

LSCC GCSE Spanish Knowledge organiser

Slide 2	Links to full vocabulary lists, by Module
Slides 3 -39	Tenses and grammar: explanations with links to BBC bitesize for practice.
Slides 40-57	Edexcel exam style questions (Writing) with answers and commentary
Slides 58-65	Edexcel exam style questions (Speaking) with answers and commentary
Slides 65-67	Edexcel exam style questions and practice (Listening and Reading)

Click on the links to see the **full vocabulary** list for each module.

(You may need to press CTRL and click. If requested, sign in with your school email)

[GCSE Spanish Module 1 Vocabulary list](#)

[GCSE Spanish Module 2 Vocabulary list](#)

[GCSE Spanish Module 3 Vocabulary list](#)

[GCSE Spanish Module 4 Vocabulary list](#)

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What is it and when do I use it?

The present tense is used to talk about the present. You use it to talk about:

- What usually happens *Normalmente **como** fruta.* **I** normally **eat** fruit.
- What things are like *La ciudad **es** grande.* The city **is** big.
- What is happening now ***Vivimos** en Liverpool.* **We live** in Liverpool.

Why is it important?

Verbs are the building blocks of a language. Using the correct tense helps Spanish people to understand what you want to say. For GCSE, you need to be able to use all the different persons of the verb correctly.

Things to watch out for

The verb ending! This tells you who is speaking. You do not need to include *yo* (I) or *tú* (you), etc. before the verb unless you need to add extra emphasis.

How does it work?

To form the present tense you replace the infinitive ending (*-ar*, *-er* or *-ir*) with the present tense endings like this:

	escuchar (to listen)	comer (to eat)	vivir (to live)
(yo)	escuch o	com o	viv o
(tú)	escuch as	com es	viv es
(él/ella/usted)	escuch a	com e	viv e
(nosotros/as)	escuch amos	com emos	viv imos
(vosotros/as)	escuch áis	com éis	viv ís
(ellos/ellas/ustedes)	escuch an	com en	viv en

Stem-changing verbs

Stem-changing verbs are formed in the same way as regular present tense verbs. However, a vowel change occurs in the stem in some of their forms (I, you (singular), he/she/it/you polite (singular), they/you polite (plural)).

They are usually regular in their endings.

There are three common groups.

	o → ue poder (to be able to)	e → ie querer (to want)	e → i pedir (to ask for)
(yo)	puedo	quiero	pido
(tú)	puedes	quieres	pides
(él/ella/usted)	puede	quiere	pide
(nosotros/as)	podemos	queremos	pedimos
(vosotros/as)	podéis	queréis	pedís
(ellos/ellas/ustedes)	pueden	quieren	piden

Other examples of stem-changing verbs:

u/o → ue

jugar → *juego* I play
costar → *cuesta* it costs
acostarse → *me acuesto* I go to bed
dormir → *duermen* they sleep
encontrar → *encuentras* you find
llover → *llueve* it rains
volver → *vuelvo* I return

e → ie

despertarse → *se despierta* she wakes up
empezar → *empiezan* they begin
entender → *entiendo* I understand
nevar → *nieva* it snows
pensar → *usted piensa* you think
perder → *pierde* he loses
preferir → *prefiero* I prefer
recomendar → *recomiendas* you recommend

e → i

repetir → *repite* I repeat
servir → *sirven* they serve
vestir(se) → *me visto* I get dressed

1 Choose the correct form of the verb to complete each sentence.

- 1 Cuando estoy de vacaciones **come / como / comemos** muchos helados.
- 2 En verano mis amigos y yo **nadamos / nadan / nadas** en el mar.
- 3 A veces mi hermano **leo / lees / lee** novelas o manda correos.
- 4 ¿Vosotros nunca **descargas / descargan / descargáis** música?
- 5 Todos los días, me relajo y **tocamos / tocáis / toco** la guitarra.
- 6 Mi familia **vivís / vive / viven** en el noroeste de Inglaterra.
- 7 Mi amigo **prefiere / prefieren / preferimos** ir a la playa.
- 8 ¿Y tú? ¿Qué deportes **practica / practicas / practicamos** en el colegio?
- 9 ¿Cuánto **cuestan / cuesto / cuesta** una habitación individual con desayuno incluido?

