

GCSE



INTERVENTION
PACK

SPANISH

Contents

Page	Topic Area
3	Exam Outline
Topics	
4	Las Vacaciones
9	Mi vida escolar
14	Mi gente
19	Mi tiempo libre
24	Ciudades
29	De costumbre
34	El mundo laboral
39	Hacia un mundo mejor
Grammar	
45	Adjective Agreements
47	Present Tense: Regular Verbs
50	Present Tense: Irregular Verbs
51	Preterite Tense: Regular Verbs
53	Preterite Tense: Irregular Verbs
55	Imperfect Tense
57	Preterite V Imperfect
59	The Near Future
61	Future Tense
63	Conditional
65	Connectives
67	Negatives
69	Spicy Phrases
Exam Skills	
72	Role Play
79	Photo Card
89	General Conversation
107	40 Word Writing
114	90 Word Writing
120	150 Word Writing

Exam Outline

	Foundation	Higher
Speaking 25%	7 - 9 mins 60 marks Tasks - Role Play - Photo card - General Conversation	10 - 12 mins 60 marks Tasks - Role Play - Photo card - General Conversation
Writing 25%	1 hour 60 marks Tasks - Photo Card - 40 Word question - 90 Word Question - Translations	1 hour 60 marks Tasks - Photo Card - 90 Word question - 150 Word Question - Translations
Reading 25%	45 Mins 60 Marks Tasks: - reading questions - translation into English	60 Mins 60 Marks Tasks: - reading questions - translation into English
Listening 25%	35 Mins 40 Marks Tasks: - questions in English - questions in Spanish	45 Mins 50 Marks Tasks: - questions in English - questions in Spanish

LAS
vacaciones



Actividad 1

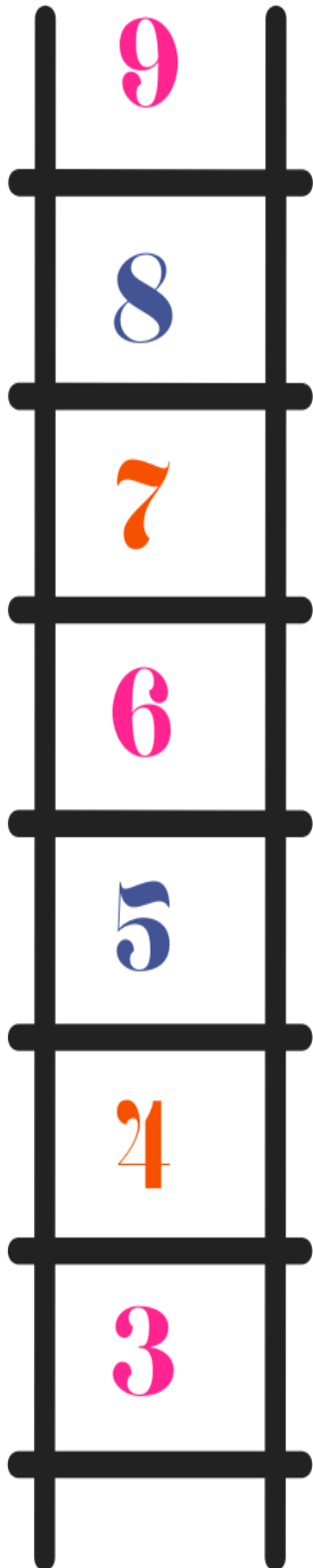
Fill in the gaps with one of the words from the list below.

1. Si hace _____ voy a la playa con mis amigos.
2. Prefiero viajar en avión porque es más _____.
3. _____ ir a España porque me gusta la _____.
4. Me alojé en un hotel que estaba al _____ de la playa.
5. El primer día fuimos a la playa y nadamos en el _____.
6. Mi hermana prefiere _____ el sol.
7. Lo _____ fue cuando fui al parque temático.
8. El hotel era moderno y _____.
9. Siempre he _____ ir a los Estados Unidos.
10. Compré un _____ para mi mejor amigo.
11. Si _____ iría a Australia porque me encanta hacer surf.
12. Fue un desastre porque mi habitación estaba _____ y los empleados eran _____.

mar	sucia	sol	recuerdo	lado
mejor	tomar	rápido	lujoso	suelo
comida	querido	maleducados	pudiera	

Actividad 2

Translate the sentences into Spanish. Start at the bottom of the ladder and work your way up the more challenging sentences.



10. If I could, I would go to the USA because I've always wanted to visit New York.

9. I've always wanted to go to Barcelona and see a football game.

8. The bad thing was that there wasn't a pool nor a restaurant.

7. We stayed in a hotel which was in the centre of the city.

6. The best thing was when we went to the beach.

5. The first day we did sightseeing and visited the museums.

4. I usually to go to Italy because I like the food and the culture.

3. Last summer I went to France and I had a great time.

2. Last year we went to the USA by plane.

1. Normally I go to Spain with my family.

Actividad 3

Complete the sentences with your own responses.

1. Suelo ir a _____.
2. El año pasado fui a _____.
3. Viajamos en _____.
4. Nos alojamos en _____.
5. El hotel tenía _____.
6. El primer día _____.
7. Por la noche _____.
8. El pueblo era _____.
9. Lo mejor fue _____.
10. Mis padres prefieren _____.
11. Lo malo fue _____.
12. El año que viene voy a _____.
13. Siempre he querido _____.
14. Si pudiera iría a _____.

Actividad 4

Below are some possible bullet points/questions you could get asked around the topic of holidays. Look through this pack, your exercise book and textbook and select a bank of **spicy phrases** you could use to discuss the topic.

<ul style="list-style-type: none"> • Lo que haces normalmente para las vacaciones 	
<ul style="list-style-type: none"> • Adonde fuiste el año pasado. 	
<ul style="list-style-type: none"> • tus opiniones sobre dónde te alojaste 	
<ul style="list-style-type: none"> • tus planes para las próximas vacaciones 	
<ul style="list-style-type: none"> • lo que te gusta hacer cuando estás de vacaciones? 	
<ul style="list-style-type: none"> • Describe tus vacaciones ideales. 	



Actividad 1

Fill in the gaps with one of the words from the list below.

1. Mi colegio es _____ y mixto
2. En mi insti hay muchas _____ modernas y un campo de fútbol.
3. Lo malo es que no _____ gimnasio.
4. Mi asignatura _____ es el dibujo porque soy una persona creativa.
5. No aguanto las ciencias porque el profe nos pone muchos _____.
6. Creo que la historia es _____ difícil que el inglés.
7. Las clases _____ a las 8 y terminan a las tres.
8. En Inglaterra hay que llevar _____.
9. _____ que el uniforme es muy práctico.
10. En mi escuela primaria _____ menos profesores.
11. El año _____ hice un intercambio en España.
12. Después de mis exámenes tengo la intención de _____ con mis estudios.

continuar

había

pasado

aulas

grande

deberes

hay

uniforme

más

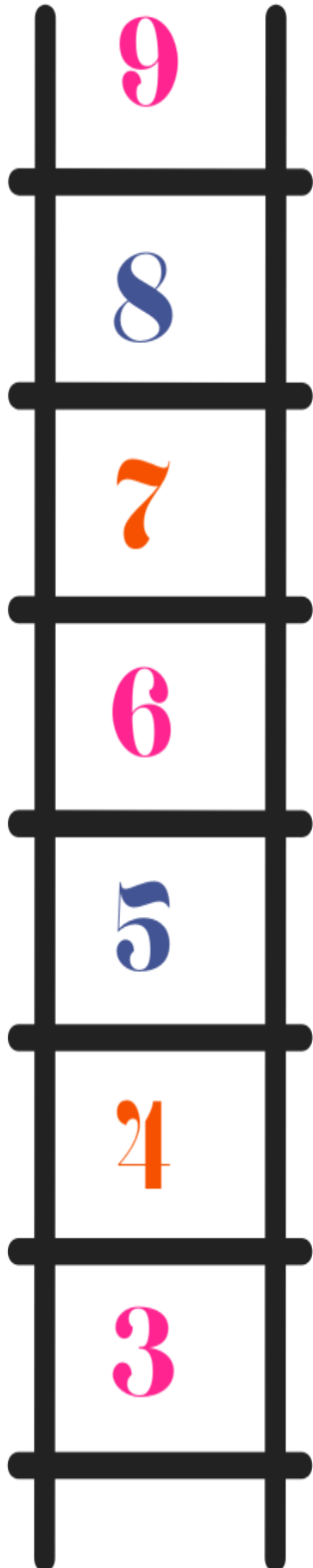
empiezan

favorita

creo

Actividad 2

Translate the sentences into Spanish. Start at the bottom of the ladder and work your way up the more challenging sentences.



10. After finishing my exams I would like to travel.

9. If I get good grades, I will go to university to study Spanish.

8. Last year I participated in a tournament and we won.

7. At my primary school the teachers were less strict.

6. At school you must be punctual, and you must wear a uniform.

5. In my opinion the uniform is ugly and uncomfortable.

4. I love drama because it is very creative.

3. I like Maths, but I can't stand English.

2. The good thing is there is a modern gym.

1. In my school, there is a library and lots of classrooms.

Actividad 3

Complete the sentences with your own responses.

1. Mi colegio es _____
2. En mi colegio hay _____
3. Sin embargo lo malo es que no hay _____
4. Las clases empiezan a las _____
5. Mis profesores son _____
4. Mi asignatura preferida es _____
5. Está prohibido _____
7. Hay que _____
6. Creo que el uniforme es _____
7. Mi escuela primaria era _____
8. Soy miembro del club de _____
9. El trimestre pasado participé en _____
10. En septiembre voy a _____
11. Mi colegio ideal sería _____

Actividad 4

Below are some possible bullet points/questions you could get asked around the topic of 'School'. Look through this pack, your exercise book and textbook and select a bank of **spicy phrases** you could use to discuss the topic.

<ul style="list-style-type: none"> • Una descripción de tu colegio 	
<ul style="list-style-type: none"> • Tu opinion del uniforme 	
<ul style="list-style-type: none"> • Las asignaturas que te gustan y no te gustan 	
<ul style="list-style-type: none"> • Un viaje escolar reciente 	
<ul style="list-style-type: none"> • Lo que vas a hacer después de los exámenes 	
<ul style="list-style-type: none"> • Una descripción de tu colegio ideal 	

MI GENTE



Actividad 1

Fill in the gaps with one of the words from the list below.

