

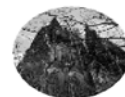
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Español



A-Level

Nombre :



A-LEVEL SPANISH

ORGANISING YOUR FILE

A well organised file is the key to success at A-Level. If you keep to these guidelines you will have no difficulty in keeping yourself prepared for lessons and keeping up with what is expected of you.

- ✓ When you are given handouts, please ensure that they are filed in the appropriate section of your folder. If you miss a lesson for any reason, it is your responsibility to get a copy of anything handed out.
- ✓ It is essential that you bring your text book and current documents to every lesson - there will be requests during the year for you to bring your full Spanish folder in for checks.
- ✓ It is your responsibility take good care of the text books you are given. They must be returned to school at the end of the course in the *same state* that they were given to you, so you may wish to cover them.
- ✓ If you wish, you can purchase the text book for £24 and can then make notes directly in it. We recommend that you purchase a good bilingual dictionary, the AS/A2 workbook (£6.50) and the grammar workbook (£10 approx.) In general, you will need the A-Level AQA book for every topic lesson, and the grammar and vocabulary books can be used at home, to supplement your class work.
- ✓ Use your private study time to develop your independent study skills (not just to complete homework!). Use online resources such as Kerboodle for explicit exam practice, or for more general information read Spanish newspapers or blogs.

○ My Kerboodle Log-in: _____

○ My Kerboodle Password: _____

Please label your file dividers as follows:

1. Y12 Course information

I) Aspects of Hispanic-speaking society: current trends

1. Los valores tradicionales y modernos

- 1.1 Los cambios en la familia
- 1.2 Actitudes hacia el matrimonio y el divorcio
- 1.3 La influencia de la iglesia Católica

2. El ciberespacio

- 2.1 La influencia de Internet
- 2.2 Los móviles inteligentes en nuestra sociedad

3. La igualdad de los sexos

- 3.1 La mujer en el mercado laboral
- 3.2 El machismo y el feminismo
- 3.3 los derechos de los gays y las personas transgénero

II) Artistic culture in the Hispanic world

4. La influencia de los ídolos

- 4.1 Cantantes y música
- 4.2 Estrellas de television y cine
- 4.3 Modelos

5. La identidad regional en España

- 5.1 Tradiciones y costumbres
- 5.2 La gastronomía
- 5.3 Las lenguas

6. El patrimonio cultural

- 6.1 Sitios históricos y civilizaciones prehistóricas
- 6.2 Arte y arquitectura
- 6.3 El patrimonio musical y su diversidad

III) Dossier de cine y literatura

- A) Dossier de cine: estudiar una película
- B) Dossier de literature: estudiar un libro

1. Y13 Course information

I. ENVIRONMENT

- 1. Pollution
- 2. Energy
- 3. Protecting the planet

II. THE MULTICULTURAL SOCIETY

4. Immigration
5. Integration
6. Racism

III. CONTEMPORARY SOCIAL ISSUES

7. Wealth and poverty
8. Law and order
9. Impact of scientific and technological progress

IV. CULTURAL TOPIC 1 - El cine

V. CULTURAL TOPIC 2 - Como Agua Para Chocolate, Laura Esquivel

VI. Grammar

VII. Oral work & oral exam preparation

Assessment: Exam Papers

A Level candidates will sit **3 papers** at the end of Yr 13.

Paper 1: Listening, reading and writing 2 hours 30 mins, 100 marks – 50% of A-Level

Paper 2: Writing 2 hours, 80 marks – 20% of A-Level

Paper 3: Speaking 16-18 mins + 5mins prep. Time, 60 marks – 30% of A-Level

Assessments

Paper 1: Listening, reading and writing

What's assessed

Aspects of German-speaking society
 Artistic culture in the German-speaking world
 Multiculturalism in German-speaking society
 Aspects of political life in German-speaking society
 Grammar

How it's assessed

Written exam: 2 hours 30 minutes
 100 marks
 50% of A-level

Questions

Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording.
 All questions are in German, to be answered with non-verbal responses or in German (30 marks)

Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail.

All questions are in German, to be answered with non-verbal responses or in German (50 marks)

Translation into English; a passage of minimum 100 words (10 marks)

Translation into German; a passage of minimum 100 words (10 marks).

No access to a dictionary during the assessment.

Paper 2: Writing

What's assessed

One text and one film or two texts from the list set in the specification

Grammar

How it's assessed

Written exam: 2 hours

80 marks in total

20% of A-level

Questions

Either one question in German on a set text from a choice of two questions and one question in German on a set film from a choice of two questions **or** two questions in German on set texts from a choice of two questions on each text.

All questions will require a critical appreciation of the concepts and issues covered in the work and a critical and analytical response to features such as the form and the technique of presentation, as appropriate to the work studied (eg the effect of narrative voice in a prose text or camera work in a film).

No access to texts or films during the assessment.

No access to a dictionary during the assessment.

Students are advised to write approximately 300 words per essay.

Paper 3: Speaking

What's assessed

Individual research project

One of four themes (Aspects of German-speaking society or Artistic culture in the German-speaking world or Multiculturalism in German-speaking society or Aspects of political life in German-speaking society)

How it's assessed

Oral exam: 21–23 minutes (including 5 minutes preparation time)

60 marks in total

30% of A-level

Questions

Discussion of a sub-theme with the discussion based on a stimulus card (5–6 minutes). The student studies the card for 5 minutes at the start of the test (25 marks).

Presentation (2 minutes) and discussion (9–10 minutes) of individual research project (35 marks).

No access to a dictionary during the assessment (including 5 minutes preparation).

Students may take the assessment only once before certification.

Assessments will be conducted by either the centre or a visiting examiner and marked by an AQA examiner.

More specific information and guidance relating to the different exams

Paper 1: Listening, Reading and Writing

Duration: 2 hours 30 minutes; total raw mark: 100

Listening and responding

Students will listen to spoken passages from a range of contexts and sources, covering different registers and types. The content of the passages will be based on the themes and sub-themes in this specification.

Questions will target main points, gist and detail and will require either non-verbal responses or responses in German. Questions will include the need to infer meaning and will include abstract material such as opinions, views, emotional reactions and personal experiences.

For one question students will need to summarise in German what they have understood from the passage they have heard and marks will be awarded for the quality of German used. Students must write in full sentences and use their own words as far as possible in this question.

In the remaining questions requiring a response in German, students should give only the information required by the question.

Across the passages for listening, reference will be made to at least two German-speaking countries other than Germany.

At least one passage will involve more than one speaker. Passages will be studio recorded and recordings provided to schools and colleges. Students will have individual control of the recording.

Reading and responding

Students will read a range of stimulus texts adapted from authentic sources, including online sources. Texts will include contemporary and historical material and will cover non-fiction and literary fiction and/or material based on literature. The content of the stimulus texts will be based on the themes and sub-themes in this specification, except in the case of literary texts where the content may fall outside of these themes and sub-themes.

Questions will target main points, gist and detail and will require either non-verbal responses or responses in German. Questions will include the need to infer meaning and will include abstract material such as opinions, views, emotional reactions and personal experiences.

For one question students will need to summarise in German what they have understood from the stimulus text they have read and marks will be awarded for the quality of German used. Students must write in full sentences and use their own words as far as possible in this question.

For the remaining questions requiring a response in German, students should give only the information required by the question.

Across the stimulus texts for reading, reference will be made to at least one German-speaking country other than Germany.

Assessment

In questions requiring a summary, the marks for content (AO1 or AO2) and language (AO3) are awarded independently.

Long summaries will be marked for content (AO1 or AO2) or language (AO3) until the first natural break (usually the end of a sentence or main clause) between 90 and 100 words. Short summaries are not subject to an automatic penalty but in practice are unlikely to include all the required content points and will therefore be self-penalising.

The AO1 or AO2 mark is awarded for content points which contain the required information regardless of whether those points are expressed in the student's own words, or are partly or wholly lifted from the recording or text. However, no AO1 or AO2 mark will be awarded for a content point where the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the bullet point. Examples of this are in the specimen mark scheme. 'Lifted' language will not be eligible for credit when the AO3 mark is awarded.