Try for yourself, bring your work to be marked by your Spanish teacher.

3 Translate these sentences into Spanish.

- 1 Every year we spend the summer holidays in Spain.
- 2 I read a lot and I sometimes download videos.
- 3 We do sport every day and sometimes we listen to music.
- 4 How much does a double room cost?
- 5 I would like to change rooms because the shower does not work.
- 6 We need three towels and a hairdryer.
- 7 Juan plays an instrument at school but his brother prefers to play football.
- 8 Classes last forty minutes and break lasts fifteen minutes.
- 9 My friends wear grey trousers, a white shirt and a black jacket at school.

2 Complete the sentence with the correct form of the verb. Then translate each sentence into English.

- 1 En el instituto estudiar varias asignaturas y no tienes que llevar uniforme. (*poder*)
- 2 Muchas personas unos vaqueros y una camiseta. (*llevar*)
- 3 Las clases a las nueve y a las tres y media. (*empezar / terminar*)
- 4 Me gustan las ciencias, pero las matemáticas. (*preferir*)
- 5 Mi amigo estudia historia porque aprender más del pasado. (*querer*)
- 6 La profesora de inglés muy bien y un buen ambiente de trabajo. (*enseñar / crear*)
- 7 Los alumnos de mi colegio mucho durante las vacaciones. (*estudiar*)
- 8 Mis amigos y yo en varias actividades extraescolares. (*participar*)
- 9 Desafortunadamente, hay alumnos que intimidación en mi insti. (*sufrir*)

What is the preterite tense?

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

Fui a la playa.

I went to the beach.

Viajó en coche.

He travelled by car.

How does it work?

Regular preterite verbs

To form the preterite tense, take the infinitive, remove the *-ar*, *-er* or *-ir*, and then add the following endings. Note that *-er* and *-ir* verbs take the same endings in the preterite.

	visitar (to visit)	comer (to eat)	salir (to go out)
(yo)	visit é	com í	sal í
(tú)	visit aste	com iste	sal iste
(él/ella/usted)	visit ó	com ió	sal ió
(nosotros/as)	visit amos	com imos	sal imos
(vosotros/as)	visit asteis	com isteis	sal isteis
(ellos/ellas/ustedes)	visit aron	com ieron	sal ieron

- Take care to use accents correctly as they can change the meaning of a verb.
escucho (I listen) but *escuchó* (he listened)

Irregular preterite verbs

- The most common irregular verbs in the preterite tense are:

	ser/ir (to be/to go)	ver (to see)	hacer (to do/to make)	tener (to have)
(yo)	fui	vi	hice	tuve
(tú)	fuiste	viste	hiciste	tuviste
(él/ella/usted)	fue	vio	hizo	tuvo
(nosotros/as)	fuimos	vimos	hicimos	tuvimos
(vosotros/as)	fuisteis	visteis	hicisteis	tuvisteis
(ellos/ellas/ustedes)	fueron	vieron	hicieron	tuvieron

- Note that **ser** and **ir** are identical in the preterite tense.
- Irregular verbs don't take accents in the preterite.

Look at the verb tables on page 222–224 for more irregular preterite tense verbs.

- Some preterite verbs have **irregular spellings** just in the first person singular (yo).

sacar → *saqué* I got/took
tocar → *toqué* I played (an instrument)
jugar → *jugué* I played (a sport)
llegar → *llegué* I arrived

The Preterite tense

Try for yourself, bring your work to be marked by your Spanish teacher.

Preparados

1 Complete the sentence with the correct 'I' (yo) form of the verb in brackets. Then translate the sentences into English.

- 1 El año pasado a hacer windsurf. (*aprender*)
- 2 Hace dos años Nueva York. (*visitar*)
- 3 En septiembre en un maratón. (*participar*)
- 4 El verano pasado un móvil nuevo. (*comprar*)
- 5 Ayer un accidente con mi bici. (*tener*)
- 6 El lunes el saxofón en un concierto. (*tocar*)
- 7 La semana pasada una buena película. (*ver*)
- 8 mis deberes y luego con mis amigos. (*hacer, salir*)

¡Ya!

3 Copy and complete the text by choosing an appropriate verb from the box and changing it into the correct form in the preterite tense.