1. Tengo los ojos azules y el _____ marrón.
2. Me llevo _____ con mi hermana porque siempre me escucha.
3. Ayer _____ con mi madre porque siempre me critica.
4. Para mí, un buen amigo siempre te _____.
5. Mi hermano me _____ porque es muy egoísta.
6. Mis padres dicen que soy muy _____.
7. El fin de semana pasado _____ tiempo con mis abuelos.
8. _____ a mi mejor amigo en la escuela primaria.
9. Nos hicimos amigos porque tenemos mucho en _____.
10. Siempre he _____ tener un hermano menor.
11. Cuando era pequeña _____ el pelo largo.
12. Este fin de semana mi familia y yo vamos a ir al _____.

molesta

tenía

bien

común

cine

pelo

querido

apoya

discuí

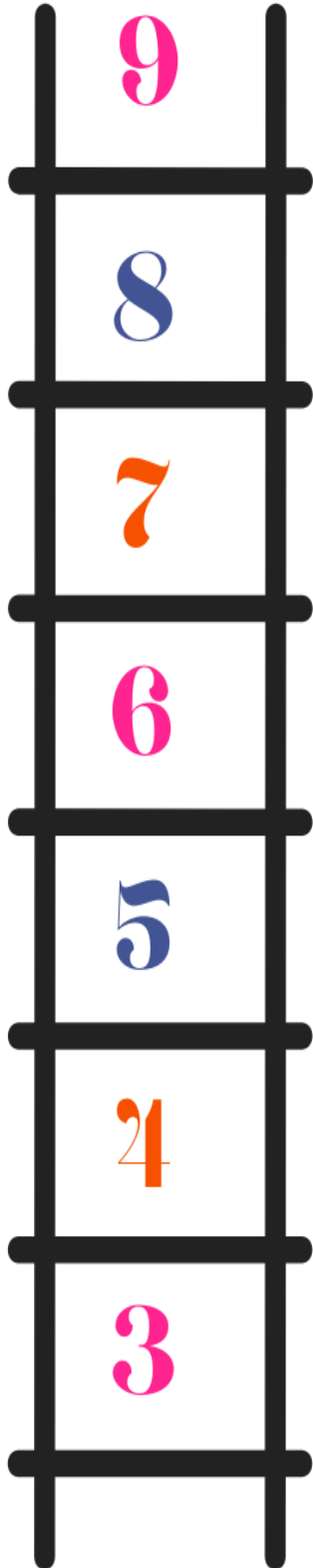
conocí

perezoso

pasé

Actividad 2

Translate the sentences into Spanish. Start at the bottom of the ladder and work your way up the more challenging sentences.



10. When I'm older I would like to get married and have a big family.

9. When I was little, I used to be more chatty.

8. Last night I went out to the cinema with a friend and we saw a horror film.

7. I fight with my mum because she can be quite strict.

6. I get on well with my older sister because she is patient and always listens to me.

5. In my opinion a good friend is generous and understanding.

4. My best friend is quite shy but very intelligent.

3. I am quite tall and slim.

2. Last weekend I went out with my family.

1. There are four people in my family.

Actividad 3

Complete the sentences with your own responses.

1. Tengo los ojos _____

2. Me llevo bien con _____

3. Sin embargo, me peleo con _____

4. Mi madre puede ser _____

5. Cuando era pequeño/a era más _____

6. La semana pasada mi familia y yo _____

7. Creo que un buen amigo es alguien que

8. Mi mejor amigo/a es _____

9. Como persona puedo ser _____

10. Cuando sea mayor me gustaría _____

11. Este fin de semana voy a _____

12. Me gusta pasar tiempo con mi familia porque

13. Siempre he querido _____

Actividad 4

Below are some possible bullet points/questions you could get asked around the topic of family and friends. Look through this pack, your exercise book and textbook and select a bank of **spicy phrases** you could use to discuss the topic.

<ul style="list-style-type: none"> Describe a tu familia 	
<ul style="list-style-type: none"> Te llevas bien con tu familia 	
<ul style="list-style-type: none"> Lo que te gusta hacer con tu familia 	
<ul style="list-style-type: none"> Describe a tu mejor amigo/a 	
<ul style="list-style-type: none"> Lo que hiciste recientemente con tu familia o tus amigos 	
<ul style="list-style-type: none"> Tus planes para el futuro 	



Actividad 1

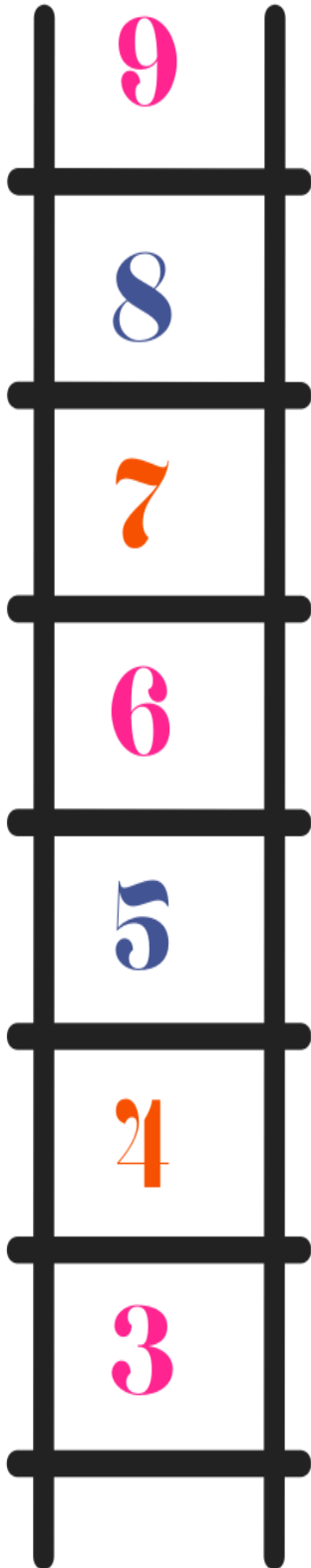
Fill in the gaps with one of the words from the list below.

1. Los fines de semana suelo _____ con mis amigos.
2. A veces mi madre y yo vamos de _____.
3. Si hace _____ voy a la playa.
4. Para _____ me gusta leer novelas de amor.
5. Me encanta escuchar música porque me _____ a relajarme.
6. _____ del insti quedo con mis amigos.
7. Prefiero ver las comedias porque me hacen _____.
8. _____ de ver la nueva película de Chris Hemsworth.
9. El fin de semana pasado _____ al fútbol con mi hermano.
10. Prefiero ir al cine porque la imagen es mejor en la gran _____.
11. Nunca voy al cine porque las entradas son _____ caras.
12. Cuando era pequeña me _____ ver los dibujos animados.

salir**gustaba****calor****ayuda****descansar****acabo****jugué****reír****pantalla****después****demasiadas****compras**

Actividad 2

Translate the sentences into Spanish. Start at the bottom of the ladder and work your way up the more challenging sentences.



10. I would like to go shopping but I have to do my homework.

9. If it's sunny I am going to go to the park with my friends.

8. When I was little, I used to play tennis but now I prefer to do swimming.

7. To relax I like to listen to music in my bedroom.

6. I prefer to watch action films because they are exciting.

5. Last weekend, I went to the cinema with my friends.

4. If it's cold I go to the cinema.

3. At the weekends I usually play rugby.

2. I like to do sport because it's fun.

1. Every day I watch TV.

Actividad 3

Complete the sentences with your own responses.

1. Prefiero jugar al _____.
2. Los fines de semana suelo _____.
3. El fin de semana pasado fui a _____.
4. Después del insti _____.
5. Si hace buen tiempo _____.
6. Cuando era pequeño/a _____.
7. Para descansar me gusta _____.
8. Prefiero las películas de _____.
9. Prefiero ver pelis en casa porque _____.
10. Este fin de semana voy a _____.
11. Tengo ganas de _____.
12. Si tuviera dinero _____.

Actividad 4

Below are some possible bullet points/questions you could get asked around the topic of 'free time'. Look through this pack, your exercise book and textbook and select a bank of **spicy phrases** you could use to discuss the topic.

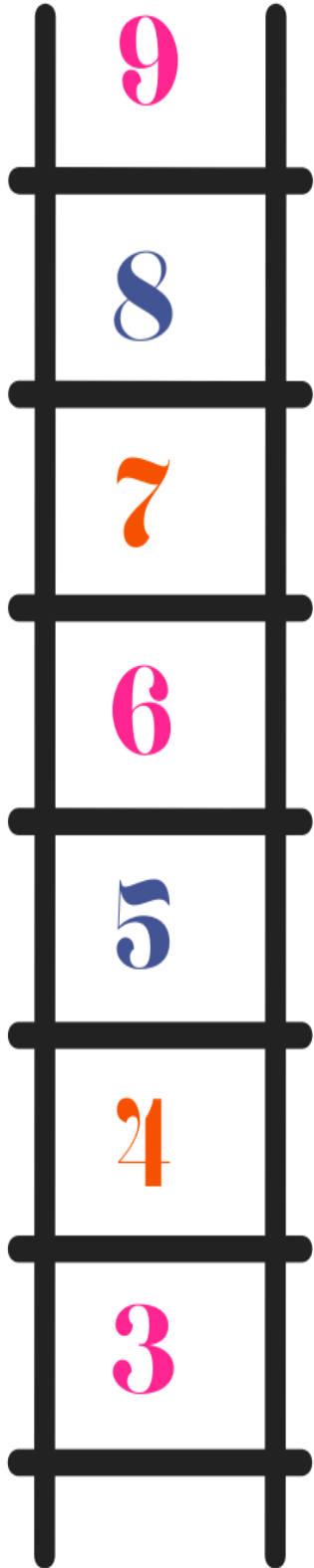
<ul style="list-style-type: none"> • lo que más te gusta hacer en tu tiempo libre 	
<ul style="list-style-type: none"> • lo que vas a hacer después del insti 	
<ul style="list-style-type: none"> • lo que haces con tus amigos los fines de semana 	
<ul style="list-style-type: none"> • lo que hiciste el fin de semana pasado 	
<ul style="list-style-type: none"> • tus planes para el próximo fin de semana 	

- lo que harías si
tuvieras mucho
dinero



Actividad 2

Translate the sentences into Spanish. Start at the bottom of the ladder and work your way up the more challenging sentences.



10. If I were mayor, I would introduce more pedestrian zones.

9. If I could, I would build a new cinema.

8. In my region, there are lots of pretty beaches where you can relax or do water sports.

7. The bad thing is that there is a lot of noise and rubbish in the streets.

6. I like my village but my sister thinks it is too quiet.

5. The city centre is very lively and there is a lot of green spaces.

4. In general, I like living here because there is a lot to do.

3. However, there is a lot of traffic.

2. In my town, there is a shopping centre and a swimming pool.

1. I live in a small town in the east of England.

Actividad 3

Complete the sentences with your own responses.

1. Vivo en _____
2. En mi pueblo hay _____
3. Sin embargo no hay _____
4. En mi ciudad se puede _____
5. El clima es _____
6. Lo malo es que _____
7. Prefiero viajar en _____
8. Este fin de semana voy a _____
9. Si hace sol voy a _____
10. En el pasado mi ciudad era _____
11. Si pudiera _____
12. Cuando sea mayor viviré en _____
13. Mi ciudad ideal sería _____

Actividad 4

Below are some possible bullet points/questions you could get asked around the topic of Home and Local Area. Look through this pack, your exercise

book and textbook and select a bank of **spicy phrases** you could use to discuss the topic.

<ul style="list-style-type: none">• donde vives	
<ul style="list-style-type: none">• lo que se puede hacer en tu zona	
<ul style="list-style-type: none">• describe tu region	
<ul style="list-style-type: none">• lo que cambiarías	
<ul style="list-style-type: none">• lo que hiciste recientemente en tu zona	
<ul style="list-style-type: none">• lo que vas a hacer este fin de semana en tu región	



Actividad 1

Fill in the gaps with one of the words from the list below.