In comprehension questions with no AO3 marks, where the natural answer to a question consists entirely or partly of words or phrases from the recording or text, students may use that material without rephrasing it. Minor spelling errors which do not distort the meaning will be tolerated. However, the AO1 or AO2 mark will not be awarded for a response in which the student includes irrelevant material or copies inappropriately from the stimulus, eg by 'lifting' an element from the original which does not match the phrasing of the question set. Examples of this are in the specimen mark scheme.

Translation

Students will translate a passage of at least 100 words from German into English. The content will be based on the themes and sub-themes in this specification.

Students will translate a passage of at least 100 words from English into German. The content will be based on the themes and sub-themes in this specification and students will be provided with a supporting text in German, giving them some of the vocabulary and structures which they will need for the translation.

No dictionaries are allowed in this exam.

Paper 2: Writing

Duration: 2 hours; total raw mark: 80

Students will answer an essay question in German for each of the two works they have studied (this can be a book and a film, or two books). Students will have a choice of question on each book/film. All questions will be in German and will require a critical and analytical response.

Students will be advised to write approximately 300 words per essay. Everything that students write will be marked; there is no word limit. Students writing the recommended number of words will have access to the full range of marks.

No dictionaries are allowed in this exam.

Access to the books and films is not allowed in this exam.

A2 Essay Writing Feedback
300 words

Name :

Date:

Title :

A03 Quality of language	Mark	Teacher comments/tips
<ul style="list-style-type: none"> • The language produced is mainly accurate with only occasional minor errors • The student shows a consistently secure grasp of grammar and is able to manipulate complex language accurately • The student uses a wide range of vocabulary appropriate to the context and the task 	17-20	
<ul style="list-style-type: none"> • The language produced is generally accurate, but there are some minor errors • The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately • The student uses a good range of vocabulary appropriate to the context and the task 	13-16	
<ul style="list-style-type: none"> • The language produced is reasonably accurate, but there are a few serious errors • The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex language accurately • The student uses a reasonable range of vocabulary appropriate to the context and the task 	9-12	
<ul style="list-style-type: none"> • The language produced contains many errors • The student shows some grasp of grammar and is occasionally able to manipulate complex language accurately • The student uses a limited range of vocabulary appropriate to the context and the task 	5-8	
<ul style="list-style-type: none"> • The language produces contains many errors of a basic nature • The student shows little grasp of grammar and is rarely able to manipulate complex language accurately • The student uses a very limited range of vocabulary appropriate to the context and the task 	1-4	
The student produces nothing worthy of credit	0	

A04 Knowledge and Understanding	Mark	Teacher Comments / Tips
<ul style="list-style-type: none"> ● Excellent critical and analytical response to the question set ● Knowledge of the text or film is consistently accurate and detailed ● Opinions, views and conclusions are consistently supported by relevant and appropriate evidence from the text or film ● The essay demonstrates excellent evaluation of the issues, themes and the cultural and social contexts of the text or film studied 	17-20	
<ul style="list-style-type: none"> ● Good critical and analytical response to the question set ● Knowledge of the text or film is usually accurate and detailed ● Opinions, views and conclusions are usually supported by relevant and appropriate evidence from the text or film ● The essay demonstrates good evaluation of the issues, themes and the cultural and social contexts of the text or film studied 	13-16	
<ul style="list-style-type: none"> ● Reasonable critical and analytical response to the question set ● Knowledge of the text or film is sometimes accurate and detailed ● Opinions, views and conclusions are sometimes supported by relevant and appropriate evidence from the text or film ● The essay demonstrates reasonable evaluation of the issues, themes and the cultural and social contexts of the text or film studied 	9-12	
<ul style="list-style-type: none"> ● Limited critical and analytical response to the question set ● Some knowledge of the text or film is demonstrated ● Opinions, views and conclusions are occasionally supported by relevant and appropriate evidence from the text or film ● The essay demonstrates limited evaluation of the issues, themes and the cultural and social contexts of the text or film studied 	5-8	
<ul style="list-style-type: none"> ● Very limited critical and analytical response to the question set ● A little knowledge of the text or film is demonstrated ● Opinions, views and conclusions are rarely supported by relevant and appropriate evidence from the text or film ● The essay demonstrates very little evaluation of the issues, themes and the cultural and social contexts of the text or film studied 	1-4	
<p>The student produces nothing worthy of credit in response to the question</p>	0	

Score :	/ 40	Grade :
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The Speaking Test

Duration: 21–23 minutes (including 5 minutes supervised preparation time); total raw mark: 60

The test will be in two parts. Part 1 will be the discussion of one sub-theme from those in this specification, lasting 5–6 minutes, and Part 2 will be the presentation and discussion of the student's individual research project.

Part one

In Part one, the teacher-examiner gives the student two cards, following the sequencing table provided as part of the assessment material and avoiding the topic of the student's individual research project. Each card is based on a sub-theme and the two cards are drawn from different themes. The student chooses one of the two cards.

The stimulus card will form the basis for the discussion. The content of each card will be based on one of the sub-themes in this specification. Cards will contain images, text and three questions. The teacher-examiner will ask the student the questions during the discussion.

The student must ask the teacher-examiner two questions arising from the material on the card.

To meet the requirement to ask questions, a student must seek information or an opinion. Asking for repetition or clarification will not meet the requirement. The student's questions must contain a conjugated verb. Rephrasing or repetition of the printed questions will not meet the requirement. Sample questions are shown in the specimen mark scheme.

Students may make notes during the 5 minute supervised preparation time and may make reference to these notes during the discussion of the sub-theme. The notes should be stored securely in the centre until results day.

Part two

In Part two the student will present the findings of his or her research for up to two minutes. This will be followed by a discussion of the findings of the student's research. Examples of the types of question the teacher-examiner will ask during the discussion of the project are included in the *AS and A-level French, German and Spanish Instructions for the Conduct of Examinations* at aqa.org.uk.

Students will provide in advance on the *Research project form* a list of headings to indicate the scope of their research and the sources used. Apart from the names of published sources, any headings must be in English. The teacher may help the student to complete the form. Students must use at least two sources and at least one of them must be an online source. Apart from the two required sources, any remaining sources and/or headings must not exceed 80 words. Sources could be visual, audio or written (in any combination) and must be capable of leading to findings that will form the basis of a 9–10 minute discussion.

Teachers are allowed to:

- provide suggestions for the subject of students' individual research
 - discuss, guide and advise students on their proposed project title (including language of the title) and the scope of the research
 - correct the language of the project title where necessary
 - give feedback to students on the extent to which their provisional titles will or will not meet the assessment criteria
 - suggest sources of reference, including but not limited to websites, books and magazines
 - provide support/guidance on research techniques, including how best to manage the storing and assimilation of knowledge and information that has been researched
 - provide guidance on planning and timescales, including deadlines or milestones according to which research outcomes can be monitored and checked
 - monitor students' progress according to such deadlines or milestones
 - provide general advice on the type of language which students might use in the presentation and discussion.
- Teachers must not:
- provide the student with material that they have designed specifically for the student's project

- download and give the student specific source materials or copied and pasted extracts
- provide specific advice on the language of the student's presentation and discussion, apart from the language of the project title
- give feedback orally or in writing on any written notes, drafts or preparatory work produced by the student for the presentation or discussion
- give feedback orally or in writing on any oral practice presentation by the student, beyond informing the student if it exceeds 2 minutes.

General advice is defined as guidance which the teacher would include in the teaching and learning of the class and which would apply to all projects. Specific advice is defined as guidance which relates to a particular project and is tailored to an individual student or group of students.

During the presentation and discussion of their research project, students may only have access to their completed *Candidate Record form*. No other notes are allowed.

Speaking assessments will be conducted by either the school or college or a visiting examiner. All assessments must be recorded and a complete and unedited audio recording made available to AQA.