Example: **1 fuimos**

sacar hacer ir perder ver comprar jugar

El verano pasado **1** (*nosotros*) de vacaciones a Italia. **2** (*nosotros*) muchas actividades diferentes. Por ejemplo, mi hermano **3** (*él*) al voleibol en la playa y mis padres **4** (*ellos*) recuerdos en el centro comercial. También **5** (*nosotros*) muchos monumentos interesantes, pero no **6** (*yo*) muchas fotos porque **7** (*yo*) mi cámara nueva. ¡Qué desastre!

4 Translate the sentences into Spanish.

- 1 My dad hired a car. (*alquilar*)
- 2 We ate in the restaurant. (*comer*)
- 3 They sunbathed every day. (*tomar el sol*)
- 4 He took lots of photos. (*sacar*)
- 5 You (singular) went to the gym. (*ir*)
- 6 I played football on the beach. (*jugar*)

The near future tense

What is the near future tense?

The near future is used to describe 'what is going to happen' (for example, tonight, tomorrow, next week, etc.). It is the most common tense in Spanish for describing future plans.

Voy a comprar un coche.

Vamos a ir de excursión.

I am going to buy a car.

We are going to go on a trip.

How does it work?

To form the near future, you need:

ir (in the present tense) + ***a*** + **infinitive**

(yo)	voy	a	comer
(tú)	vas		jugar
(él/ella/usted)	va		tener
(nosotros/as)	vamos		salir
(vosotros/as)	vais		comprar
(ellos/ellas/ustedes)	van		hacer

Remember to include the preposition ***a*** when using the near future tense.

Other ways to refer to the future

There are also a number of other ways to talk about the future. These include:

- **Quiero + infinitive**

This is used to say what you **want** to do.

Quiero estudiar alemán.

I want to study German.

- **Me gustaría + infinitive**

You can use this to say what you **would like** to do.

Me gustaría ir a la piscina.

I would like to go to the swimming pool.

- The future tense

The future tense is used to say what you **will** do. See page 218.



Time phrases which refer to the future include:

mañana

tomorrow

pasado mañana

the day after tomorrow

esta noche

tonight

este fin de semana

this weekend

el próximo trimestre

next term

el año que viene

next year

en el futuro

in the future

Preparados

1 Unjumble the sentences and then translate them into English.

- | | | | |
|---|------------------------------------|---|------------------------------|
| 1 | parque a Voy ir al | 5 | viajar? a vas ¿Cómo |
| 2 | ser genial! a ¡Va | 6 | vamos noche a Esta cantar |
| 3 | va Miguel piano tocar a el | 7 | voy estudiar No a geografía |
| 4 | chocolate profes van comprar Los a | 8 | a Internet navegar por Vamos |

Listos

2 Match up the sentence halves and write them out in full. Then translate the sentences into English.

- | | | | |
|---|------------------|---|------------------------------------|
| 1 | Mi hermano... | a | vas a volver? |
| 2 | Mi madre y yo... | b | va a participar en un intercambio. |
| 3 | Mañana no voy... | c | a hacer turismo. |
| 4 | Vamos a... | d | vamos a ir al cine esta noche. |
| 5 | ¿A qué hora... | e | al club de fotografía. |
| 6 | Voy a ir... | f | llegar a las cinco y media. |

¡Ya!

4 Copy and complete each sentence using the near future tense. Take care to choose the correct part of the verb *ir*.

- Nosotros música. (to listen)
- Ricardo a clase en mi insti. (to attend)
- Yo España el año que viene. (to visit)
- Los alumnos en el coro. (to sing)
- ¡El concierto flipante! (to be)
- ¿Qué con tu amigo español? (to do)

What is it and when do I use it?

The present tense is used to talk about the present. You use it to talk about:

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(vosotros/as)	escuch áis	com éis	viv ís
(ellos/ellas/ustedes)	escuch an	com en	viv en

The present continuous tense

Preparados

1 Write each of these verbs in the present continuous by changing the verb in brackets into the present participle. Then translate the whole thing into English.