1. Por la mañana _____ cereales y zumo de naranja.
2. Me _____ a las seis y después me ducho.
3. Me gusta comer ensalada porque contiene muchas _____.
4. Antes de _____ me gusta leer.
5. Tuve un accidente y _____ mi pierna.
6. Se celebra el día de los muertos en _____.
7. Durante la fiesta se disparan _____ artificiales.
8. Siempre he _____ ir a la Tomatina.
9. Nos levantamos muy temprano y _____ los regalos.
10. El año pasado _____ la nochevieja con mis abuelos.
11. Este julio voy a _____ diecisiete años.
12. El fin de semana que viene vamos a hacer una barbacoa para celebrar el _____ de mi madre.

vitaminas

cumplir

rompí

cumpleaños

pasé

desayuno

fuegos

abrimos

levanto

octubre

querido

acostarme

Actividad 2

Translate the sentences into Spanish. Start at the bottom of the ladder and work your way up the more challenging sentences.

9

10. If I could, I would go to New York to celebrate New Year's Eve.

8

9. Normally I spend Christmas with my parents but last year I went to my boyfriend's house.

7

8. This weekend I am going to celebrate my birthday with my friends.

6

7. During the festival they throw tomatoes and they set off fireworks.

5

6. I have tried paella and Spanish tortilla.

5. I don't feel well, I have a fever.

4

4. I brush my teeth before going to school.

3. I like to eat chocolate because it's delicious.

3

2. I get up at seven and after I get dressed.

1. For breakfast I eat toast and I drink milk.

Actividad 3

Complete the sentences with your own responses.

1. Suelo desayunar _____

2. Me gusta comer _____

3. Por la mañana _____

4. Me gusta la comida española porque _____

5. Durante las Fallas _____

6. Para mi último cumpleaños _____

7. Normalmente para la navidad _____

8. Siempre he querido ir a _____

9. Si pudiera iría a _____

10. Creo que las fiestas son _____

11. Fui a un festival de música y _____

12. Para celebrar el fin de los exámenes voy a _____

Actividad 4

Below are some possible bullet points/questions you could get asked around the topic of 'Customs and Festivals'. Look through this pack, your exercise book and textbook and select a bank of **spicy phrases** you could use to discuss the topic.

<ul style="list-style-type: none"> • Lo que te gusta y no te gusta comer 	
<ul style="list-style-type: none"> • Una descripción de tu rutina diaria 	
<ul style="list-style-type: none"> • Cómo celebraste tu cumpleaños el año pasado 	
<ul style="list-style-type: none"> • Una fiesta a la que te gustaría asistir 	
<ul style="list-style-type: none"> • Lo que hiciste el año pasado para la navidad 	
<ul style="list-style-type: none"> • Tu opinión sobre la comida española 	



Actividad 1

Fill in the gaps with one of the words from the list below.

1. Tengo un trabajo _____ porque quiero dinero.
2. Las horas son _____ pero me llevo bien con mis _____.
3. Tengo que _____ la comida y la bebida.
4. El verano pasado _____ como camarera en un restaurante.
5. Cuando _____ mayor quiero ser médico.
6. Me gustaría ser profe porque me gusta trabajar con _____.
7. Soy una persona _____ así que quiero ser diseñador.
8. En casa suelo _____ los platos y a veces _____ la ropa.
9. Durante mis prácticas laborales _____ correos electrónicos.
10. Lo mejor es que mi jefe era muy _____.
11. Si _____ buenas notas iré a la universidad para estudiar las ciencias.
12. Lo bueno es que recibo un _____ de empleados.

descuento

largas

lavar

saco

compañeros

servir

niños

a tiempo parcial

trabajé

amable

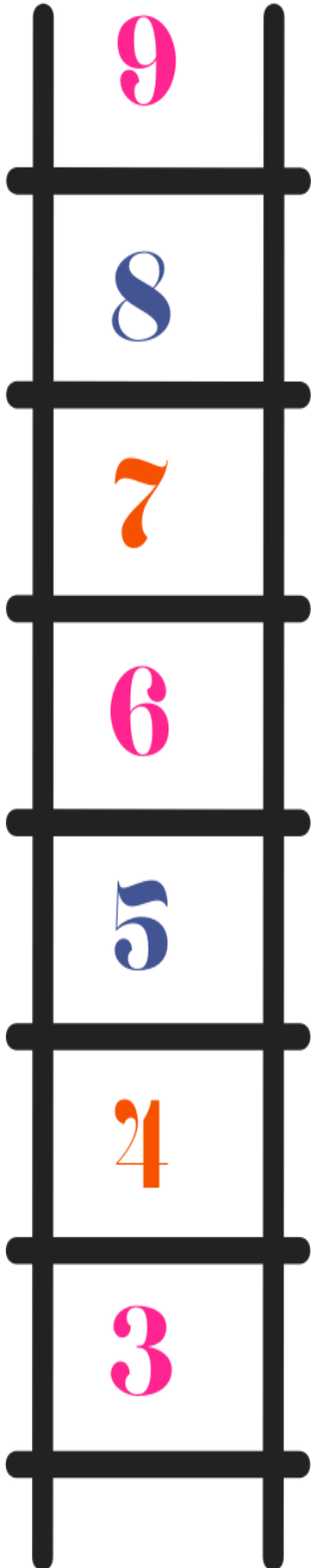
sea

creativa

plancho

mandaba

Actividad 2



Translate the sentences into Spanish. Start at the bottom of the ladder and work your way up the more challenging sentences.

10. If I could, I would go to university to study music.

9. I have always wanted to be a vet because I want to help animals.

8. At home I clean the bathroom, I vacuum and tidy my bedroom.

7. When I have a problem, my colleagues help me.

6. The best thing is that the boss is friendly, and the salary is good.

5. During my work experience, I worked in an office.

4. When I'm older, I would like to be a nurse.

3. I would like to go to university to study medicine.

2. Last summer, I worked as a shop assistant.

1. At the weekends I work in a restaurant.

Actividad 3

Complete the sentences with your own responses.

1. Los fines de semana trabajo en _____
2. Todos los días tengo que _____
3. Gano _____
4. Tengo que llevar _____
5. El verano pasado trabajé como _____
6. Los clientes son _____
7. Me gustaría estudiar _____ en la universidad.
8. Cuando sea mayor me gustaría ser _____
9. En casa _____
10. Hice mis prácticas laborales en _____
11. Todos los días _____
12. Aprendí _____
13. El próximo verano voy a trabajar en _____
14. Si saco buenas notas voy a _____

Actividad 4

Below are some possible bullet points/questions you could get asked around the topic of the world of work. Look through this pack, your exercise book and textbook and select a bank of **spicy phrases** you could use to discuss the topic.

<ul style="list-style-type: none">• Lo que haces para ganar dinero	
<ul style="list-style-type: none">• Las tareas que haces en casa	
<ul style="list-style-type: none">• donde trabajaste el verano pasado	
<ul style="list-style-type: none">• tu opinión sobre la universidad	
<ul style="list-style-type: none">• tu trabajo ideal	



HACIA

*un mundo
mejor*

Actividad 1

Fill in the gaps with one of the words from the list below.

1. Lo que más me _____ es el medioambiente.
2. Es necesario que _____.
3. Para _____ agua me ducho en vez de bañarme.
4. Creo que hay demasiada _____ en las calles.
5. No es justo que haya tanta gente sin _____.
6. Ayer reciclé el _____.
7. Nunca _____ porque es peligroso y causa el cáncer.
8. Organicé un evento para _____ fondos.
9. Me preocupan los animales en _____ de extinción.
10. Para no malgastar energía se debería _____ las luces.
11. Mi madre siempre usa las _____ de plástico.
12. El _____ global es un problema muy grave.
13. Creo que fumar es un _____ de dinero.

plástico

preocupa

peligro

apagar

recaudar

techo

reciclemos

fumaré

ahorrar

basura

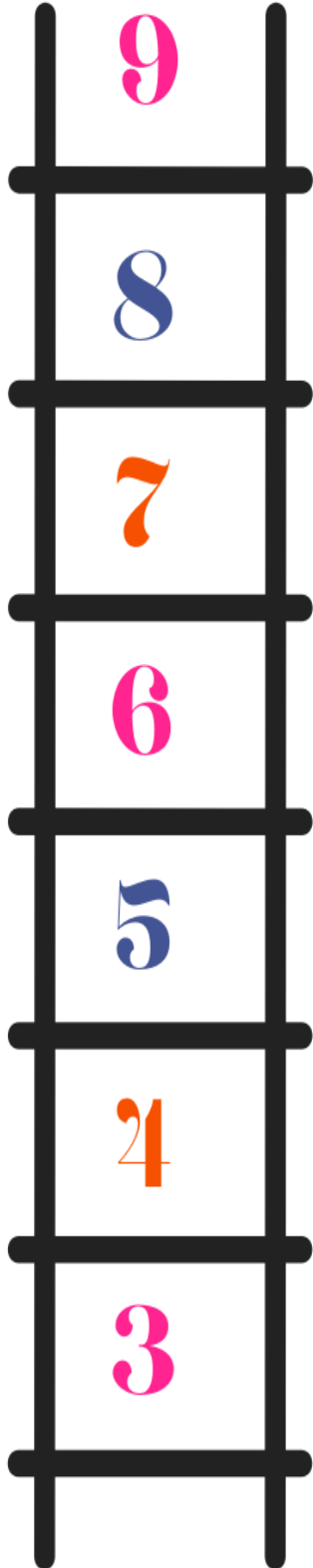
bolsas

malgasto

calentamiento

Actividad 2

Translate the sentences into Spanish. Start at the bottom of the ladder and work your way up the more challenging sentences.



10. If I could, I would install solar panels.

9. I will never take drugs because it's harmful to your health.

8. It's not fair that there is so much unemployment in my city.

7. It's essential that we recycle, and we use public transport.

6. In the future I am going to buy an electric car.

5. Yesterday I recycled plastic and glass.

4. To save energy you should turn off the lights.

3. I'm worried about global warming.

2. I don't smoke because it's dangerous.

1. I recycle and use public transport.

Actividad 3

Complete the sentences with your own responses.

1. Para proteger el planeta _____.

2. Ayer _____.

3. Me preocupa _____.

4. No es justo que haya _____.

5. En el futuro voy a _____.

6. Para cuidar al medio ambiente se debería _____

_____.

7. Para cuidar al medio ambiente no se debería _____

_____.

8. Para cuidar al medio ambiente es esencial que _____

_____.

9. No fumo porque _____.

10. Creo que llevo una dieta sana porque _____

_____.

Actividad 4

Below are some possible bullet points/questions you could get asked around the topic of social & global issues. Look through this pack, your exercise book and textbook and select a bank of **spicy phrases** you could use to discuss the topic.

<ul style="list-style-type: none"> • Lo que haces para cuidar al medio ambiente 	
<ul style="list-style-type: none"> • Lo que hiciste ayer para cuidar al medio ambiente 	
<ul style="list-style-type: none"> • Lo que harás en el futuro para cuidar al medio ambiente 	
<ul style="list-style-type: none"> • Los problemas en tu zona 	
<ul style="list-style-type: none"> • una actividad reciente que hiciste para recaudar dinero. 	
<ul style="list-style-type: none"> • Describe tu dieta 	

Grammar

- Adjective Agreement
- Present tense
- Preterite Tense
- Imperfect Tense
- Near Future
- Future
- Conditional
- Connectives
- Negatives

Adjective Agreement

Adjectives are describing words. You use them to describe a noun a person or a thing.