All assessments will be assessed by an AQA examiner.

A five-week window will be timetabled during April and May. All assessments must be conducted within this period.

Teachers conducting the assessments can open the assessment material up to two working days before the assessment window opens in order to prepare for conducting the tests.

Detailed instructions for the teacher will be issued before the test period. Online training materials will also be available to ensure that teachers are familiar with the requirements of the assessments.

The confidentiality of the assessment materials must be strictly maintained before and during the period of the assessments.

Access to dictionaries is not allowed at any time during the assessment or preparation time.

GRAMÁTICA

A-Level students will be expected to have studied the grammatical system and structures of the language during their course. Knowledge of the grammar and structures specified for GCSE is assumed.

In the exam students will be required to use, actively and accurately, grammar and structures appropriate to the tasks set, drawn from the following list. The mention of an item in this list implies knowledge of both its forms and its functions at an appropriate level of accuracy and complexity.

The examples in italics in parentheses are indicative; they serve to illustrate the part of speech or structure that the student must know and do not represent an exhaustive specification of the required grammatical knowledge. For items marked (R), receptive knowledge only is required.

1 Nouns

Gender		
Singular and plural forms		
Plural of male/female pairs (eg <i>los Reyes</i>)		
Affective suffixes (R)		

2 Articles

Definite and indefinite		
El with feminine nouns beginning with stressed a (el agua)		
Lo + adjective		

3 Adjectives

Agreement		
Position		
Apocopation (eg gran, buen, mal, primer)		
Comparative and superlative (eg másfuerte; mejor, peor, mayor, menor)		
Use of adjectives as nouns (eg una triste, la roja, las norteamericanas)		
Demonstrative (eg este, ese, aquel)		
Indefinite (eg alguno, cualquiera, otro)		
Possessive (weak and strong forms) (eg mi / mío)		
Interrogative and exclamatory (eg ¿cuánto? / ¡cuánto!, etc, including use of ¿qué? / ¡qué!)		
Relative (cuyo) (R)		

4 Numerals

Cardinal (eg uno, dos)		
Ordinal 1-10 (eg primero, segundo)		
Agreement (eg cuatrocientas chicas)		
Expression of time and date		

5 Adverbs

Formation of adverbs in -mente		
Comparative and superlative (eg más despacio)		
Use of adjectives as adverbs (eg rápido, claro)		
Adjectives as equivalents of English adverbs (eg Salió contenta)		
Interrogative (eg ¿cómo?, ¿cuándo?, ¿dónde?)		

6 Quantifiers/intensifiers

(eg muy, bastante, poco, mucho)		
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7 Pronouns

Subject		
Object: direct and indirect; use of se for le(s); 'redundant' use of indirect object (eg Dale un beso a tu papá)		
Reflexive		

Unstressed/stressed forms (eg me/mí)		
Position and order		
Relative (que, quien, el que, el cual)		
Demonstrative (este, ese, aquel; esto, eso, aquello)		
Indefinite (eg algo, alguien)		
Possessive (eg el mío, la mía).		
Expression of possession by the use of the indirect object pronoun (Le rompió el brazo) must also be included.		
Interrogative		

8 Verbs

Regular conjugations of -ar, -er and -ir verbs, including radical-changing (eg recordar/recuerdo, pedir/pido) and orthographic-changing (eg abrazar/abracé)		
Verbs in all tenses and moods, finite and non-finite forms		
Regular and irregular verbs, in all tenses and moods, finite and non-finite forms		
Agreement of verb and subject		
Use of hay que in all tenses		
<u>Use of tenses:</u>		
•• present		
•• preterite		
•• imperfect		
•• future		
•• conditional		
•• perfect		
•• future perfect		
•• conditional perfect		
•• pluperfect.		
Use of the infinitive, the gerund and the past participle		
Verbal paraphrases and their uses. These include but are not limited to the following:		
•• ir a + gerund		
•• estar + gerund		
•• acabar de + infinitive		
•• estar para + infinitive		
•• llevar + gerund		
•• ir + gerund (R)		
•• venir + gerund (R).		
Use of the subjunctive		
Commands		
Conditional sentences		
After conjunctions of time		
After para que, sin que		

In relative clauses (R)		
After other subordinating conjunctions (R)		
With verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility, probability (R)		
Sequence of tense in indirect speech and other subordinate clauses		
Voice		
Use of the reflexive as a passive (eg El puente se construyó para unir a las comunidades)		
Use of the reflexive to express an impersonal subject (eg ¿Cómo se llega a la estación?)		
Use of ser + past participle		
Use of estar + past participle		
'Nuance' reflexive verbs (eg caerse, pararse)		
Modes of address (tú, usted; vos (R))		
Constructions with verbs		
Verbs followed directly by an infinitive (eg querer, poder)		
Verbs followed by a preposition plus an infinitive or noun phrase (eg insistir en, negarse a)		
Verbs followed by a gerund (eg seguir)		
Verbs of perception (eg Vi asfaltar la calle)		
Uses of ser and estar		

9 Prepositions

All prepositions, both simple (eg bajo) and complex (eg encima de)		
'Personal' a		
Discrimination of por and para		

10 Conjunctions

Coordinating conjunctions (eg y, o, pero)		
Subordinating conjunctions. These include but are not limited to the following:		
•• cause (porque)		
•• purpose (para que)		
•• proviso (con tal que)		
•• supposition (a no ser que)		
•• time (cuando)		
•• concession (aunque).		
Use of que to introduce a clause (eg ¡Cuidado, que se va a quemar la tortilla!) (R)		

11 Negation

12 Questions

13 Commands**14 Word order**

Subject following verb (Ha llegado el profesor; Me gustan las patatas)		
Focalisation (Tú ¿qué opinas?; A Cristiano lo odian) (R)		

15 Other constructions

Time expressions with hace/hacía and desde hace/hacía		
Cleft sentences (Fue en Madrid donde nos conocimos)		
Comparative constructions. These include but are not limited to the following:		
•• tan... como..., etc		
•• más... que..., etc.		
Tiene más dinero de lo que creía (R)		
Indirect speech		

16 Discourse markers

(eg Es que..., Por ejemplo, Ahora bien...)

17 Fillers

(eg pues, bueno)

WORKS:

Students must study either one text or one film from the list below.
Abridged editions should not be used.

Texts (Yr13)

- Federico García Lorca La casa de Bernarda Alba
- Gabriel García Márquez Crónica de una muerte anunciada
- **Laura Esquivel Como agua para chocolate**
- Ramón J. Sender Réquiem por un campesino español
- Carlos Ruiz Zafón La sombra del viento
- Isabel Allende La casa de los espíritus
- Gustavo Adolfo Bécquer Rimas
- Fernando Fernán-Gómez Las bicicletas son para el verano
- Luis de Castresana El otro árbol de Guernica
- Gabriel García Márquez El coronel no tiene quien le escriba

Films (Yr12)

- **El laberinto del fauno Guillermo del Toro (2006)**
- Ocho apellidos vascos Emilio Martínez-Lázaro (2014)
- María, llena eres de gracia Joshua Marston (2004)

•• Volver Pedro Almodóvar (2006)

•• Abel Diego Luna (2010)

•• Las 13 rosas Emilio Martínez-Lázaro (2007)

Essay Writing

You will have a choice of questions but you only need to answer **one**. You must write approximately **300 words**. Make sure you answer the specific question given, focus on using a wide variety of vocabulary, with good structures that make your work 'flow' nicely. Accuracy is also important so make sure that you leave enough time to check through your work at the end. Use your **imagination** & make sure you address the task. **Check verbs**- tense & person + endings, **check adjectival agreements** and remember you want to try to include a **variety of structures and tenses eg:**

- en cuanto a; en lo que concierne a
- Impersonal 'se' phrases, e.g. se dice que, se puede, se debería
- Adverbs : probablemente
- Negative, e.g. ningún, nadie, nunca
- Seguir + gerund
- Advanced opinions: A mi modo de ver, no cabe duda de que
- Phrases that imply the subjunctive: es bueno/malo que; es increíble/una lástima que...