1 Estoy (*beber*)

3 Están (*comer*)

5 Estamos (*bailar*)

2 Estáis (*jugar*)

4 Estás (*escribir*)

6 Está (*dormir*)

Listos

2 Complete the sentences by choosing a verb from the box and changing it into the present continuous.

Example: **1** Juan *está navegando por Internet.*

ver

sacar

navegar

leer

descargar

vivir

1 Juan por Internet.

2 Yo una novela de ciencia ficción.

3 ¿Qué película , Paco?

4 Mis hermanos fotos.

5 ¿Y vosotros? ¿Dónde ahora?

6 Mónica canciones.

¡Ya!

3 Translate the sentences into Spanish using the verbs in brackets to help you.

1 My gran is sunbathing on the beach. (*tomar*)

2 I am buying clothes in the shopping centre.
(*comprar*)

3 My uncle is watching a film at the cinema. (*ver*)

4 My sister is running in the park. (*correr*)

5 My parents are swimming in the sea. (*nadar*)

6 My cousin is reading in the library. (*leer*)

What is the perfect tense?

The **perfect tense** is used to talk about what you have done.

He perdido mi móvil.

I have lost my mobile phone.

¿**Has escuchado** esta canción?

Have you listened to this song?

How does it work?

The perfect tense is formed by using the verb **haber** in the present tense and the **past participle** of the verb. The **past participle** is formed by taking the infinitive, removing the *-ar*, *-er* or *-ir* and adding the endings: **-ado, -ido, -ido**.

(yo)	he		+ hablado (<i>hablar</i>) comido (<i>comer</i>) salido (<i>salir</i>)
(tú)	has		
(él/ella/usted)	ha		
(nosotros/as)	hemos		
(vosotros/as)	habéis		
(ellos/ellas/ustedes)	han		

Hemos comido la pizza.

We have eaten the pizza.

Some common **irregular past participles** are:

hacer to do → *hecho* done

romper to break → *roto* broken

morir to die → *muerto* died

ver to see → *visto* seen

The Perfect tense

Try for yourself, bring your work to be marked by your Spanish teacher.

Preparados

1 Complete the sentences with the correct part of the verb *haber*. Then translate the sentences into English.

1 Mis padres **han / he / ha** comprado un coche.

2 Yo **hemos / has / he** visitado Alemania.

3 Mi actor favorito **he / ha / habéis** muerto.

4 ¿Y tú? ¿**Has / He / Han** visto la película?

5 Mi novia **han / ha / habéis** marcado dos goles.

6 Nosotros **he / ha / hemos** perdido el campeonato.

Listos

2 Complete the sentences by choosing a verb from the box and changing it into the past participle. Then translate them into English.

ganar ver romper estudiar hacer comer

1 Hemos matemáticas y ciencias.

2 Ha una comedia fantástica.

3 He muchas hamburguesas.

4 Habéis mi tableta.

5 Han el partido de fútbol.

6 ¿Has tus deberes?

¡Ya!

3 Change the verbs in brackets into the perfect tense.

1 Marta (*compartir*) fotos en Instagram.

2 Mi padre y yo (*preparar*) una paella.

3 Mis hermanos (*jugar*) al ping-pong.

4 Mi madre (*ver*) una telenovela nueva.

5 Yo (*descargar*) muchas canciones.

6 ¿Y tú? ¿Qué (*hacer*) hoy?

Nouns

What are nouns?

Nouns are words that name things, people and ideas. You use them all the time!

How do they work?

In Spanish each noun has a gender: masculine or feminine.

Generally nouns ending in **-o** are masculine (*el libro*) and those ending in **-a** are feminine (*la casa*). However, there are exceptions which you need to learn, for example: *el día, el programa, la mano, la foto*, etc.

- There are some other endings that are generally either masculine or feminine.

Masculine: nouns ending in: **-or** (*actor*), **-ón** (*salchichón*) and **-és** (*estrés*).

Feminine: nouns ending in: **-ción** (*natación*), **-dad** and **-tad** (*ciudad, libertad*).

- To form the plural of nouns you normally add:

-s to words ending in a vowel

bolígrafo pen → *bolígrafos* pens

-es for words ending in a consonant

actor actor → *actores* actors

- Nouns which end in **-z** in the singular, end in **-ces** in the plural.

vez time → *veces* times

Articles

What are articles?

Articles are used with nouns and mean 'the', 'a(n)' and 'some'.