In Spanish adjectives must agree with the noun they describe. This means that the ending depends on whether the noun is masculine, feminine, singular or plural. Unlike English, adjectives in Spanish usually come after the noun.

Una casa grande *A big house*

Un hotel lujoso *A luxurious hotel*

Let's remind ourselves of the different endings.

Adjective ends in ...	Masc. Sing.	Fem. Sing.	Masc. Pl.	Fem. Pl
- o/a	Alto	Alta	Altos	Altas
- e	Inteligente	Inteligente	Inteligentes	Inteligentes
- consonant	Azul	Azul	Azules	Azules
-or/ora	Hablador	Habladora	Habladores	Habladoras
- ista	Deportista	Deportista	Deportistas	Deportistas

Actividad 1

Complete the table with the correct form of the adjective.

Masculine		Feminine	
Singular	Plural	Singular	Plural
Gordo			Gordas
	Optimistas	Optimista	
Fiel		Fiel	
	Cómodos		Cómodas
Útil			Útiles
		Egoísta	
Gracioso		Graciosa	

Actividad 2

Select the correct form of the adjective.

1. Mi madre es **simpático/ simpática**.
2. Los alumnos son **habladores / habladoras**.
3. Esta sopa es **rico / rica**.
4. Mis amigos son **tontos / tontas**.
5. Mi ciudad es bastante **modernas / moderna**.
6. Creo que el uniforme es muy **fea / feo**.
7. Me gustan las ciencias porque son **interesante / interesantes**.
8. Mi padre puede ser bastante **severo / severa**.

Actividad 3

Complete the sentence with the correct form of the adjective in brackets.

1. Creo que los profesores son muy _____ (amable).
2. Diría que soy una persona _____ (trabajador).
3. Los edificios en mi pueblo son _____ (antiguo).
4. En mi opinión las redes sociales pueden ser _____ (peligroso).
5. Lo bueno es que hay unas aulas _____ (moderno).
6. Cuando era pequeña era más _____ (delgado).
7. Mi hermano y yo tenemos el pelo _____ (corto).
8. Me gusta mi trabajo porque mis compañeros son _____ (divertido).
9. Lo malo es que las calles están _____ (sucio).
10. No me llevo bien con mi hermano porque es muy _____ (molesto).

Present Tense

Regular Verbs

The present tense is used to talk about things that are taking place now.

Vivimos en España

We live in Spain

La casa es grande

The house is big

How to form the Present Tense

- first start with the infinitive form of the verb (the form used in the dictionary. E.g. hablar = to speak).
- look at the last two letters of the infinitive and decide whether it's an **-ar**, **-er** or **-ir** verb.
- then remove the **-ar**, **-er** or **-ir** to find the stem.
- then add the following endings:

	Hablar	Comer	Vivir
I	Habl o	Com o	Viv o
You Singular	Habl as	Com es	Viv es
He/She/It	Habl a	Com e	Viv e
We	Habl amos	Com emos	Viv imos
You Plural	Habl áis	Com éis	Viv ís
They	Habl an	Com en	Viv en

So, if we wanted to say **we dance**. We would need to take the following steps.

1. Find the infinitive – **Bailar**.
2. Look at the last two letters and decide whether it's an **ar**, **er** or **ir** verb. – Bailar
3. Remove the last two letters to find the stem – **Bail..**
4. Add on the '**we**' ending – Bail**amos**

If you're confident you can now move on to complete the activities.

Actividad 1

Match the Spanish infinitives to their English translations.

- | | |
|--------------|-------------|
| 1. ayudar | a. to write |
| 2. limpiar | b. to read |
| 3. Comprar | c. to visit |
| 4. Visitar | d. to help |
| 5. trabajar | e. to eat |
| 6. Comer | f. to buy |
| 7. Beber | g. to clean |
| 8. Leer | h. to live |
| 9. Vivir | i. to drink |
| 10. Escribir | j. to work |

Actividad 2

Complete the table for these 3 key regular verbs.

	Comprar	Beber	Vivir
I		Bebo	
You Singular	Compras		Vives
He/She/It			
We		Bebemos	
You Plural			Vivís
They	Compran		

Actividad 3

Conjugate the following verbs using the present tense. The infinitive form is provided in brackets.

1. they help (ayudar) _____

2. she travels (viajar) _____
3. you sg learn (aprender) _____

4. he works (trabajar) _____
5. I study (estudiar) _____
6. she enjoys (disfrutar) _____
7. it opens (abrir) _____
8. they write (escribir) _____
9. we allow (permitir) _____
10. you all spend *time* (pasar) _____

Actividad 4

Translate these sentences into Spanish.

1. Everyday my mum cooks (cocinar) and I wash (lavar) the dishes.

2. My friends and I study (estudiar) in the library.

3. If it's sunny I ride (montar) my bike.

4. My dad works (trabajar) in an office in the city centre.

5. Do you help (ayudar) at home?

6. During the holidays I always spend (pasar) time with my family.

7. At christmas we eat (comer) a lot of chocolate.

8. My friends use (usar) Whatsapp to share potos.

9. I never buy clothes on the internet.

10. Sometimes my brother and I argue (discutir).

Present Tense

Irregular Verbs

Key Irregular Verbs

	Ser To be	Jugar To play	Hacer To do	Ir To go	Ver To watch
I	Soy	Juego	Hago	Voy	Veo
You sg	Eres	Juegas	Haces	Vas	Ves
He/she/it	Es	Juega	Hace	Va	Ve
We	Somos	Jugamos	Hacemos	Vamos	Vemos
You all	Sois	Jugáis	Hacéis	Vais	veis
They	Son	Juegan	Hacen	Van	ven

Actividad 1

Write the English translation of each verb.

- | | |
|------------------|---------------|
| 1. Van _____ | 5. hago _____ |
| 2. Sois _____ | 6. Soy _____ |
| 3. Veo _____ | 7. Es _____ |
| 4. Jugamos _____ | 8. Va _____ |

Actividad 2

Translate the sentences into Spanish.

1. After school I play tennis with my friends.

2. I would say that I am hardworking and patient.

3. At the weekends my sisters go shopping.

4. After dinner I watch tv with my dad.

5. In general my teachers are funny and kind.

Preterite Tense

Regular Verbs

The preterite tense is used to talk about completed actions in the past.

Comí un pastel I ate a cake

Ayer visité a mi abuela Yesterday I visited my grandma

The preterite tense is **not** used for descriptions of things in the past or for repeated actions in the past. For these you use the Imperfect tense.

How to form the Preterite Tense

To form the different forms of regular verbs in the preterite tense, remove the **-ar**, **-er** or **-ir** to find the stem and then add the following endings.

	Hablar	Comer	Vivir
I	Hablé	Comí	Viví
You Sg	Hablaste	Comiste	Viviste
He/She/It	Habló	Comió	Vivió
We	Hablamos	Comimos	Vivimos
You all	Hablasteis	Comisteis	Vivisteis
They	Hablaron	Comieron	Vivieron

- ❖ Note that the endings for -er and -ir verbs are same.
- ❖ Be careful that you use accents correctly as using them incorrectly can change the meaning of the verb.

- ❖ There are many verbs which have an irregular form in the preterite. You will find more detail on these verbs in the Irregular Preterit reference guides.

Actividad 1

Conjugate these verbs into the preterite tense.

1. they went out (salir) _____
2. we swam (nadar) _____
3. He worked (trabajar) _____
4. I ate (comer) _____
5. You sg. helped (ayudar) _____
6. They cooked (cocinar) _____
7. We travelled (viajar) _____
8. She learnt (aprender) _____
9. I used (usar) _____
10. You all wore (llevar) _____

Actividad 2

Rewrite out these sentences and put the verbs into the preterite tense.

1. Estudian las ciencias.

2. Mi madre cocina paella.

3. Mis amigos y yo tomamos el sol.

4. Mi hermano limpia la casa.

5. Escucho música en mi dormitorio.

6. Uso Facebook para organizar una fiesta.

7. ¿Comes carne?

8. Mis padres viajan en tren.

Preterite Tense

Irregular Verbs

Many common verbs are irregular in the preterite and it is important that you know which they are and how they are formed. There is no pattern, so you need to learn them individually.

Ser to be	Ir to go	Estar to be	Hacer to do, to make	Tener to have
Fui	Fui	Estuve	Hice	Tuve
Fuiste	Fuiste	Estuviste	Hiciste	Tuviste
Fue	Fue	Estuvo	Hizo	Tuvo
Fuimos	Fuimos	Estuvimos	Hicimos	Tuvimos
Fuisteis	Fuisteis	Estuvisteis	Hicisteis	Tuvisteis
Fueron	Fueron	Estuvieron	Hicieron	Tuvieron
Poner to put	Poder to be able to	Venir to come	Querer to want	Decir to say
Puse	Pude	Vine	Quise	Dije
Pusiste	Pudiste	Viniste	Quisiste	Dijiste
Puso	Pudo	Vino	Quiso	Dijo
Pusimos	Pudimos	Vinimos	Quisimos	Dijimos
Pusisteis	Pudisteis	Vinisteis	Quisisteis	Dijisteis
Pusieron	Pudieron	Vinieron	Quisieron	Dijeron

- ❖ Note that Ser and Ir are identical in the preterite. This means that fui can be translated to either I was or I went. This is something to be aware of when translating into English, you will have to look at the context to decide which one it should be.
- ❖ Irregular verbs do not take an accent unlike the regular verb forms.

Actividad 1

Match the Spanish to the English.

- | | |
|---------------|-------------------------|
| 1. vinieron | a. they were (location) |
| 2. dijo | b. I wanted |
| 3. fui | c. they came |
| 4. tuvimos | d. we could |
| 5. pudimos | e. we had |
| 6. quise | f. I went/was |
| 7. estuvieron | g. They went/were |
| 8. fueron | h. he/she said |

Actividad 2

Translate the sentences into Spanish.

1. Last year I went to Italy with my grandparents.

2. It was a fantastic experience.

3. We had a big party to celebrate my mums birthday.

4. My friend said that smoking is dangerous.

5. I wanted to go to the cinema.

6. They did sightseeing and they went to the market.

Imperfect Tense

The imperfect tense is a past tense and is used for the following situations:

- To **describe** something or someone in the past.

*El hombre **era** muy gordo*

The man **was** very fat

- To say what someone **was doing** or what was happening

***Veía** la tele cuando mi amigo llamó*

I was watching tv when my friend called

- To say what someone **used to do** or what things used to be like

*De niño, **jugaba** al fútbol*

As a child, **I used to play** football

There are two sets of endings, one for -ar verbs and one for -er and -ir verbs. Take off the last two letters and add the following endings.

	Hablar	Comer	Vivir
I	Hablaba	Comía	Vivía
You Sing	Hablabas	Comías	Vivías
He/She/it	Hablaba	Comía	Vivía
We	Hablábamos	Comíamos	Vivíamos
You Pl.	Hablabais	Comíais	Vivíais
They	Hablaban	Comían	Vivían

There are only three irregular verbs in the imperfect tense:

Ser (to be)	Ir (to go)	Ver (to see)
--------------------	-------------------	---------------------

Era	Iba	Veía
Eras	Ibas	Veías
Era	Iba	Veía
Éramos	Íbamos	Veíamos
Erais	Ibais	Veíais
eran	Iban	Veían

Actividad 1

Conjugate the verbs below into the imperfect tense.