Your essay should consist of 3 main sections:

1. The introduction

- a) Put the question in context. E.g. why are people talking about this issue? Why is it important? Has a recent event made it topical? How about starting with an interesting fact or statistic?
- b) Then say what you are going to do in your essay - stick to the essay title!

2. The main body of the essay

Depending on the essay question, you may need to divide this section into an "arguments pro" part and "arguments cons" part. Remember, 2 or 3 arguments for each part is generally enough.

For each argument, remember, one idea per paragraph and for each paragraph:

1. What is my point?
2. Where is my evidence?
3. How does this answer the question?
4. How can I link this to the next point?

Keep your reader with you. You are taking them for a walk - don't let them go!

3. The conclusion

Sum up the main points you have made throughout the essay - DON'T introduce new ideas. Give your opinion if possible. Finish, if you can, with something which could be important to your topic in the future.

Check spellings and remember you are in control - it's your opportunity to shine and show the progress you've made since GCSE- if you know something is incorrect -do not use it!

WRITING TASKS EXEMPLAR

1. Volver - Pedro Almodóvar

Either

1.1 Discute el uso del color en la película.

Puedes mencionar:

- la ropa
- los escenarios
- la sangre
- la relación con lo que ocurre

[35 marks]

Or

1.2 ¿Qué nos enseña Almodóvar sobre el papel de las mujeres?

Puedes mencionar a:

- Irene



- Raimunda
 - Paula
 - Sole
- [35 marks]

2 El laberinto del fauno - Guillermo del Toro

Either

2.1 Compara la relación que tiene Ofelia con los otros personajes de la película.

Puedes mencionar a:

- su madre
- el fauno
- Mercedes
- el capitán Vidal

[35 marks]

Or

2.2 ¿Hasta qué punto se puede decir que la película es demasiado violenta?

Puedes mencionar:

- el comportamiento de Vidal
- el fauno
- los Maquis
- el mundo fantástico de Ofelia

[35 marks]

3. Como agua para chocolate - Laura Esquivel

Either

3.1 Considera la relación de Tita con otros personajes en la novela. ¿La hacen feliz?

Puedes mencionar a:

- Nacha
- Mamá Elena
- Pedro Múzquiz
- John Brown

[35 marks]

Or

3.2 Describe el uso del realismo mágico en varios acontecimientos de la novela. ¿Qué efecto tiene?

Puedes mencionar:

- el nacimiento de Tita
- la boda de Rosaura
- la salida del rancho por parte de Gertrudis
- la muerte de Pedro

[35 marks]

MARK SCHEMES

Assessment objective weightings

Assessment Objectives (AOs)	Component weighting (approx. %)			Overall weighting (approx. %)
	Paper 1	Paper 2	Paper 3	
AO1	15	0	5	20
AO2	25	0	5	30
AO3	5	15	10	30
AO4	0	10	10	20
Overall weightings of components	45	25	30	100

Paper 1 Summary questions: AO3

Mark	Description
5	The language produced is generally accurate but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex structures accurately where required by the task.
4	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately where required by the task.
3	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately where required by the task.
2	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately where required by the task.
1	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate structures accurately where required by the task.
0	The student produces nothing worthy of credit.

Paper 2: Writing

Essays on texts and films will be assessed according to the following assessment criteria.

AO3 (15 marks)

Mark	Quality of language
13 - 15	The language produced is generally accurate, but there are some minor errors. The student shows a generally good grasp of grammar and is often able to manipulate complex language accurately. The student uses a good range of vocabulary appropriate to the context and the task.
10 - 12	The language produced is reasonably accurate, but there are a few serious errors. The student shows a reasonable grasp of grammar and is sometimes able to manipulate complex structures accurately. The student uses a reasonable range of vocabulary appropriate to the context and the task.
7 - 9	The language produced contains many errors. The student shows some grasp of grammar and is occasionally able to manipulate complex structures accurately. The student uses a sufficient range of vocabulary appropriate to the context and the task.

4 - 6	The language produced contains many errors, some of a basic nature. The student shows little grasp of grammar and is rarely able to manipulate complex structures accurately. The student uses a limited range of vocabulary appropriate to the context and the task.
1 - 3	The language produced contains many errors, most of a basic nature. The student shows very little grasp of grammar and is very rarely able to manipulate complex structures accurately. The student uses a very limited range of vocabulary appropriate to the context and the task.
0	The student produces nothing worthy of credit.

AO4 (20 marks)

Mark	Description
17 - 20	Very good critical response to the question set. Knowledge of the text or film is consistently accurate and detailed. Students consistently use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
13 - 16	Good critical response to the question set. Knowledge of the text or film is usually accurate and detailed. Students usually use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
9 - 12	Reasonable critical response to the question set. Knowledge of the text or film is sometimes accurate and detailed. Students sometimes use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
5 - 8	Limited critical response to the question set. Some knowledge of the text or film is demonstrated. Students occasionally use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
1 - 4	Very limited critical response to the question set. A little knowledge of the text or film is demonstrated. Students very occasionally use appropriate evidence to justify their points of view, develop arguments and draw conclusions based on their understanding of the text or film.
0	The student produces nothing worthy of credit in response to the question.

#

Paper 3: Speaking

This discussion of each of the two sub-themes will be assessed using the criteria below.

The marks for each discussion will be combined to give a mark out of 60.

AO1 (5 marks)

Mark	Description
5	A good pace of delivery that makes nearly all responses easy to follow. The ideas and opinions expressed are mostly developed. Students respond appropriately to most unpredictable elements.
4	A reasonable pace of delivery that makes most responses easy to follow. The ideas and opinions expressed are often developed. Students respond appropriately to some unpredictable elements.
3	Pace of delivery is such that some responses are easy to follow. The ideas and opinions expressed are sometimes developed. Students respond appropriately to a few unpredictable elements.

2	Pace of delivery is such that most responses are difficult to follow. The ideas and opinions expressed are only occasionally developed. Students respond appropriately to few unpredictable elements.
1	Pace of delivery is very slow and disjointed throughout. The ideas and opinions expressed are rarely developed. Students respond appropriately to very few unpredictable elements.
0	Nothing in the performance is worthy of a mark

Notes

The pace of delivery refers to the hesitation and pauses that may occur to allow for a word to be found, for a phrase to be formulated or for self-correction and/or repair strategies to be used. The use of self-correction and/or repair strategies will not be penalised.

AO2 (5 marks)

Mark	Description
5	5 Students' responses show that they have a very good understanding of the material on the card.
4	Students' responses show that they have a good understanding of the material on the card.
3	Students' responses show that they have some understanding of the material on the card.
2	Students' responses show that they have a limited understanding of the material on the card.
1	Students' responses show that they have a very limited understanding of the material on the card.
0	Nothing in the performance is worthy of a mark.

Notes

The material on the card is defined as the text containing the target-language headings, any statement of opinion, any factual/statistical information and the printed questions.

AO3 (10 marks)

Mark	Description
9 - 10	A good range of varied vocabulary and complex language and some knowledge of appropriate idiom are demonstrated. Application of grammar is mostly accurate. Pronunciation and intonation are very good.
7 - 8	Some variety of vocabulary and complex language is demonstrated. Application of grammar is often accurate. Pronunciation and intonation are good.
5 - 6	Little variety of vocabulary and structures is demonstrated. Application of grammar is sometimes accurate. Pronunciation and intonation are fairly good.
3 - 4	Predominantly simple language with limited variety of vocabulary and structures. Application of grammar is rarely accurate with some serious errors. Pronunciation and intonation are mostly intelligible.
1 - 2	The range of vocabulary and structures is significantly limiting. Little evidence of accurate grammar with frequent serious errors. Pronunciation and intonation are poor.
0	Nothing in the performance is worthy of a mark.

Notes

Pronunciation and intonation are not expected to be of native speaker standard. Serious errors are defined as those which adversely affect communication. Idiom refers to a form of expression that is particular to the target language.

