b3sy70?x=1qqt&i=3lt85z>

Listed below are examples of phrases from past papers using the irregular verbs listed on the previous pages.

1. We went to Madrid.
2. It will be difficult.
3. They were lovely.
4. He wants to go to my school.
5. My subjects are interesting.
6. It is a city.
7. I did my homework.
8. I went to the town centre.
9. We are going to see a concert.

10. I went to the cinema yesterday.
11. I did not do my homework.
12. I cannot visit my grandparents' house.
13. I have to study.
14. The shops are better.
15. I want to buy a mobile phone.
16. I am going to look on the Internet.
17. My parents want to buy a smaller house.
18. We went to see a flat.
19. I will have my own bedroom.
20. The house does not have a garden.
21. My school is on the outskirts of town.
22. When I was ten years old.
23. Last Saturday I did my homework and some recycling.
24. It was a bit boring in my opinion.
25. In the winter, it is cold.
26. I went to buy a video game that was quite expensive.
27. I was sad.
28. I saw an old lady.
29. Next year I will go to France.

TRANSLATION INTO SPANISH. Example 1 from AQA.

Translate the following passage into Spanish.

I like to go on holiday to Spain. It is always sunny, and our favourite hotel has a big swimming pool. Last summer we went to Madrid, and I saw a concert in the bullring. I am going to study Spanish at university although I think that it will be difficult.

[12 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Example 1 from AQA. – mark scheme

The following is an example of a response which would be awarded full marks.

Me gusta ir de vacaciones a España. Siempre hace sol y nuestro hotel favorito / preferido tiene una piscina grande. El verano pasado fuimos a / visitamos Madrid y vi un concierto en la plaza de toros. Voy a estudiar / Estudiaré español en la / a la universidad, aunque pienso que/ creo que / me parece que será / va a ser difícil.



Madrid

TRANSLATION INTO SPANISH. Example 2 from AQA.

Translate the following passage into Spanish.

I have a Spanish friend who lives in Valencia. I spent three weeks in his home last summer. His parents were lovely, and I enjoyed myself very much. He is going to arrive in England next month. He wants to go to my school, and we will work in my father's shop at the weekend.

[12 marks]

[illegible]

Example 2 from AQA. - Indicative content

The following is an example of a response which would be awarded full marks.

Tengo un amigo español/una amiga española que vive en Valencia. Pasé tres semanas en su casa el verano pasado. Sus padres eran simpáticos/amables y me divertí mucho/ lo pasé muy bien. Va a llegar a Inglaterra el mes que viene. Quiere ir a mi colegio y trabajaremos/vamos a trabajar en la tienda de mi padre el fin de semana.



TRANSLATION INTO SPANISH. EXAMPLE 1.

Translate the following passage into Spanish.

I like school because my subjects are interesting, and I get on well with my teachers. We studied the environment in Geography yesterday and now I am going to recycle more. Today we watched a film about a festival in Valencia. It is a city that I would like to visit.

[12 marks]

1. **Step One:** Read the text
2. **Step Two:** Break the text down into sentences.
3. **Step Three:** Underline or highlight what you can do instantly
4. **Step Four:** Write the translation of each part you know in sentences. Leave a line for bits you don't know, yet.

5. **Step Five:** Look at those gaps, can you think logically what needs to go there?

TRANSLATION INTO SPANISH. EXAMPLE 2.

Translate the following passage into Spanish.

Last Saturday, I did my homework in the morning and then I caught the bus and went to the town centre. I like to have lunch with my friend in a restaurant next to the charity shop where she works. Later, we bought tickets for a concert that we are going to see in July.

[12 marks]

TRANSLATION INTO SPANISH. EXAMPLE 3.

Translate the following passage into Spanish.

I went to the cinema yesterday and I did not do my homework. Now I cannot visit my grandparents' house because I have to study. They live in a city where there is a lot to do. I like to go shopping there. The shops are better. I want to buy a mobile phone. I am going to look on the Internet.

[12 marks]

TRANSLATION INTO SPANISH. EXAMPLE 4.

Translate the following passage into Spanish.

My sister is going to get married in July and my parents want to buy a smaller house. My father works in the town centre and we went to see a flat near his office. I would like to live there because I will have my own bedroom, but it does not have a garden.

[12 marks]

TRANSLATION INTO SPANISH. EXAMPLE 5.

Translate the following passage into Spanish.

My school is on the outskirts of town and as classes start at nine I go by bus. The best thing about school is that they organise trips. Last year we visited Barcelona, which I enjoyed. I hope to pass my exams because my Spanish has improved and I would like to continue studying it.

[12 marks]

[illegible]

TRANSLATION INTO SPANISH. EXAMPLE 6.

Translate the following passage into Spanish.

My school is big and modern, and it's situated in the centre of Madrid. I study eight subjects and my favourite is Biology. I started to study Science when I was ten years old. Next year I will work hard to pass my exams as I would like to study Medicine at university in Spain.

[12 marks]

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TRANSLATION INTO SPANISH. EXAMPLE 7.