1. We used to go (ir) _____
2. They used to play (jugar) _____
3. I used to use (usar) _____
4. She used to work (trabajar) _____
5. I used to be (ser) _____
6. He used to do (hacer) _____
7. You used to wear (llevar) _____
8. They used to eat (comer) _____
9. We used to watch (ver) _____
10. I used to like (gustar) _____

Actividad 2

Rewrite the sentences putting the verbs into the Imperfect tense.

1. Soy bastante perezoso y tímido.

2. Mis padres juegan al tenis.

3. Estudiamos los idiomas.

4. Me gustan los dibujos animados.

5. El hotel tiene una piscina enorme.

6. Mi pueblo es tranquilo y bonito.

7. Mis abuelos viven en el campo.

8. Trabajo en una tienda como dependiente.

Preterite Vs Imperfect

The preterite & imperfect tenses have different uses in Spanish.

- You use the **preterite** to talk about completed actions in the past. The preterite tense will usually be accompanied by time markers such as *ayer*, *la semana pasada*...
- Whereas the **imperfect** tense is used to discuss what someone used to do or what something used to be like. Think of these as ongoing actions.

If you really want to impress the examiner use both tenses within the same sentence.

Estaba muy contento porque mi equipo de futbol ganó el partido.

I was very happy because my football team won the match.

Actividad 1

Decide if these sentences need the preterite or imperfect form of the verb.

1. El año pasado **fui / iba** a Gales con mis padres.
2. Cuando **fui / era** pequeña **hice / hacía** natación.
3. En el pasado mi pueblo **tuvo / tenía** más espacios verdes.
4. Ayer mi hermano **lavó / lavaba** el coche.
5. La semana pasada los alumnos **hicieron / hacían** un examen.
6. Mi madre me **compró / compraba** un nuevo vestido.

7. El hotel **tuvo** / **tenía** aire acondicionado.

8. Mi hermano y yo **cocinamos** / **cocinábamos** una cena especial para nuestra madre.

Actividad 2

Translate the sentences into Spanish. Both the preterite and imperfect is used in each sentence.

1. I was at the beach when I saw my friend.

2. We were playing football when my friend had an accident.

3. She was sad because she failed (*suspender*) the exam.

4. They used to travel by car but last year they travelled by plane.

5. My city didn't have many sports facilities, but they built (*construir*) a new sports centre.

The Near Future

You use the near future tense in Spanish to say **what is going to happen**. You use the correct form of *ir* in the present tense, the letter *a*, and the infinitive.

Ir + a + infinitive

Voy a comer

Voy	a	Ir
Vas		Jugar
Va		Hacer
Vamos		Ver
Vais		Comer
Van		Visitar
		Estudiar
		Trabajar

Actividad 1

Put the words into the correct order.

1. y vamos mis al cine amigos yo a ir

2. mar voy en nadar a el

3. comprar mis a un coche padres van

4. mi universidad hermana va ir a la a

5. fútbol ver a un voy de partido

6. centro van comercial construir a nuevo un

Actividad 2

Translate the sentences into Spanish.

1. This weekend I am going to go shopping with my mum.

2. They are going to build more green spaces.

3. I am going to use less energy.

4. We are going to take photos.

5. If it's sunny I am going to go to the beach.

6. My brother is going to download a film.

7. I am going to work as a waiter in a restaurant.

8. He is going to wear a black jacket.

9. I am going to go to university to study languages.

10. We are going to travel by plane because it's quicker.

11. Next year my parents are going to buy a dog.

12. Are you going to participate in the tournament?

The Future Tense

The future tense is used to say what someone **will do** or what **will happen**. It is formed by adding the following endings to the infinitive form of the verb. The good news is that there is only one set of endings.

	Hablar
I	Hablaré
You Sing	Hablarás
He/She/It	Hablará
We	Hablar emos
You all	Hablaréis
They	Hablarán

Some verbs have irregular stems in the future, but the endings are the same for regular verbs.

Decir (to say)	Diré	Saber (to know)	Sabré
Hacer (to do/make)	Haré	Salir (to leave/go out)	Saldré
Poder (to be able to)	Podré	Tener (To have)	Tendré
Poner (to put)	Pondré	Venir (to come)	Vendré
Querer (to want)	Querré	Haber (there will be)	Habrá

Actividad 1

Conjugate the verbs below into the future tense.

1. I will go (ir) _____
2. They will study (estudiar) _____
3. He will cook (cocinar) _____
4. It will be (ser) _____
5. We will have (tener) _____
6. There will be (haber) _____
7. I will buy (comprar) _____
8. You sg will use (usar) _____
9. They will improve (mejorar) _____
10. I will do (hacer) _____

Actividad 2

Translate the sentences into Spanish.

1. When I'm older I will have a big family.

2. We will recycle and we will use less water.

3. They will build more sports facilities.

4. I will go to Spain to practice my Spanish.

5. After the exams my friends and I will go to a music festival.

The Conditional

The conditional tense is used to say what someone **would do** or what **would happen** in the future. It is formed by adding the following endings to the infinitive form of the verb. The good news is that there is only one set of endings.

	Hablar
I	Hablar ía
You Sing	Hablar ías
He/She/It	Hablar ía
We	Hablar íamos
You all	Hablar íais
They	Hablar ían

Like the future tense some verbs have irregular stems in the conditional, these are the same as the future tense irregulars.

Decir (to say)	Diré	Saber (to know)	Sabré
Hacer (to do/make)	Haré	Salir (to leave/go out)	Saldré
Poder (to be able to)	Podré	Tener (To have)	Tendré
Poner (to put)	Pondré	Venir (to come)	Vendré
Querer (to want)	Querré	Haber (there will be)	Habré

To impress the examiner use the conditional tense alongside the imperfect subjunctive.

Si pudiera + conditional = If I could I would...

Si tuviera mucho dinero + conditional = If I had a lot of money

Actividad 1 Conjugate the following verbs in the conditional into Spanish

1. I would do (hacer) _____
2. They would improve (mejorar) _____
3. We would build (construir) _____
4. They would use (usar) _____
5. I would study (estudiar) _____
6. He could (poder) _____
7. There would be (haber) _____
8. You would go (ir) _____
9. It would be (ser) _____
10. It would have (tener) _____

Actividad 2

Translate the sentences into Spanish.

1. I would like to go to univeristy to study history.
-

2. If I could I would go to Italy because I love the food.

3. If we had the time we would go to the gym.

4. My parents would go to Australia but it's too expensive.

5. My sister would study english but she thinks it's too difficult.

6. My ideal house would have a big garden and a modern kitchen.

7. I would improve the public transport system.

8. My ideal job would be designer because I am a creative person.

Connectives

Connectives are words like 'and', 'but', 'however', 'because' etc.

It is essential that you use connectives in your work to create extended sentences and give structure to your spoken and written responses.

Connectives link sentences or parts of sentences together.

Me encanta la historia pero no soporto la geografia.

I love history but I can't stand geography.

Actividad 1

Match the Spanish to the English.

- | | |
|----------------|----------------|
| 1. porque | a. in order to |
| 2. ya que | b. also |
| 3. sin embargo | c. because |
| 4. aunque | d. furthermore |
| 5. además | e. before |

- | | |
|------------|-------------------------|
| 6. también | f. as/since |
| 7. así que | g. however |
| 8. para | h. after |
| 9. después | i. although/even though |
| 10. antes | j. therefore |

Actividad 2

Fill in the gaps with a suitable connective from the list below.

1. _____ de la cena veo la tele.
2. En mi colegio hay un gimnasio _____ no hay comedor.
3. _____ es difícil me gusta el español.
4. Quiero ser diseñador _____ me interesa la moda.
5. Quiero ser médico, _____ estudiaré la medicina.

así que // aunque // pero // ya que // después

Actividad 2

Complete these sentences with a suitable phrase.

1. Me gusta mi colegio porque _____
2. El hotel tenía una piscina también _____
3. Creo que las redes sociales son prácticas, sin embargo _____

4. Después del cole _____
5. Uso Instagram para _____
6. Voy a reciclar, además _____

7. Soy muy creativo así que _____

8. Hay mucho que hacer en mi ciudad, por ejemplo _____

9. En mi tiempo libre veo la tele o _____

10. Mi colegio ideal tendría una biblioteca también _____

Negatives

Use a range of negative structures in your work to add complexity and make your spoken and written responses more interesting.

The easy way to make a sentence negative is to put the word 'no' in front of the sentence.

No tengo animales.

No hay centro comercial

No me gusta el pescado

There are other negative words which you should add to your work to increase complexity.

Nada nothing (or "not anything")

Nadie nobody (or "not anybody")

ningún, ninguno, ninguna no, none

nunca, jamás	never
tampoco	neither, not either
ni...ni...	neither... not (or not either...or)
ya no	not anymore

Actividad 1

Make each sentence negative.

1. En mi pueblo hay un cine y un polideportivo.

2. Llevamos uniforme.

3. Siempre como las patatas fritas.

4. Hay mucho que hacer.

5. Este fin de semana voy a ir de compras.

6. He probado la comida española.

Actividad 2

Put the words in the correct order to form a negative sentence.

1. España visitado he nunca

2. biblioteca no ni comedor hay ni

3. hermana escucha mi no nadie a

4. David hace nada no estar forma para en

5. hermano sus nunca hace mi deberes

6. comer hay nada no para

7. escucha nadie me

8. mañana no nada desayuno por la

Spicy Phrases

Spicy phrases will make your answers more interesting and will help you gain more marks!

The structures below are all followed by an infinitive.

Acabo de + infinitive I have just

Example: Acabo de hacer mis deberes *I have just done my homework*

Translate :

I have just visited Spain.

I have just arrived at school.

I have just downloaded a song.

Siempre he querido + infinitive I have always wanted to

Example :**Siempre he querido visitar Australia** *I have always wanted to visit Australia.*

Translate :

I have always wanted to be an engineer.

I have always wanted to go to La Tomatina.

I have always wanted to study languages.

Tengo ganas de + infinitive I want to

Example **Tengo ganas de hacer esquí en Suiza** *I want to go skiing in Switzerland.*

Translate

I want to spend my holidays in Italy.

I want to go to a music festival with my friends.

I want to go to the beach because I love swimming in the sea.

Si pudiera + conditional If I could I would

Example **Si pudiera construiría un nuevo cine** – *If I could I would build a new cinema*

Translate

If I could I would improve the public transport system.

If I could would go to New York with my friends.

If I could I would like to go to university to study medicine.

Decidí a + infinitive I decided to

Example Decidí a visitar a mis abuelos *I decided to visit my grandparents.*

Translate

Last year, I decided to go to Greece with my sister.

I decided to study Spanish because I love languages.

I decided to travel because I want to see the world.

Cuando sea mayor... When I'm older...

Example Cuando sea mayor tendré una casa enorme *When I'm older I will have a big house*

Translate

When I'm older I will go to Japan.

When I am older I would like to get married and have a family.

When I'm older I will have a good job.

Exam Skills

Role Play

The role play is the first task you will need to complete in the speaking exam. The role play will last around 2 minutes and is worth 15 out of the possible 60 marks available for the whole exam.

You will have 12 minutes of supervised preparation time in which you will prepare for the role play and the photo card. During the preparation time you will be able to make notes and take these into the exam to help you.