You use the definite article **el / la / los / las** for 'the'.

You use the indefinite article **un / una** for 'a', 'an' and **unos / unas** for 'some'.

How do they work?

In Spanish the **definite article** changes according to whether the noun is masculine or feminine, singular or plural.

el libro the book → **los libros** the books

la casa the house → **las casas** the houses

- The definite article is sometimes used in Spanish where we don't use it in English. You need to use it to:

Talk about school subjects and languages (unless the subject/language comes straight after a verb):

El español es genial. Spanish is great.

Estudio inglés. I study English.

Express an opinion, for example, *me gusta* or *me encanta*:

Me gusta el pescado. I like fish.

Los concursos son aburridos. Game shows are boring.

Say 'on' followed by a day of the week:

El sábado fui al cine. On Saturday I went to the cinema.

The **indefinite article** also changes according to whether the noun is masculine or feminine, singular or plural.

un libro a book → **unos libros** some books

una casa a house → **unas casas** some houses

- The indefinite article is sometimes not used in Spanish where we do use it in English. You do **not** need to use it:

When you refer to jobs:

Soy médico. I am a doctor.

In a negative sentence with **tener** + noun.

No tengo coche. I don't have a car.

1 Complete these sentences with the correct indefinite article *un / una / unos / unas*. You need to decide whether the noun is masculine or feminine, singular or plural.

- 1 Comí pizza enorme.
- 2 Voy a comprar pantalones negros.
- 3 Visité monumentos muy interesantes.
- 4 Necesito secador.
- 5 Compré gafas de sol muy baratas.
- 6 En mi pueblo hay universidad famosa.
- 7 Quiero reservar habitación.
- 8 Saqué fotos fantásticas.

2 Change the following singular nouns into the plural form. Remember also to change the indefinite articles to the plural.

Example: **1 unos** barcos

- | | |
|---------------|---------------|
| 1 un barco | 6 una playa |
| 2 una piscina | 7 una noche |
| 3 un móvil | 8 un lápiz |
| 4 una actriz | 9 una montaña |
| 5 un bar | 10 un tren |

3 Fill in the gaps with the correct article. Be careful, you may not need to use one! Then translate the sentences into English.

- 1 Mi padre es profesor.
- 2 Creo que francés es difícil.
- 3 Llevo camisa blanca y pantalones grises.
- 4 Estudio informática y ciencias.
- 5 Soy una fanática de equitación.
- 6 El hotel no tenía restaurante.
- 7 Voy a descargar nueva canción de Coldplay.
- 8 miércoles vi programa de deporte.

4 Use the words in the box to help you complete the following sentences. For each one decide whether you need to make it plural.

Example: **1 Las** tiendas

estación	concierto	tienda	salón de actos
aula	luz	profesor	instalación

- | | |
|--|--|
| 1 (The shops) en mi pueblo son baratas. | 5 (The lights) no funcionan. |
| 2 En mi insti (the classrooms) son antiguas. | 6 No me gustan (the teachers) en mi insti. |
| 3 (The hall) es bastante pequeño. | 7 (The facilities) son excelentes. |
| 4 Vivo cerca de (the station). | 8 En mi opinión, (the concert) fue flipante. |

What are adjectives?

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

How do they work?

In Spanish adjectives have to agree with the person or thing they describe. They may have different endings in the masculine, feminine, singular and plural.

These are the common patterns of adjective endings.

adjectives ending in:	masculine singular	feminine singular	masculine plural	feminine plural
-o	bonito o	bonita a	bonito s	bonita s
-e	elegante	elegante	elegante s	elegante s
-ista	pesim ista	pesim ista	pesim istas	pesim istas
-or	hablad or	hablad ora	hablad ores	hablad oras
other consonants	azul	azul	azule s	azule s

- Some adjectives of nationality which do not end in **-o** follow different patterns.

adjectives ending in:	masculine singular	feminine singular	masculine plural	feminine plural
-s	inglés	inglesa a	ingleses	inglesas
-l	español	española a	españoles	españolas
-n	alemán	alemana a	alemanes	alemanas