Translate the following passage into Spanish.

Last year I worked in an office for two weeks. I had to answer the phone and send emails. During the holidays I would like to find a part-time job. I used to work in a shop but now I don't have enough time. Getting good grades seems more important than earning money.

[12 marks]

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TRANSLATION INTO SPANISH. EXAMPLE 8.

Translate the following passage into Spanish.

Last Saturday I did my homework and some recycling. Then I spent the afternoon in the countryside with my grandmother. We ate in a small cafe. I forgot my mobile, so it was a bit boring in my opinion. Next weekend I would like to go to the sports centre as I want to stay fit.

[12 marks]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

TRANSLATION INTO SPANISH. EXAMPLE 9.

Translate the following passage into Spanish.

In the winter, it is cold in our towns and I think that we must do more for the homeless people. When I left school yesterday, I went to buy a video game that was quite expensive. I was sad because I saw an old lady who was living on the street.

[12 marks]

TRANSLATION INTO SPANISH. EXAMPLE 10.

Translate the following passage into Spanish.

Every day I must do a lot of homework, so I use the Internet to help me. It's very useful, especially if I am studying history or science. During our holidays last summer, we visited Spain where I bought a T-shirt for a friend because it wasn't too expensive. Next year I will go to France.

[12 marks]

ESSENTIAL WORDS - WRITING EXAM

IR = TO GO

voy = I go

vas = you go (singular)

va = she/he/it goes

vamos = we go

váis = you go (plural)

van = they go

me gusta ir ... = I like to go ...

suelo ir ... = I tend to go ...

fui = I went

fuiste = you went (singular)

fue = she/he/it went

fuimos = we went

fuistéis = you went (plural)

fueron = they went

iré = I will go

iremos = we will go

SER = TO BE (permanent)

soy = I am

eres = you are (singular)

es = she/he/it is

somos = we are

sois = you are (plural)

son = they are

Seré = I will be (permanent)

Era = I was, I used to be

Sería = I would be

ESTAR = TO BE (temporary)

estoy = I am

estás = you are (singular)

está = she/he/it is

estamos = we are

estáis = you are (plural)

están = they are

Estaré = I will be (temporary)

Estaba = I was, used to be

Estaría = I would be

HACER = TO DO / TO MAKE

hago = I do

haces = you do (singular)

hace = she/he/it does

hacemos = we do

hacéis = you do (plural)

hacen = they do

me encanta hacer ... = I love to do ...

suelo hacer ... = I usually do ...

hice = I did

hacía = I used to do

hicimos = we did

haré = I will do

haría = I would do

acabar de + infinitive = to have just

acabo de = I have just ...

acabo de hacer = I have just done ...

| | |
|--|---|
| TENER =- TO HAVE tengo = I have tienes = you have (singular) tiene = she/he/it has tenenos = we have tenéis = you have (plural) tienen = they have HABER = TO HAVE (past) he = I have (for talking about the past) has = you have (for talking about the past) ha = she/he/it has (for talking about the past) hemos = we have (for talking about the past) habéis = you have (for talking about the past) han = they have (for talking about the past) he termin<u>ado</u> = I have finish<u>ed</u> he visit<u>ado</u> = I have visit<u>ed</u> | hay = there is / there are había = there was / there were habrá = there will be |
| debo = I must debería = I should hay que + infinitive = You have to | voy a = I am going to me gustaría = I would like quisiera = I would like |

| | |
|---|---|
| doy = I give tengo = I have veo = I can see, I watch quiero = I want puedo = I can digo = I say dice = he/she/it says | di = I gave tuve = I had vi = I saw, I watched quise = I wanted pude = I could (past tense) dije = I said dijo = he/she/it said |
|---|---|

ESSENTIAL PHRASES

OPINIONS

| | |
|---|---|
| Me gusta = I like <i>i.e. it pleases me</i> Me gustan = I like (plural) <i>i.e. they please me</i> Me gustó = I liked (singular) <i>i.e. it pleased me</i> Me gustaron = I liked (plural) <i>i.e. they pleased me</i> Prefiero = I prefer Me apetece = I fancy, I feel like Lo paso genial = I have a great time Lo pasé genial = I had a great time Recomendaría = I would recommend | No me gusta = I do not like <i>i.e. it does not please me</i> No me gustan = I like (plural) <i>i.e. they do not please me</i> No me gustó = I did not like (singular) <i>i.e. it did not please me</i> No me gustaron = I did not like (plural) <i>i.e. they did not please me</i> No aguanto = I can't stand Tampoco me gusta = nor do I like No estoy de acuerdo = I don't agree Me decepciona = disappoints me |
|---|---|

por un lado = on the one hand

por otro lado = on the other hand

Mi padre dice que pero no estoy de acuerdo

= My dad says that but I don't agree.

Mis padres dicen que y estoy completamente de acuerdo

= My parents say that and I completely agree.

Hay gente que dice que aunque no estoy totalmente de acuerdo

= There are people that say that although I do not totally agree.