How to tackle the role play

Lets look at an exemplar role play. This is a foundation question. The format for both the foundation and higher tier is the same, but there will be a difference in difficulty of question.

Instructions to candidates

Your teacher will play the part of an assistant in an employment agency and will speak first.

You should address the assistant as usted.

When you see this – ! – you will have to respond to something you have not prepared.

You will be required to use the tú or the usted form

When you see this – ? – you will have to ask a question.

Instructions in English

Rubric in Spanish. Make sure you understand **exactly** what is been asked.

Estás hablando con un empleado/una empleada en una agencia de trabajo sobre un posible trabajo.

- Tu trabajo ahora (dos detalles)
- Trabajo en España (dos razones)
- !
- Tu experiencia de trabajo en el pasado (dos detalles)
- ? horas

Surprise question. This question will be very accessible & will be asked slowly. You do not need to respond with a lengthy answer

A ? indicates that you need to ask the teacher a question. Make reference to all of the prompts given.

Mark Scheme

Foundation & Higher

<p style="text-align: center;">Communication</p> <p>2 marks per task For each task: 2 marks: the message is fully conveyed 1 mark: the message is partially conveyed 0 marks: no message is conveyed</p>	<p style="text-align: center;">Range of Language</p> <p>5 marks: Very good 4 marks: Good 3 marks: Reasonable 2 marks: Limited 1 mark: Poor 0 mark: No language worthy of credit</p>
<p>Total: _____ / 10</p>	<p>Total: _____ / 5</p>
<p>Total: ____ /15</p>	

Practicamos

Actividad 1 Complete the table with the key role play vocabulary.

Question Words		Key Verbs (Infinitives)	
¿Qué...?		Empezar	
¿Cómo...?		Terminar	
¿Dónde ...?		Abrir	
¿Cuál...?		Cerrar	
¿Cuándo...?		Key Verbs (conjugated)	
¿Quién...?		Voy	
¿Cuánto...?		Fui	
¿Cuánto cuesta(n) ...?		Voy a ir	
¿Por qué ...?		Es	
¿A qué hora ...?		Era	
Key Vocab		Será	
Descuento		Está	
Regalo		Hay	
Precio		Puedo	
Horario		Quiero	
Dirección		Tengo	
Recreo		Tenía	
Una mesa		Me gustaría	

Actividad 2 Below is an exemplar response to the role play above. Put it back into a logical order.

You should address your friend as tú.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question

Estás hablando con tu amigo español /tu amiga española sobre un día en el instituto.

- Tu día escolar
- Tu asignatura preferida y una razón
- !
- ? profesores
- Clases – cuántas por día

- **¿A qué hora empiezan las clases?**

- **¿Qué asignatura te gusta más? ...¿Por qué?**

- **! ¿Qué haces en la hora de comer en tu instituto?**

- **? profesores** _____

En general son simpáticos.

- **¿Cuántas clases tienes por día?**

	Self-Assessment	Teacher Assessment
Have I provided full details for each bullet?		
Is my message clear?		
Where required, are my tenses accurate?		
Have I used interesting vocabulary?		
Have I formed my question accurately?		

Higher Role Play

Instructions to candidates Your teacher will play the part of an assistant in a Spanish travel agent and will speak first.

You should address your friend as usted.

When you see this – ! – you will have to respond to something you have not prepared.

When you see this – ? – you will have to ask a question

Estás hablando con el empleado/la empleada en una agencia de viajes en España.

- excursión a Sevilla- número de billetes y cuando
- !
- Tu última visita a España (**dos** detalles)
- Tu opinión de viajar en tren (**dos** detalles)
- ? lugares de interés recomendados

- **¿En qué puedo ayudarle?**

- **! ¿Por qué quiere visitar Sevilla?**

- **¿Ha visitado España antes?**

- **¿Qué piensas de viajar en autocar?**

- **? lugares de interés recomendados** _____

Recomienda la catedral

	Self – assessment	Teacher assessment
Have I provided full details for each bullet?		
Is my message clear?		
Where required, are my tenses accurate?		
Have I used interesting vocabulary?		
Have I formed my question accurately?		

Photo Card

The second part of the speaking exam is the Photo Card. This section will last about two minutes and is worth 15 out of the possible 60 marks available.

Before the exam you will have 12 minutes to prepare your responses to the Photo Card and the Role Play. During the preparation time you will be able to make notes and take them into the exam with you.

You will answer 5 questions on the photo card, you will be asked one past tense question and one future tense question.

Foundation	Higher
<ul style="list-style-type: none"> • The first question always asks you to describe the photo. ¿Qué hay en la foto? • The 4 follow up questions will contain 3 in the present tense and 1 in the past or future tense. • The first 3 questions are seen and can be prepared during the 12 min preparation time. • The final two are unseen. 	<ul style="list-style-type: none"> • The first question always asks you to describe the photo. ¿Qué hay en la foto? • The 4 follow up questions will contain 2 in the present tense, 1 in the past and 1 in the future tense. • The first 3 questions are seen and can be prepared during the 12 min preparation time. • The final two are unseen.

Question 1

When describing the photo remember to cover the following points.

P – Physical Who's in the photo? what are they wearing? What do they look like? What is the weather like?

A – Action What are the people in the photo doing?

L – Location Where is the photo? What things / buildings can you see in the photo?

M – Mood How do the people in the photo seem? Are they in a good mood?

O- Opinion Do you like the photo? What do you think of the topic covered in the photo?

Follow up questions

- Aim to provide 3 pieces of information for each bullet point.
- Include at least 2 opinions and justifications.
- When required make sure you accurately use a past or future tense verb.

Past – *Fui, Visité, Jugué, Usé, Estudié, Vi, Escuché, Compré, Comí*

Future – *Voy a ir / visitar / comprar / usar / estudiar / ver / escuchar / comer*

Conditional – *Me gustaría ir / visitar / comprar / usar / estudiar / ver / escuchar / comer*

- Include interesting vocabulary, connectives, and time markers.
- Aim to include at least one spicy phrase.

Mark Scheme

Foundation & Higher	
	Response
13-15	Responds to all questions. Develops most answers. Gives and explains an opinion
10 – 12	Replies to all / nearly all questions. Develops some answers. Gives and explains an opinion.
7 – 9	Gives understandable responses to most questions. Develops at least one answer. Gives an opinion.
4-6	Answers most questions but they may be short or repetitive.
1-3	Replies to some questions but answers are likely to be short and repetitive.
0	No content worthy of credit
Total: _____ /15	

Actividad 1 Complete the table with the key role play vocabulary.

People		Location	
En la foto hay ...		Está / están	
Muchas personas		En un colegio	
Un hombre		En una oficina	
Una mujer		En el parque	
Un chico / una chica		En la playa	
Una pareja		En una plaza	
Unos estudiantes		En casa	
Un grupo de amigos		En un restaurant	
Unos compañeros de trabajo		De vacaciones	
Action		Weather	
Está / están		Hace sol	
Hablando		Hace calor	
Comiendo		Hace frío	
Jugando		Llueve	
Usando		Hace viento	
Trabajando		Nieve	
Estudiando		Hay nubes	
Festejando		Hace buen/mal tiempo	
Viendo		Así que lleva(n)	
Mood		Opinion	
Parece /parecen		Pienso que	
Contento(s)		Creo que	
Feliz/felices		Diría que	
Emocionado(s)		Me gusta la foto	
Cansado(s)		Odio la foto	
Be Specific			
En primer plano		A la derecha de	
Al fondo		A la izquierda de	

Actividad 2

Look at the example photo card below decide if the statements are true or false.



1. En la foto hay cuatro personas. **T / F**
2. En primer plano hay tres mujeres. **T / F**
3. Creo que están en un parque. **T / F**
4. Al fondo hay unos árboles grandes. **T / F**
5. Las mujeres están comiendo. **T / F**
6. La mujer en el centro lleva una camisa blanca. **T / F**
7. Todas las mujeres llevan pantalones y chaquetas negras. **T / F**
8. Creo que hace buen tiempo. **T / F**
9. Creo que las mujeres están comprando ropa. **T / F**
10. Me gusta la foto porque me gusta montar mi bici en el parque. **T / F**

Practice Photo Cards

Foundation Photo Card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **travel and tourism**.



Your teacher will ask you the following three questions and then two more questions which you have not prepared.

- ¿Qué hay en la foto?
- ¿Prefieres ir de vacaciones en invierno o en verano? ... por qué?
- ¿Qué hiciste durante las vacaciones el año pasado?
- ¡ ¿Te gusta hacer camping?
- ¡ ¿Cuál es tu opinión de viajar en avión?

¿Qué hay en la foto?

¿Prefieres ir de vacaciones en invierno o en verano? ... por qué?

¿Qué hiciste durante las vacaciones el año pasado?

! ¿Te gusta hacer camping?

¡ ¿Cuál es tu opinión de viajar en avión?

Now use the grid below to self-assess your work and provide yourself with a score. Your teacher will then mark your work and provide a score and feedback.

	Self Assessment	Teacher Assessment
In question 1 have I covered PALM & included an opinion?		
Have I included 3 pieces of information in each of the 4 follow up questions?		
Have I given and explained at least 2 opinions?		
Where required have I accurately used a past or future tense?		
Have I used interesting vocabulary?		
Have I used a range of connectives and time markers where appropriate?		
Have I included at least 1 spicy phrase?		
Score	_____ / 15	_____ / 15

Practice Photo Cards

Higher Photo Card

- Look at the photo during the preparation period.
- Make any notes you wish to on an Additional Answer Sheet.
- Your teacher will then ask you questions about the photo and about topics related to **social issues**.



Your teacher will ask you the following three questions and then two more questions which you have not prepared.

- ¿Qué hay en la foto?
- ¿Cuáles son las ventajas y desventajas de hacer deporte?
- ¿Qué hiciste recientemente para estar en forma?

- ! ¿Crees que será fácil llevar una vida sana en el futuro?
- ¡ ¿Qué piensas de las personas que fuman? ... ¿Por qué?

¿Qué hay en la foto?

¿Cuáles son las ventajas y desventajas de hacer deporte?

¿Qué hiciste recientemente para estar en forma?

! ¿Crees que será fácil llevar una vida sana en el futuro?

¡ ¿Qué piensas de las personas que fuman? ... ¿Por qué?

Now use the grid below to self-assess your work and provide yourself with a score. Your teacher will then mark your work and provide a score and feedback.

	Self Assessment	Teacher Assessment
In question 1 have I covered PALM & included an opinion?		
Have I included 3 pieces of information in each of the 4 follow up questions?		
Have I given and explained at least 2 opinions?		
Where required have I accurately used a past or future tense?		
Have I used interesting vocabulary?		
Have I used a range of connectives and time markers where appropriate?		
Have I included at least 1 spicy phrase?		
Score	_____ / 15	_____ / 15

General Conversation

The final part of the speaking exam is the General Conversation. This section will last 3 – 5 minutes at Foundation Tier, and 5 – 7 minutes at Higher Tier. The General Conversation is worth 30 out of the possible 60 marks.

The General Conversation section is split into two parts. The first half will be spent discussing your chosen theme and the second half will cover the final theme as chosen by AQA. The 3 themes are:

Theme 1: Identity & Culture

Theme 2: Local, National & International Global Areas of Interest

Theme 3: Current and Future Study and Employment

! Remember it is a requirement that you ask at least **one** question during the General Conversation, this can happen at any time during this section of the test.