AO4 (10 marks)

Mark	Description
9 - 10	Very good critical response. Very good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are mostly successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.
7 - 8	Good critical response. Good knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are often successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.
5 - 6	Reasonable critical response. Reasonable knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are sometimes successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the subtheme.
3 - 4	Limited critical response. Limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are occasionally successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the subtheme.
1 - 2	Very limited critical response. Very limited knowledge and understanding of those aspects of the sub-theme covered in the discussion. Students are rarely successful in developing their arguments, justifying their points of view and drawing conclusions based on their understanding of the sub-theme.
0	Nothing in the performance is worthy of a mark.

Really useful tips

- Avoid phrases like *pienso que.../creo que....*. If you want to make clear you are expressing a personal opinion use: ***en mi opinión, desde mi punto de vista*** or ***a mi modo de ver***; or a more sophisticated expression like: ***estimo que...*** or ***considero que...*** or even ***tengo que admitir que...or quisiera añadir que...***
- Avoid phrases like *mucha gente piensa que*. If you want to express a commonly held view, say: ***como se sabe, teniendo en cuenta(consideración) que, como es bien conocido por todos, considerando que***
- Do not overuse the word *problema*. Try ***el tema (en cuestión)*** (issue) or ***el tópico*** (topic) or ***la polémica*** (debate) or ***el asunto*** (matter)
- Use good sentence starters: ***se puede notar que, no se puede negar que..., es obvio que..., lo primero que hace falta decir es que, no cabe duda de que...***
- Use linking phrases to start new paragraphs: ***siendo eso así ..., dicho eso..., no se debe olvidar que ..., lo que demuestra que...***
- Try to include subjunctives
- Use rhetorical devices:

Rule of three - ***la televisión es informativa, omnipresente, pero adictiva***

Contrast - *por un lado..., por otro lado.../por una parte...por otra parte...*

Interjections - *¡Qué horror! ¡Qué desastre!*

Rhetorical questions - *¿Quién puede dudar eso?*

Proverbs or sayings - *poner algo patas arriba, la mejor defensa es un ataque, más vale prevenir que luego lamentar, más vale tarde que nunca...*

Emotional appeal - *imagina si estuvieras desempleada, ponte en el lugar de...*

Imagery -

- Don't use *decir* - try *afirmar/declarar/pretender/comprobar*
- Don't use *ser/estar* - try *representar/constituir/encontrarse*
- Don't use *tener* - try *disponer de/poseer/ofrecer/ejercer*
- Don't use *causar* - try *provocar/acarrear/producir/llevar a*
- Do not overuse the phrase *hay*. Try *existe/se encuentra*
- Don't use *mucho/a(s)* - try *un buen número de/una cantidad importante de*
- Avoid weak and vague adjectives like *bueno/malo/fuerte/interesante/importante*. Try *favorable/dañino/persuasivo/fascinante/indispensable/prejudicial/beneficioso*

ESSAY TERMINOLOGY

□ INTRODUCTORY REMARKS



<p>Primeramente En primer lugar En segundo lugar Voy a hablar de/Me gustaría hablar /analizar/ Vamos a estudiar... El tema que he elegido es... La pregunta que me gustaría abordar es Lo que encuentro más interesante es... Me gustaría examinar el tema de... Es necesario que nos preguntemos... Vamos a considerar dos aspectos del problema... Para clarificar el problema vamos a observar.... Debemos considerar las ventajas y desventajas... De todos es sabido....</p>	<p><i>First of all First(ly) Secondly I am going/ we are going to talk about/ We are going to examine/ study The theme I chose to study is... The question I want to ask/ address is... What I find most interesting is... I would like to look into the topic of... It is necessary to ask ourselves whether... We have to consider two aspects of the problem In order to clarify the problem, we are going to observe... We have to weigh the pros and cons It is well known...</i></p>
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□ PERSONAL COMMENTS

<p>En mi opinión En lo que a mí me concierne Por mi parte En mi caso Desde mi punto de vista Pienso que Creo que Encuentro que Me parece que Estoy segura que Estoy convencido/a que Yo diría que Me inclino a creer que</p>	<p><i>In my opinion As far as I am concerned For my part As for me From my point of view I think that I believe that I find (that) It seems to me that I am sure that I am convinced that I would say that I am inclined to believe that</i></p>
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□ IMPERSONAL EXPRESSIONS

<p>Es necesario precisar que Es importante tener en cuenta que Es evidente que Es incuestionable que Es posible distinguir Se debe resaltar que Sería más correcto decir que Nos hace pensar que Parece claro/evidente que Basta decir que Hoy en día hay una tendencia a decir que</p>	<p><i>It is necessary to specify that... It is important to take into account It is obvious that... It is unquestionable that... It is possible to distinguish One must point out that... It would be more accurate to say that... There is ground for thinking that... It seems clear that... Suffice (it) to say that... Today there is a tendency to say that...</i></p>
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□ CAUSE AND EFFECT RELATIONSHIPS

<p>Por consiguiente Así que Por lo tanto Por esta razón Es decir Además Entonces Esta es la razón por la que Se deduce que Se piensa que Se puede entender que Podemos interpretar que Este estudio revela que Este ejemplo prueba que Este párrafo nos muestra que No hace falta decir que</p>	<p><i>Consequently Therefore Thus For this reason That is to say / namely Besides Then That's why It can be deduced that... It can be thought that... It can be understood that... We can interpret this as... This study reveals that... This example proves that... This passage shows that... It goes without saying that...</i></p>
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□ CONTRADICTION

<p>Pero Sin embargo Por el contrario En realidad Por un lado .../ por una parte Por otro lado / por otra parte Más que Aunque Incluso si A pesar del hecho de que En realidad De hecho</p>	<p><i>But However On the contrary Actually On one hand... On the other hand Rather Although Even if/ even though Despite the fact that To tell the truth In fact</i></p>
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<p>En conclusión Para resumir / para concluir Finalmente / para terminar / En pocas palabras / en una palabra Brevemente Habiendo considerado todos los aspectos En conjunto Como hemos explicado Como hemos dicho Como hemos resaltado / subrayado antes Esto muestra que Esto demuestra que Podemos concluir que Hemos llegado a la conclusión de que</p>	<p><i>In conclusion To sum up Finally In a few words / In a word In short All things considered All in all As was explained As was stated As was pointed out earlier This shows that This demonstrates that We can conclude that We have reached the following conclusion that</i></p>
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□ CONCLUSION

WRITTEN WORK CHECK GRID

FECHA:						
TEMA:						
1. Planned an outline (essays: intro, main body of 2-4 points for pros and for cons, opinions, conclusions, solutions)						
2. Tenses (pret/ imp/ plup/ perf/ past cont/ pres cont/ pres/ fut perf/ cond perf/ fut/ fut cont/ cond..)						
3. Person of verb (yo/ tú..)						
4. la mayoría/ la gente/ la ciudad= singular						
5. Personal A (But not when it is doing action: el hombre hacía... Vi al hombre)						
6. Prepositions after verbs (a/ con/ de/ sobre...)						
7. Adjectival agreements (la chica <u>guapa</u>)						
8. Correct gender for nouns (<u>e</u> l hombre/ <u>l</u> a participación/ <u>e</u> l problema/ <u>e</u> l sistema)						
9. Por/ para (para + inf, por + time..)						
10. Passive (ser + past participle agreeing: fue matado por...- he was killed by...)						
11. Avoidance of passive (<u>se</u> bebe el vino- Wine is drunk)						
12. Accents (la declaración/ las declaraciones)						
13. Spellings (use dictionary to help you)						
14. Appropriate register of language used (high/ technical/ complicated for essays)						
15. Essay expressions (se debe mencionar que/ es imprescindible que se mencione...)						
16. Subjunctives (checked endings: regular/ irregular)						
17. Subjunctives (used correctly with phrase in correct tense)						
18. Checked work thoroughly before handing in?						
19. How long did I take to do it?						