Creo que... = I think that

Diría que = I would say that

Supongo que = I suppose that

Desde mi punto de vista = from my point of view

Lo mejor es (fue) = the best thing is (was)

Lo peor es (fue) = the worst thing is (was)

Intensifiers

| | |
|---------------|------------|
| muy | very |
| bastante | quite |
| demasiado | too (much) |
| completamente | completely |
| un poco | a bit |

más = more

menos = less

más que = more than

CONNECTIVES

aunque = although

o = or

pero = but

también = also

además = furthermore

sin embargo = however

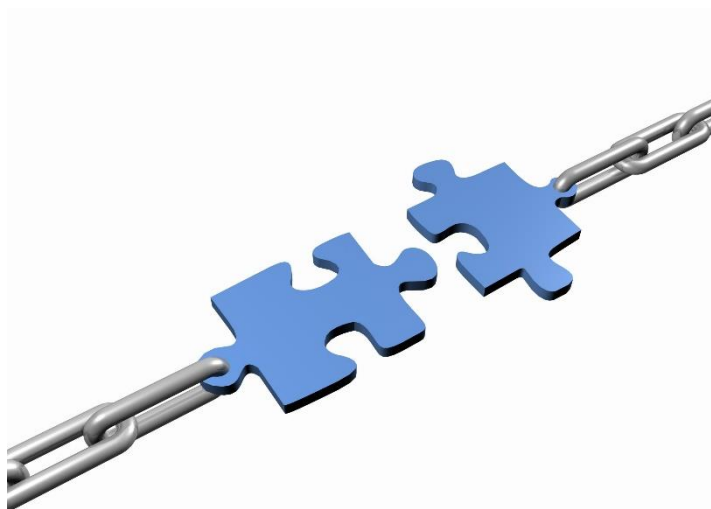
luego = then

por ejemplo = for example

si = if

afortunadamente = fortunately

desafortunadamente = unfortunately



ESSENTIAL LITTLE WORDS

- mi = my
- tu = your
- su = - his/her/its
- nuestro/a(s) = our

TIMES REFERENCES - PRESENT

ahora = now

por la mañana = in the morning

por la tarde = in the afternoon

por la noche = in the evening

todos los días = every day

siempre = always

ESSENTIAL PHRASES

- la última vez = the last time

normalmente = usually, normally

a menudo = often

de vez en cuando = from time to time

TIMES REFERENCES - PAST

ayer = yesterday

anteayer = the day before yesterday

anoche = last night

la semana pasada = last week

el mes pasado = last month

el año pasado = last year

antes = before

hace = ago (hace dos meses = two months ago) "*hace*" goes in front of the period of time

TIMES REFERENCES - FUTURE

mañana = tomorrow

pasado mañana = the day after tomorrow

el día siguiente = the following day

el año siguiente = the following year

la semana que viene = next week

el año que viene = next year

el año próximo = next year

en invierno = in the winter

en verano = in the summer

en otoño = in the autumn

en primavera = in the spring

de... a... = from...to...

LOCATION

cerca de = close to

lejos de = far from

al lado de = next to

detrás de = behind

delante de = opposite

dentro de = inside

ESSENTIAL EXPRESSIONS

- me hace falta = I need
- necesito = I need
- solo = only **OR** alone

- seguir = to continue, carry on
- siguiente = following, next
- el día siguiente = the following day

FUTURE PHRASES

Voy a = I am going to

Quiero = I want

Quisiera = I would like

Me gustaría = I would like

Tengo ganas de = I feel like

Tengo la intención de = I intend to

Espero = I hope to

Pienso en = I am thinking of

BASIC SUMMARY – VERB ENDINGS + IRREGULAR VERBS

Regular verbs

| INFINITIVE | PRESENT | PAST | FUTURE |
|-------------------------------|-----------------------------|-------------------------------|---|
| Contest ar = to answer | Contest o = I answer | Contest é = I answered | Voy a contest ar = I am going to answer |
| Vender er = to sell | Vendo o = I sell | Vend í = I sold | Voy a vender er = I am going to sell |
| Sufrir ir = to suffer | Sufro o = I suffer | Sufr í = I suffered | Voy a sufrir ir = I am going to suffer |

Irregular verbs

| INFINITIVE | PRESENT | PAST | FUTURE |
|-------------------------|-------------------------|---------------------------|---------------------------------------|
| Tener = to have | Tengo = I have | Tuve = I had | Voy a tener = I am going to have |
| Hacer = to do | Hago = I do | Hice = I did | Voy a hacer = I am going to do |
| ir = to go | Voy = I am going / I go | Fui = I went | Voy a ir = I am going to go |
| Dar = to give | Doy = I give | Di = I gave | Voy a dar = I am going to give |
| Ver = to see / watch | Veo = I see / I watch | Vi = I saw / I watched | Voy a ver = I am going to see / watch |
| Ser = to be (permanent) | Soy = I am | Era = I was (also=it was) | Voy a ser = I am going to be |