You may not refer to any notes during this section of the exam.

How to succeed in the General Conversation

- **Develop your answers** – Aim to provide at least 3 pieces of information for each question.
- **Opinions & Justifications** – Give and explain opinions throughout your responses. Aim to provide double justifications wherever possible.
- **Use a variety of tenses** – You must make reference to the past, present & future time frames. Aim to use two tenses within the same sentence e.g. '*suelo ir de vacaciones a España, sin embargo, el año pasado fui a Italia*'.

- **Use connectives & time markers** – using a variety of connectives and time markers will help your piece flow and provide fluency.
- **Use spicy vocabulary** – Avoid words like 'interesante', 'divertido', 'aburrido'. Create a bank of imaginative adjectives to use in their place.
- **Include spicy phrases** – Where possible include one of our spicy phrases. These can often be pre learnt and easily adapted to fit the requirements of the question.
- **Repair strategies** – if you don't understand the question asked you can ask the following.
 - ¿Puede repetir? *Can you repeat?*
 - ¿Puede hablar más despacio? *Can you speak a bit slower?*
- **Ask a question** – You cannot access full marks without one.

Mark Schemes

Foundation

Communication	
9-10	Some developed responses. Occasional narration. Opinions which are sometimes explained.
7-8	Occasional attempts at longer responses. Some responses unclear. Gives an opinion.
5-6	Short responses. Attempts at longer responses are unclear. Gives at least one opinion.
3-4	Only provides short responses. May be occasions when speaker is unable to respond.
1-2	Speaker able to communicate very little.
0	Communication does not meet the requirement for level 1.
Range & Accuracy	
9-10	Generally good with attempts at more complex structures. Some success in making reference to past & future as well as present. Errors don't impede communication.
7-8	Reasonable language, simple structures & vocab may be repetitive at times. Limited success with reference to past & future. Errors may occasionally impede communication.
5-6	Basic language. Little or no success in making reference to past & future events. Frequent errors which may impede communication.
3-4	Limited language, simple structures & vocab. Little or no success in making reference to past & future events. Frequent errors which regularly impede communication.
1-2	Poor language, likely to be errors in vast majority of sentences.
0	Language does not meet the requirement for level 1.
Pronunciation & Intonation	
5	Generally good. Some inconsistency at times.
4	Generally understandable with some intonation.
3	Understandable with little intonation. Comprehension is sometimes delayed.
2	Anglicised pronunciation, almost no intonation. Comprehension difficult at times.
1	Only just understandable.
0	Does not meet the requirement for level 1.
Spontaneity & Fluency	

5	Good exchange. Some spontaneity, but also relies on pre-learnt responses. Some hesitation may not respond to all questions.
4	Reasonable exchange. Little spontaneity, many pre-learnt responses. Some hesitation and delivery can be slow.
3	Limited exchange. Little or no spontaneity, all relies heavily on pre-learnt responses. Frequent hesitation delivery quite slow.
2	Limited exchange. May show no spontaneity, all successful responses may be pre-learnt. Frequent hesitation delivery quite slow.
1	Poor exchange. Long hesitation. Conversation disjointed.
0	Does not meet the requirement for level 1

Higher

Communication

9-10	Consistently develops responses. Narrates coherently. Gives & explains opinions convincingly. Conveys information clearly.
7-8	Regularly develops responses. Usually narrates. Gives & explains opinions. Almost always conveys information clearly.
5-6	Develops some responses. Sometimes narrates. Gives & explains opinions. Usually conveys information clearly.
3-4	Usually gives short responses, but occasionally extends responses. Narrates briefly. Gives opinions some of which are explained.
1-2	Gives quite short responses, occasional attempts at longer responses. Some responses may be unclear. Gives opinions.
0	Communication does not meet the requirement for level 1.

Range & Accuracy

9-10	Excellent with a wide variety of structures & vocab. Confident use of 3 time frames. Few minor errors. Some errors in more complex structures.
7-8	Very good with some variety of structures & vocab. Generally successful use of 3 time frames. Few minor errors. Some errors in more complex structures.
5-6	Good with some attempts at more complex structures & vocab. Some success with reference to 3 time frames. May be minor errors and occasional serious ones which do not impede communication.
3-4	Generally good with mainly simple structures & vocab. Some success with reference to 3 time frames. May be minor errors and occasional serious ones which do not impede communication.
1-2	Poor language, likely to be errors in vast majority of sentences.
0	Language does not meet the requirement for level 1.

Pronunciation & Intonation

5	Consistently good.
4	Good with only occasional lapses.
3	Generally good but some inconsistency with challenging language
2	Generally good but some inconsistency.
1	Generally understandable.

0	Does not meet the requirement for level 1.
Spontaneity & Fluency	
5	Excellent exchange. Speaker reacts naturally with an air of spontaneity. Responds promptly with some fluency.
4	Very good exchange, often spontaneous. Usually responds promptly. Some flow of language.
3	Good exchange, may rely on pre learnt responses. Reasonable pace with some hesitation.
2	Generally good exchange. Relies on pre learnt responses. Sometimes hesitates and may not respond to all questions.
1	Reasonable exchange. Little spontaneity. Flow is broken by hesitation.
0	Does not meet the requirement for level 1.

General Conversation Questions

Use the sentence starters to complete your own responses to these exemplar General Conversation questions. Or delete them and write your own.

Las vacaciones

¿Qué haces en verano?

Suelo _____

Prefiero ... _____

Nunca ... _____

Si hace buen/mal tiempo ... _____

¿Dónde prefieres pasar las vacaciones? ¿Por qué?

Prefiero _____

Porque me gusta _____

¿Adónde fuiste de vacaciones el año pasado?

El año pasado decidí ir a _____

Fui con _____

Viajé en _____

¿Dónde te alojaste?

Me alojé en _____

Era _____

Tenía _____

Sin embargo, no tenía _____

Lo mejor _____

¿Cómo era la ciudad / el pueblo?

Era _____

Había _____

Lo mejor / peor _____

¿Qué fue lo mejor de tus vacaciones?

Lo mejor fue cuando _____

¿Qué planes tienes para el próximo verano?

Siempre he soñado de visitar _____

Tengo ganas de _____

Va a ser _____

¿Adónde irías si tuvieras mucho dinero?

Si tuviera mucho dinero iría a _____

porque _____

Además, me gustaría _____

El colegio

¿Cómo es tu insti? ¿Qué instalaciones tiene/no tiene?

Mi colegio es _____

Hay _____

Sin embargo, lo malo es que no hay _____

Lo mejor _____

¿Qué asignaturas te gustan / no te gustan? ¿Por qué?

Siempre me ha gustado _____

porque _____

sin embargo, no aguanto _____

porque _____

¿Qué opinas del uniforme escolar?

En mi cole tenemos que llevar _____

Creo que es _____

¿Qué piensas de las normas de tu insti?

En mi cole está prohibido _____

Creo que las normas son _____

Describe un día escolar típico

Por la mañana _____

Durante el recreo _____

Después del insti _____

¿Qué actividades extraescolares haces?

Soy miembro del club de _____

Creo que las actividades extraescolares _____

¿Qué actividades extraescolares hiciste el año pasado?

El año pasado participé _____

¿Qué planes tiene para este trimestre?

Después de los exámenes voy a _____

Las relaciones y la tecnología**Describe a un buen amigo tuyo/una buena amiga tuya.***Mi mejor amigo es* _____*Nos hicimos amigos porque* _____
_____*Me llevo bien con mi amigo/a porque* _____
_____**Describe a una persona de tu familia***Mi* _____ *es* _____*Me llevo bien con* _____ *porque* _____
_____**¿Te llevas bien con tu familia? ¿Por qué (no)?***En general me llevo bien con* _____*Sin embargo, a veces discuto con* _____
_____**¿Qué planes tienes con tus amigos o con tu familia este fin de semana?***Si hace buen tiempo vamos a* _____

Sin embargo, si llueve vamos a _____

¿Qué hiciste recientemente con tu familia?

El fin de semana pasado fuimos a _____

Lo pasé genial porque _____

¿Qué aplicaciones usas

Suelo usar _____ para _____

Me gusta porque es _____

¿Qué piensas de las redes sociales?

Por un lado, creo que son _____

Sin embargo, por otro lado, son _____

¿Cómo usaste la tecnología ayer?

Ayer usé _____ para _____

Mi tiempo libre**¿Qué sueles hacer en tus ratos libres?**

Suelo _____

Para descansar me gusta _____

Cuando tengo tiempo _____

¿Qué planes tienes para este fin de semana?

Este fin de semana si hace buen tiempo voy a _____

Además, tengo ganas de _____

¿Qué hiciste el fin de semana pasado?

El fin de semana pasado fui a _____

Lo pasé genial porque _____

¿Eres muy deportista?

(no) diría que soy deportista porque _____

Para mantenerme en forma _____

¿Qué te gusta ver en la tele o en el cine?

Prefiero ver _____ porque son _____

Nunca veo _____ porque son _____

¿Prefieres ver películas en casa o en el cine?

Prefiero ver películas en _____ porque _____

¿En qué consiste un buen modelo a seguir?

Creo que un buen modelo a seguir es alguien que _____

¿Quién es tu modelo a seguir?

Mi inspiración es _____ porque _____

Mi barrio**¿Cómo es la ciudad o pueblo donde vives?**

Vivo en _____ que está situada en _____

Mi ciudad es _____

¿Qué hay en tu ciudad / pueblo?

Lo bueno es que hay _____

Sin embargo, lo malo es que no hay _____

¿Qué hiciste recientemente en tu zona?

La semana pasada fui a _____

Lo pasé genial porque _____

¿Cómo cambiarías tu zona?

Si pudiera, _____

¿Qué harás en tu ciudad este fin de semana?

Este fin de semana voy a _____

¿Qué es mejor, vivir en la ciudad o en el campo? ¿Por qué?

Prefiero vivir en _____ porque _____

¿Dónde te gusta comprar?

Prefiero comprar en _____ porque _____

Sin embargo, _____

¿Adónde fuiste de compras la última vez y que compraste? ¿Qué hiciste?

El fin de semana pasado fui a _____ y compré _____

para _____

De costumbre

¿Qué te gusta comer?

Me gusta comer _____ porque _____

Mi plato favorito es _____

Nunca como _____

¿Has probado la comida española? ¿te gusta?

Sí, he comido _____

(No) me gustó porque _____

Me gustaría probar _____

¿Prefieres cenar en casa o en un restaurante? ¿Por qué?

Prefiero comer en _____ porque _____

¿Cómo vas a celebrar tu próximo cumpleaños?

Voy a cumplir _____ años.

Para celebrarlo voy a _____

¿Has asistido a un festival de música? ¿Puedes describirlo?

Sí, el verano pasado fui a _____

Vi _____

Lo pasé genial porque _____

Háblame de lo que hiciste por Navidad el año pasado

El año pasado celebré la navidad con _____

Por la mañana _____

Comimos _____

Después de la cena _____

¿Cuál es la fiesta más importante, en tu opinión?

Para mí, _____ es la fiesta más importante porque _____

¿Crees que las fiestas tradicionales son importantes?

Creo que (no) son importantes porque _____

Háblame de una fiesta española a la que te gustaría asistir.