Complete with the date and note down what topic your essay was on, and run through the checklist each time you do one:

TYPICAL SPANISH IDIOMS

Modismos típicos españoles

Al hierro caliente batir de repente *Beat the hot iron at once. Strike while the iron is hot*

Antes que te cases mira lo que haces *Before you marry look what you do Look before you leap*

Beben agua en el mismo jarrito *They drink water from the same little jug They are as thick as thieves*

Cada perico a su estaca, cada changa a su mecate *Each parrot on its perch, each monkey on its rope. To each his own*

Caras vemos, corazones no sabemos *Faces we see, hearts we don't know Can't judge a book by its cover*

Darle un beso a la botella. *To give the bottle a kiss To have a swig*

De la subida más alta es la caída más lastimosa. *Of the highest rise, the shortest fall. The bigger they are the harder they fall*

En menos que canta un gallo. *In less time than the rooster crows In a shake of a lamb's tail*

Estar como perro en barrio ajeno. *To be like a dog in a neighbor's yard To feel like a fish out of water*

Más loco que una cabra *Crazier than a goat mad as a hatter*

Más vale pájaro en mano que ciento volando. *A bird in the hand is worth more than a hundred flying A bird in the hand is worth two in the bush*

Meter la cuchara *To put the spoon in put your oar in*

Mientras que en mi casa estoy, rey soy *While in my house, I am king. A man's home is his castle*

Ser más listo que un coyote *To be more ready (alert) than a coyote sharp as a tack*

Tener más lana que un Borrego *To have more wool than a lamb To have money to burn*

Vivito y coleando *Alive and wagging tail alive and kicking*

Al que madruga, Dios lo ayuda *The early Bird catches the worm*

No hay nada tan atrevido como le ignorancia *Fools rush in where angels fear to tread*

El campo fértil no descansado, tórnase estéril All work and no play makes Jack a dull boy

Al canto del petiguere At the cock's crow/At Day break

Unit 3 Translation section

A2 Translation - Spanish

1. acabar de (to have just done something)

- I have just written a letter of complaint to the manager
= ***Acabo de escribir una carta de queja/ reclamación al jefe / al director/ al gerente***

- The plane had just landed when there was a great explosion
= ***El avión acababa de aterrizar cuando se produjo una gran explosión***

un chico bueno ☹️ *un buen chico*

una chica buena ☹️ *una buena chica*

- We had just entered the building when the girl started to cry
= ***Acabábamos de entrar al edificio cuando la chica empezó a/ se puso a llorar***

ponerse a - to start

2. desde hace

- I have had this car for three months
= ***Tengo este coche desde hace tres meses***

- We have been friends for fifteen years
= ***Somos amigos desde hace quince años***

- I had been smoking for five years
= ***Llevaba fumando cinco años / fumaba desde hacía cinco años***

3. no sólo....sino (que) también

- not only did the food arrive late, but the waiter was also very rude
= ***No sólo la comida llegó tarde, sino que también el camarero fue/se comportó de manera muy mal educada / grosera***

- not only did he take my passport, but he used my credit card as well
= ***No sólo me quitó el pasaporte, sino que también utilizó mi tarjeta de crédito***

- not only does he speak Spanish, but Italian as well
= **No sólo habla español, sino también (el) italiano**

4. Lo + adjective (the...thing)

- The worst thing was that we couldn't eat or drink
= **Lo peor era que no pudimos / podíamos comer o/ni beber**

- The only thing is that I forgot to call him
= **Lo único fue que se me olvidó de llamarle**

5. to intend to do something	tengo la intención de
to dream of doing something	soñar con
to refuse to do something	negar(se) a
to carry on doing something	seguir + gerund
to do something again	volver a
to usually do	soler

- The government intends lower the voting age.
= **El gobierno tiene la intención de reducir la edad electoral**

- He has always dreamed of travelling to space
= **Siempre ha soñado con viajar al espacio**

- England usually lose against Germany in the World Cup
= **Inglaterra suele perder contra Alemania en el Mundial**

- It's still raining
= **Sigue lloviendo**

6. que or lo que

que - that, which, who

lo que - what, the thing that, which

- El vestido *que* has comprado te queda muy bien
- Te voy a explicar *lo que* ha pasado
- Eso es precisamente *lo que* nos hacía falta
- A mi parecer, *lo que* hacen no es justo

7. cuanto más... más

- The more I go to the gym, the quicker I run a kilometre
= **Cuanto más voy al gimnasio más rápido corro**

- The more we use renewable energy, the more we reduce global warming
= **Cuanto más usamos energía renovable más reducimos el cambio climático**

8. **al + infinitive**

- as he left the bank, he dropped an envelope
= *Al salir del banco, se le cayó el sobre*

- on seeing me, she burst into tears
= *Al verme, se puso a llorar*

9. **deber (de)**

- there must be some mistake
= *Debe de haber algún error*

- we must have waited for 3 hours
= *Debimos de esperar (durante) 3 horas*

10. **por mucho que - no matter how much....**

- however much I pleaded with them, they wouldn't let me do it.
= *Por mucho que se esforzaba, no lograba repararlo.*

11. **tanto.....como...**

- nobody is perfect. Both the English and the Spanish have their faults
= *nadie es perfecto. Tanto los ingleses como los españoles tienen defectos*

12. **apenas - hardly**

- I was so frightened I could hardly speak
= *Estaba tan asustado que apenas podía hablar.*

13. **subjunctive phrases**

- It's not that this lesson is boring, but it is period 5 on Friday
= *no es que sus clases sean aburridas, en que hay period 5 el viernes*

- I don't think that Gordon Brown will win the next election
= *No creo que GB gane las siguientes elecciones.*

- I hope that Miss Devaux has an excellent weekend
= *Espero que La Señorita Devaux tenga un fin de semana excelente*

- It's vital that the government implement measures against violence in schools

= *es vital / esencial que el gobierno implante medidas en contra de la violencia en las escuelas.*

- We're looking for a solution that pleases everyone
= *estamos buscando una solución que guste a todo el mundo*

Unit 3
Translation section

A2 Translation - Spanish

Top Ten Translation Traps

1. The Subjunctive

A quick reminder....

Wishes, desires, orders

querer, decir, preferir, desear, gusta, esperar

Emotions

Estar enfadado que, Me alegro mucho de que..

Impersonal expressions

Es importante que, es terrible que, es una vergüenza que...

Recommendations and suggestions

Recomiendo que, sugiero que, aconsejo que

Doubt and verbs of belief used negatively

Dudo que, no creo que, no estoy cierto, no es verdad

Ojalá

Ojalá que ganen

Check the list of phrases that go with the subjunctive as well to remind you.

2. If...Clauses

a) **IF...the action is likely or probable, use...**

PRESENT □PRESENT/FUTURE

eg. Si vienes, podemos salir para cenar

Si vienes, trae vino

Si vienes te invitaré a cenar

b) **IF...the possibility is remote or hypothetical, use...**

IMPERFECT SUBJUNCTIVE (after *si*) □CONDITIONAL

eg. Si vinieras, te invitaría a cenar

Si hubieras venido, te habría invitado a cenar

c) **COMO SI....as if....always use...**

A PAST SUBJUNCTIVE

eg. Marta habla francés como si fuera francesa

d) **OJALÁ...I hope, if only, I wish...**

ANY SUBJUNCTIVE

¡Ojalá que no vengan!

3. Ser & Estar

SER - Use **DOCTOR** to remind you when to use it

D escription	(Ella es alta)
O ccupation	(Soy profesora)
C haracteristic	(El es simpático)
T ime/Date	(Son las ocho, hoy es el ocho de julio)
O rigin	(Soy de Londres)
R elationship	(Ella es mi madre)

If you can't remember which is which, this might help:

"How you **feel** and **where you are** that is when you use **estar!**"

ESTAR - Use **SELF** to remind you when to use it

S tate	(La puerta está abierta)
E motion	(Estoy contento)
L ocation	(Estoy en clase)
F eeling	(Estoy aburrido)

4. El 'a' personal

In Spanish, when people are the direct objects of verbs we need to put an 'a' in front of them. (Direct objects are nouns that are affected directly by verbs, in other words, they receive the action of the verb. Direct objects can be things or people, but we only use the 'a' with people.)

eg. Veo a Juan los lunes
Visitamos a nuestros abuelos

We **do not use** the personal 'a' with things, places or actions or when you are referring to an indefinite person (you don't know if such a person exists) or an unspecified person.

eg. *Ana quiere un novio inteligente.* Ana hasn't met this intelligent boyfriend yet; but that is the type of boyfriend she wants.

The use of the Indefinite Article *un* is a clue not to use the Personal *a*.

If Ana knows the intelligent boyfriend of Susana, we would say, *Ana conoce al novio inteligente de Susana*

People

Busco al dependiente.	I'm looking for the sales clerk.
Miro al primo de Mauricio.	I'm looking at Maurice's cousin.

Things: no Personal "a" here!

Busco el bolígrafo de mi hermana.	I'm looking for my sister's pen.
Miro el programa de Animal Planet.	I'm watching the Animal Planet program.

5. HACER in expressions of time

Hacer can be found in many idiomatic phrases, especially in those to do with time. Note that the word order is variable for many of these expressions.

- hace + time + que + preterite or preterite + hace + time*
- hace + time + que + present or present + hace + time*
- present + desde hace + time*
- hacía + time + que + imperfect or imperfect + hacía + que*
- imperfect + desde hacía + time*

6. Spanish Pronouns

	#	#	#	#	#	#
<u>Subject</u>	<u>Direct object</u>	<u>Indirect object</u>	<u>Possessive</u>	<u>Reflexive</u>	<u>Prepositional</u>	<u>Reciprocal</u>
Yo#	me#	me#	mi#	me#	mí#	-#
Tú#	te#	te#	tu#	te#	ti#	-#
Él #	lo#	le#	su#	se#	él#	-#
Ella#	la#	le#	su#	se#	ella#	-#
Usted#	lo, la#	le#	su#	se#	usted#	-#
Nosotros#	nos#	nos#	nuestro#	nos#	nosotros#	nos#
Ellos#	los#	les#	su#	se#	ellos#	se#
Ellas#	las#	les#	su#	se#	ellas#	se#
Ustedes#	los, las#	les#	su#	se#	ustedes#	se#

Remember that with Double Object pronouns, the Indirect Object pronouns *le* and *les* change to *se* when combined with the Direct Object pronouns *lo*, *la*, *los*, and *las*.

Remember that the [Possessive pronouns](#) need to agree in number with the possessed object; and in the case of the Nosotros form, the pronouns must agree in gender as well.

7. Conjunctions

- a) Y meaning 'and' changes to E before I and HI (but not HIE)
- b) O meaning 'or' changes to U before O or HO.
- c) SINO meaning 'but': after a negative, sino introduces a contradiction.*

*sino que = verb eg. no habla sino que grita = he doesn't talk, but shouts.

8. Passive Voice

A passive voice is where an action described by the verb is being done to the subject BY someone else (the agent).

The passive has two parts in Spanish SER + PAST PARTICIPLE

The past participle has to agree with the subject, not the agent in gender and number, just like adjectives.

The passive can be in all tenses and moods by conjugating SER into that tense or mood.

Alternatives to the Passive Voice

Use the reflexive SE eg. se sabe la verdad

Use 'todo el mundo', 'nadie' or 'la gente' eg. La gente sabe la verdad.

9. GUSTAR and similar verbs

If the subject is singular use GUSTA, if it is plural use GUSTAN. The indirect pronoun is NOT the subject of the sentence.

Similar verbs include: aburrir, bastar, caer bien, dar asco, doler, encantar, quedar, volver loco, importar etc.

In order to clarify further the indirect object the sentence can begin with a prepositional phrase. eg. A él le gusta la silla, A María le gusta la silla.

10. Apocope (Shortened adjective forms)

There are several adjectives that shorten when they go before certain nouns.

The most common:

In front of masculine nouns

alguno/algún

bueno/buen

malo/mal

ninguno/ningún

primero/primer

uno/un

Santo/San (only for masculine

Saints)

In front of masculine and feminine nouns

rande/gran
cualquiera/cualquier

Estoy en contra de esta idea/opinión	<i>I am for/against this idea/opinion..</i>
No olvidemos que	<i>Let's not forget that..</i>
No me parece que es/sea la manera adecuada de abordar el problema	<i>It doesn't seem to be the proper way To tackle the problem..</i>
Estoy de acuerdo hasta cierto punto, pero en contrapartida	<i>I agree up to a point, however..</i>
Sería una locura	<i>It would be silly ..</i>
No creo que sea la mejor manera de ocuparse del problema	<i>I don't think that this is the best way to tackle the problem</i>
No es siempre así	<i>This is not always like this/thus</i>
Lo que usted propone corre el riesgo de	<i>What you propose runs the risk of..</i>
Otro aspecto del problema	<i>Another aspect of the problem..</i>
Lejos de resolver el problema, eso podría	<i>Far from solving the problema, this could..</i>
La táctica que usted propone	<i>The tactic that you offer</i>
No estoy para nada de acuerdo contigo	<i>I don't agree at all with you on this</i>
Se debe recordar que	<i>One must remember that..</i>
No comparto tu opinión	<i>I do not share your opinion</i>
A mi modo de ver, este argumento no tiene fundamento	<i>In my opinión, this argument doesn't have weight</i>
Otro argumento notable que me gustaría destacar es	<i>Another important argument</i>
Estoy de acuerdo hasta cierto punto, sin embargo	<i>I agree up to a point however..</i>
Me opongo a la propuesta	<i>I oopose the proposal</i>
Se debe reconocer que	<i>One must recognise/admit that</i>
En mi opinión, esa medida está condenada a fracasar	<i>In my opinión this measure is condemned to failure</i>
Tengo una opinión muy distinta	<i>I have a very different opinion</i>
Debido a, dado que	<i>Due to, given that</i>
Unit 4 Defending your viewpoint	to modo, no obstante <i>I somewhat agree however</i>

Opinion & debate language

Cool Spanish expressions

Nouns			
Un adoquín	<i>A jerk, fool, moron</i>	Un merengue (Es un verdadero merengue)	<i>A beautiful woman (She's a real babe)</i>
Un aguafiestas	<i>A party-pooper</i>	Un bobo	<i>An idiot, fool</i>
Un besugo	<i>An idiot</i>	Un buitre	<i>A cheapskate</i>
Un burro	<i>A jerk, fool, moron</i>	Una lata	<i>A pain in the neck</i>
Un chisme	<i>A juicy piece of gossip</i>	Un empollón	<i>A geek, nerd</i>
Un cuatrojos	<i>A four-eyes</i>	Un amiguete	<i>A buddy / friend</i>
Un latón	<i>An annoying person</i>	Un tío	<i>A guy</i>
Un reventón	<i>A party</i>	Una tía	<i>A girl, chick</i>
Una cita sorpresa	<i>A blind date</i>	Un galón	<i>A hunk</i>
Una pachanga	<i>A party</i>	Un cachas	<i>A hunk</i>
Una trupe	<i>A group of friends, gang</i>	Un caramelo	<i>A beautiful woman/ fox</i>

Verbs			
Ir de pachanga	<i>To go out and have a good time</i>	enrollarse	<i>To get involved romantically with someone</i>
Chismear	<i>To gossip</i>	Estar bebido/a	<i>To be drunk / wasted</i>
Estar amuermado/a	<i>To be out of it</i>	arreglarse	<i>To make oneself look attractive</i>
vacilar	<i>To joke around</i>	charlar	<i>To chat</i>
Comerse el coco	<i>To be worked up about something</i>	menearse	<i>To move / dance</i>
chulear	<i>To act cool, show off</i>	Echar un piropo	<i>To pay a compliment</i>

Exclamations			
¡ Caramba !	Holy Cow !	¡ Qué rollo !	What a drag !