Si pudiera, me gustaría ir a _____ porque _____

El mundo laboral**¿Tienes un trabajo a tiempo parcial? ¿Qué haces?**

Sí, los fines de semana trabajo como _____ en _____

Tengo que _____

Me gusta mi trabajo porque _____

Sin embargo, _____

¿Qué planes tienes para seguir estudiando en el futuro?

Cuando termine mis estudios me gustaría ir a la universidad para estudiar _____

porque quiero ser _____

¿Qué opinas de ir a la universidad? ¿Por qué?

Creo que la universidad es _____

¿Cómo ayudas con las tareas domésticas?

Para ayudar en casa suelo _____

Si hago mis tareas mis padres me dan _____ libras

¿Dónde hiciste tus prácticas laborales?

Hice mis prácticas laborales en _____

Todos los días _____

Era _____

¿En qué te gustaría trabajar? ¿Por qué?

Siempre he querido ser _____ porque soy una persona _____

Es un trabajo _____

¿Crees que es importante aprender otras lenguas? ¿Por qué (no)?

Creo que (no) es importante porque _____

¿Cómo pasarías un año sabático? ¿Por qué?

Si pudiera iría a _____ porque siempre he querido _____

Sería _____

¿Qué otras ambiciones tienes?

Cuando sea mayor tengo la intención de _____

Además, si todo va bien quiero _____

¿Qué cosas te importan más en la vida? ¿Por qué?

Para mí, _____ es lo más importante porque _____

Hacia un mundo mejor**¿Qué haces para mantenerte en forma?**

Para mantenerme en forma _____

Además, intento comer _____ y
evito _____

¿Qué opinas de fumar?

Creo que fumar es _____

¿Cómo se debería cuidar el medio ambiente?

Para cuidar el medio ambiente se debería _____

Además, es esencial que _____

¿Qué haces en casa para proteger el medio ambiente?

Para proteger el medio ambiente siempre _____

También, nunca _____

En el pasado _____ pero ahora _____

¿Cuáles son los problemas globales más serios hoy en día?

Lo que me preocupa más es _____

Además, no es justo que haya _____

¿Cómo se puede solucionar los problemas?

Para proteger el planeta debemos _____

Creo que es esencial que el gobierno _____

¿Crees que son importantes los eventos deportivos internacionales?

Creo que (no) son importantes porque _____

40 Word Writing

The 40-word question is the second question on the Foundation writing paper. It is worth 16 out of the possible 50 marks available. Only one task will be provided. There will be 4 bullet points which will require you to respond in the **present** tense only.

How to succeed in the 40-word question

- **Write something for each bullet point** - You will lose marks if you fail to mention one bullet point.
- **Aim for 10 words per bullet point.**
- **Keep it simple** - Do not try and say things you don't know. You can score full marks with simple but accurate language.
- **Include opinions and justifications** - Try and use different adjectives – avoid *divertido/aburrido/interesante*

Mark Scheme

Content	
9-10	A full coverage of the required information. Communication is clear.
7-8	A good coverage of the required information. Communication is mostly clear but perhaps with occasional lapses.
5-6	A reasonable coverage of the required information. Communication is generally clear but there are likely to be lapses.
3-4	A partial coverage of the required information. Communication is sometimes clear but there are instances where messages are not conveyed.
1-2	A minimal coverage of the required information. Communication is often not clear and there may be frequent instances where messages are not conveyed.
0	The content does not meet the standard required for Level 1 at this tier

Quality of Language	
5-6	Uses a variety of appropriate vocabulary and grammatical structures. Generally accurate.
3-4	Vocabulary and grammatical structures generally appropriate to the task, with some attempt at variety. More accurate than inaccurate.
1-2	Vocabulary and structures used may be limited, repetitive or inappropriate. There may be frequent errors.
0	The language produced does not meet the standard required for Level 1 at this tier.

Actividad 1 Translate the 40 word task into English.

Tu amiga argentina, Sofía, te ha preguntado sobre tu vida escolar.

Escríbele un email.

Menciona:

- tus asignaturas
- las instalaciones
- los profesores
- las normas

Escribe aproximadamente 40 palabras en español.

Actividad 2 Complete the sentences to create your own response to the task.

- Me gusta _____

- En mi colegio hay _____

- En general mis profesores son _____

- En mi cole está prohibido _____

Practice Exam Question

Now look at the question below and write a full 40-word response then use the self-assessment grid below to mark your work.

Tu amigo peruano, David, te ha preguntado sobre lo que haces en tu tiempo libre.

Escríbele un email.

Menciona:

- deportes
- redes sociales
- televisión
- los fines de semana

Escribe aproximadamente 40 palabras en español.

	Self Assessment	Teacher Assessment
Have I fully covered each bullet point?		
Have I written approximately 10 words per bullet point?		
Have I given and explained at least 1 opinion?		
Have I used interesting vocabulary?		
Have I used a range of connectives and time markers where appropriate?		
Have I checked my work for spellings, adjective agreements & verb endings?		
Score	_____ / 16	_____ / 16

90 Word Writing

The 90-word question is the final question on the Foundation paper and the first question on the Higher paper. It is worth 16 marks. You will select one question from the two provided. There will be 4 bullet points which will require you to respond using the present, past and future time frames. You can expect to see two bullet points in the present tense, one in the past and one in the future.

Remember, whilst you must respond to all 4 bullet points your responses do not need to be of equal length. Providing you have at least one sentence on each bullet you will still be able to access full marks.

How to succeed in the 90-word question

- **Cover all aspects of the task** – You will lose marks if you fail to mention all 4 bullet points.

- **Aim for 3 pieces of information for each bullet point** - where possible you should aim to give 3 pieces of information for each bullet.
- **Include opinions and justifications** - Try and use different adjectives – avoid *divertido/aburrido/interesante*
- **Be clear** – think about the structure of your writing. Use connectives and time phrases to help your piece flow.
- **Use a variety of vocabulary and structures** – Use interesting vocabulary and topic specific vocabulary. Include at least one spicy phrase.
- **Include all 3 time frames** – you must make ensure you accurately make reference to all 3 time frames; past, present & future.

Mark Scheme

Content	
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.

Quality of Language

5-6	A variety of appropriate vocabulary is used. Complex structures and sentences are attempted. There are references to 3 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.
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.
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.

Actividad 1 Translate the 90-word task into English.

Ves una página web con el título, 'Mi vida familiar'.

Decides escribir sobre tu familia.

Menciona:

- tus relaciones familiares
- qué hiciste recientemente con tu familia
- tus opiniones sobre las redes sociales
- tus planes para el futuro

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

Bullet Point

English

Tense

• tus relaciones familiares		
• qué hiciste recientemente con tu familia		
• tus opiniones sobre las redes sociales		
• tus planes para el futuro		

Actividad 2 Below is an exemplar response to the task. Rewrite out the response in a logical order.

menor y yo. En general me llevo bien con mi madre, pero a
redes sociales para estar en contacto con mis
mi cumpleaños. Fuimos de compras y después comimos en un restaurante
amigos. Creo que son muy útiles y prácticos, sin embargo pueden ser bastante
padre porque siempre me escucha. La semana
En mi familia hay cinco personas, mis padres mi hermana
trabajo. Además, tengo la intención de casarme y tener una familia grande.
italiano. Lo pasé bien porque me encanta la comida italiana. Uso las
peligrosas. Cuando sea mayor me gustaría encontrar un buen
veces puede ser un poco severa. Me llevo mejor con mi
pasada mi familia y yo fuimos a Londres para celebrar

Actividad 3 Using different colour highlighters identify the following within the text.

- past tenses
- future tenses
- connectives
- time markers
- spicy vocabulary

	Self-Assessment	Teacher Assessment
Have I fully covered each bullet point?		
Have I provided 3 pieces of information for each bullet point?		
Have I given and explained at least 2 opinions?		
Have I used interesting vocabulary and structures?		
Have I accurately used past and future tenses?		
Have I used a range of connectives and time markers where appropriate?		
Have I checked my work for spellings, adjective agreements & verb endings?		
Score	_____ / 16	_____ / 16

150 Word Writing

The 150-word question is the second question on the Higher paper. It is worth 32 out of the 60 marks available. You will select one question from the two provided. There will be 2 bullet points which will need to respond two. You will need to refer to all 3 time frames even if the bullet points don't explicitly point to a particular time frame.

Remember, whilst you must respond to both bullet points your responses do not need to be of equal length. Providing you have at least covered each bullet you will still be able to access full marks.

How to succeed in the 150-word question

- **Break each bullet point into two parts** – By splitting each bullet in two you will find it easier to keep your responses relevant and concise.
- **Include opinions and justifications** – Use opinions and justifications throughout. Where possible use double justifications.
- **Be clear** – think about the structure of your writing. Use connectives and time phrases to help your piece flow.
- **Use a variety of vocabulary and structures** – Use interesting vocabulary and topic specific vocabulary. Include a couple of spicy phrases.
- **Include all 3 time frames** – you must make ensure you accurately make reference to all 3 time frames; past, present & future.
- **Include impressive sentences** - featuring complex opinions, accurate verbs, developed opinions and connectives rather than writing lots of simpler sentences just to fill the word count.

Content	
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 a mark at this tier.

Mark Scheme

Range of language	
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 range of language produced does not meet the standard required for a mark at this tier.
Accuracy	
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 accuracy does not meet the standard required for a mark at this tier.

Actividad 1 Translate the 150 word task into English and think of how you could split each bullet into two paragraphs. Remember you will need to cover all 3 time frames.

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 el tiempo libre.

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

Bullet Point	English	
		a)
		b)
		a)
		b)

Actividad 2 Below is an exemplar response to the task. Rewrite out the response in a logical order.

hockey. Ganamos y marqué un gol. Mi profesor estaba super contento y después nos compró unas
las presiones del colegio y te dan más confianza. En mi opinión es una buena idea practicar
voleibol y nadaremos en el mar. Sera fantástico porque me gusta pasar tiempo con mis amigos.
seas activo para estar en forma. Creo que los jóvenes pasan demasiado tiempo en sus móviles o
ordenadores. Deben pasar más tiempo en el aire libre y con sus amigos. Este fin de deporte en tu tiempo libre o hacer algo activo. Es necesario que
hamburguesas para celebrar. Soy miembro del club de hockey desde hace tres años y entreno dos veces
semana mis amigos y yo vamos a ir a la playa. Jugaremos al

El lunes pasado tuve un día fantástica en el colegio. Participé en un torneo de a la semana. Creo que las actividades extraescolares son muy importantes porque te ayudan a olvidar

Actividad 3 Using different colour highlighters identify the following within the text.

- past tenses
- future tenses
- connectives
- time markers
- spicy vocabulary

Practice Exam Question

Now look at the question below and write a full 90-word response then use the self-assessment grid below to mark your work.

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

Menciona:

- el mejor día de tus vacaciones
- la diferencia entre la cultura española y inglesa

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

	Self-Assessment	Teacher Assessment
Have I fully covered each bullet point?		
Have I given and explained at least 2 opinions?		
Have I used interesting vocabulary and structures?		
Have I accurately used past and future tenses?		
Have I used a range of connectives and time markers where appropriate?		
Have I checked my work for spellings, adjective agreements & verb endings?		
Score	_____ / 32	_____ / 32