Adjectives			
chocante	<i>Annoying, unpleasant</i>	guay	<i>Neat, cool</i>
chungo	<i>uncool</i>	narizón	<i>Big-nosed</i>
Chulo	<i>Neat, cool</i>	morrocotudo	<i>Neat, cool</i>
caradura	<i>arrogant</i>	Un montón de	<i>A lot of</i>

Typical Spanish idioms

Modismos típicos españoles

<http://www.luigimasiello.it/modismos/test/test6%20-%20output/quizmaker.html>

To be a party pooper

Mi novio **es un aguafiestas**, siempre estropea mis planes para el fin de semana.

To explain in minute detail

Jesús me contó sus vacaciones **con pelos y señales**, es como si las hubiera vivido yo.

To turn everything upside down

Fernando es muy orgulloso y decidido, **mete patas arriba** todo para conseguir lo que quiere.

Speak plainly

Pedro por favor **háblame en cristiano** que no te entiendo.

To wipe the slate clean

Maria olvida lo que pasó, **haz borrón y cuenta nueva**.

To take to heart

Te aconsejaría que no te lo **tomaras tan a pecho** ya que es solo una broma.

Not to say a word

Aitor es una persona muy callada, no **dice ni pió**.

To get to the point

Marcos es un chico muy directo y concreto, siempre **va al grano** y no le gusta andar por las ramas.

To be on his own, to do things his own way

Víctor es un solitario, le gusta **estar a su aire**.

To do someone proud

A pesar de haber perdido la liga mi equipo **dejó el pabellón bien alto** ganando los tres últimos partidos.

Haphazardly

A tontas y a locas consiguió el objetivo.

To not care less

Lucas estuvo hablando tres horas de economía sin darse cuenta que me **importaba un bledo**.

Without knowing a thing

Ayer tuve mucha suerte, aprobé el examen sin **saber ni jota**.

To go out of my head (forget)

Ayer hablé por teléfono con mi novia así que se me **fue el santo al cielo** y quemé la cena.

What with one thing and another

Entre pitos y flautas se me olvidó llamarla para la fiesta.

To pretend to not have heard

Raquel es una chica muy lista, cuando no le interesa la situación **se hace la sueca**.

To put your foot in it

Mis amigos **metieron la pata**, al no saber que este tema le afectaba mucho

S/he is totally over (someone/thing)

Elsa **pasa olímpicamente** de su novio, nunca le hace caso.

In no time at all

Carlos es un niño muy intuitivo, acaba los deberes en **un santiamén**.

To give someone the brush off

Ayer quedé con una chica muy guapa, pero no apareció, desdichosamente me **dio calabazas**.

To be in his/her element, to lead to problems

Cuando mi hijo se junta con sus primos **al estar en su salsa, da mucha guerra**.

To look the other way

El profesor de italiano pilló a dos alumnos copiando pero **hizo la vista gorda**.



REALLY USEFUL SPANISH WEBSITES and how to use them best!



TO WORK ON YOUR LISTENING



You should select a short audio or video clip from the Internet. Play the clip at least three times and write a brief summary in Spanish (it needn't be any longer than 50 words) with a vocabulary list of at least 10 words. These could be key words or they could be words that are new to you and had to be looked up.

It is easier to start with short news bulletins. Video clips are ideal as they are easier to understand. Start with shorter clips and then when you feel ready, you could choose a radio programme from the Radio station websites listed below.

Spanish News

www.euronews.net

Select language 'español' and then choose from a wide variety of News videos.

www.20minutos.es/

es.news.yahoo.com/

Follow the link to **Video Noticias** for three-minute news clips.

es.noticias.yahoo.com/

Spanish TV channel websites:

www.antena3tv.com

Choose from the menu for the topic area you are interested in and then browse for video clips:

www.antena3videos.com/

For news, browse for videos at:

www.informativos.telecinco.es/

www.canalsur.es

Click on the link to TV "en directo" (live) and you will be able to watch the channel on streaming video.

www.informativos.telecinco.es/reproductor_video.htm

For celebrity gossip....

es.celebrities.yahoo.com/

Click on "Perfiles de Famosos"

Spanish Radio on-line

www.rtve.es/rne/envivo.htm

Select a radio station from the list.

www.topradio.es/

Easy listening music radio station for Spanish and English / American pop music.

[www.lyngsat.com/freeradio/
Spain.html](http://www.lyngsat.com/freeradio/Spain.html)

Selection of the most important radio channels

TO WORK ON YOUR READING



Select an article which interests you, read it carefully and select at least 10 new pieces of vocabulary to look up. The choice of topic area is limitless. The temptation may be to pick an article on fashion, but you should avoid doing this every week as they are not so easy to understand. It is a good idea to vary the topic area and to choose articles related to the syllabus topics so that you encounter a variety of vocabulary.

www.bbc.co.uk/languages/spanish/news

The best place to start is the BBC's languages web-pages. Choose the "**reportajes**" link to find articles from the former "**Semanario Internet**" with a variety of reading exercises.

The articles are

archived into topic areas that relate to the AS and A level syllabus.

Some of them include audio clips so you can base your listening task on the same topic.

www.elmundo.es

Spanish daily newspaper. The website gives you access to all of the day's news articles.

www.elpais.es

Spanish daily newspaper. The website gives you access to the day's news articles although you may require a subscription to view the majority of the articles in full.

es.news.yahoo.com/

www.abc.es/

On-line Spanish daily news.

www.terra.es

On-line Spanish daily news.

www.donbalon.es/front/

Spanish football website with related articles.

www.hola.com

Spanish celebrity gossip magazine. Subscription required to view some of the articles.

www.terra.es (archive news)

www.marca.es (sport)

www.estrelladigital.es

Useful language websites:

www.linguascope.com (budmouth/ supercat)

'Beginner' area has topic areas that relate to the scheme of work and text book we use; again within each activity area there is a printable worksheet to complete once the activities have been practised.

'Intermediate' follows exactly the same pattern and is the main focus for yrs10 and 11

www.languagesonline.org.uk = good grammar exercises (tenses, verbs, word order)

The modules relate to a text book called 'Caminos' the content is still relevant though and it's great for grammar exercises.

www.atantot.com (budmouth/ 3524)

A great variety of activities to discover - some are designed to be teacher-led; the KS3 grammar section is great for explanations followed by activities to check your understanding.

https://www.youtube.com/watch?v=E_5odbq_Hlc&list=PLA5UIoabheFMo9oB_AF7JftV34ecOalvM Easy Spanish - lots of topical interviews with subtitles - very useful for A-level

<http://www.bbc.co.uk/education/subjects/zfckjxs> (the old 'Bitesize' website) = Listening Speaking and Grammar videos etc... this link takes you to the KS3 section

<http://www.bbc.co.uk/languages> Lots of various cultural and linguistic activities and explanations.

<http://www.aprender.org.uk/>

<http://www.wordreference.com/>
an online dictionary

<http://www.espanol-extra.co.uk/spxwelcome.htm>
great Spanish specific website. Subscription details to follow.

<https://www.duolingo.com/> a new popular website where students can sign up and do extra learning and can also download the app to learn on the go!

What can you be doing for Spanish in the study rooms?

1. Look at relevant news stories.
<http://www.bbc.co.uk/mundo>
<http://www.bbc.co.uk/languages/>
2. Practise any grammar online or in the text book.
3. Complete any reading and listening exercises from the relevant chapter in the text book. (use Kerboodle)
4. Add to whatever topic we are studying in class at present: try to find an additional piece of information/ opinion/ idea that furthers what has been said in class and add it to your notes.
5. Get to grips with the exam criteria for both the speaking exam and the papers.
6. Practise answering exam questions. All papers are online. I am very happy to mark as many questions as you can answer.
7. Read examiners' reports- also online and very helpful.
8. Memorise quotes/structures/sayings/key vocabulary.
9. Read your text book.