- Some adjectives always take the masculine singular form. They are mostly colours made up of two words (*azul claro, rojo oscuro, etc.*)
- Most adjectives come after the noun that they are describing.
un vestido gris a grey dress
- However, a few adjectives often come before the noun. These include:
mucho (a lot of / many) *bueno* (good) *malo* (bad)
primero (first) *segundo* (second) *tercero* (third)
*No tengo **mucho** tiempo.* I don't have a lot of time.
- A few adjectives are shortened when they come before a masculine singular noun. For example:
bueno good → *buen* *Hace buen tiempo.*
malo bad → *mal* *Hace mal tiempo.*
primero first → *primer* *El primer día...*
tercero third → *tercer* *El tercer ciclista*

1 Unjumble the sentences, paying attention to the position of the adjectives. Then translate the sentences into English.

- | | |
|-----------------------------------|--------------------------------------|
| 1 pelo el Tengo rubio | 5 hizo tiempo mal Ayer |
| 2 irlandesa la Me música encanta | 6 una Había climatizada piscina |
| 3 paciente una muy persona Soy | 7 insti laboratorios muchos tiene Mi |
| 4 gris llevar que un Tengo jersey | 8 italiano buen un Tenía restaurante |

2 Choose the correct form of the adjective. Then translate the sentences into English.

- El hotel era **pequeñas / pequeña / pequeño**.
- Me alojé en una pensión **cara / caras / caros**.
- Las habitaciones eran **lujosa / lujosas / lujoso**.
- El pueblo era demasiado **ruidoso / ruidosos / ruidosa**.
- Mi madre es muy **trabajadoras / trabajador / trabajadora**.
- Compré una chaqueta **amarillo / amarillas / amarilla**.
- Mi novia es **alemana / alemán / alemanas**.
- Tengo que llevar una corbata **roja / rojo / rojas** oscuro.

3 Look at the picture and the description of this family. For each space, choose an appropriate adjective which agrees with the noun.

marrones	azul	liso	simpáticos
colombiana	corto	alto	gordo

Me llamo María, soy **1** y tengo siete años. Tengo el pelo largo y **2** . En la foto, mi abuela lleva una camisa **3** y mi abuelo tiene bigote. Mi abuela tiene el pelo moreno y **4** , y tiene los ojos **5** . Mi abuelo no es ni **6** ni bajo, y es un poco **7** . Mis abuelos son muy **8** . Me gusta mucho mi familia.

What are adverbs?

Adverbs are words that describe how **an action** is done (slowly, quickly, regularly, suddenly, badly, well, etc).

How do they work?

In English you usually add **-ly** to an adjective to form an adverb. In Spanish you add **-mente** to the feminine form of the adjective.

<i>rápido/a</i>	quick	→	<i>rápidamente</i>	quickly
<i>final</i>	final	→	<i>finalmente</i>	finally

- The adverbs from **bueno** (good) and **malo** (bad) are irregular and you just have to learn them.

<i>bien</i>	well		<i>mal</i>	badly
-------------	------	--	------------	-------

- You can learn some irregular adverbs in pairs of opposites.

<i>mucho</i>	a lot	–	<i>poco</i>	a little
<i>aquí</i>	here	–	<i>allí</i>	there

- Expressions of time or frequency are also adverbs.

<i>siempre</i>	always		<i>de vez en cuando</i>	from time to time
<i>a menudo</i>	often		<i>ahora</i>	now
<i>a veces</i>	sometimes		<i>ya</i>	already

1 Change these adjectives into adverbs and translate them into English.**1** general**2** lento**3** normal**4** raro**5** reciente**6** ruidoso**7** frecuente**8** bueno**9** perfecto**3 Translate the sentences into Spanish using the verbs in brackets to help you.****1** fuimos a Turquía. (*recently*)**2** Monto a caballo . (*often*)**3** no como pescado. (*normally*)**4** Toco el teclado. (*well*)**5** Mi abuela sale . (*rarely*)**6** Eva escucha en clase. (*always*)**7** Mi padre canta . (*badly*)**8** perdí mis llaves. (*unfortunately*)**9** Mis amigos estudian . (*a lot*)**10** Bebió el agua . (*slowly*)**2 Read the text and write down the ten adverbs which are used. Then translate them into English.**

En mi insti hay aproximadamente mil alumnos. Me gusta mucho el alemán, pero desafortunadamente, no lo hablo bien. El problema es que mi profe siempre habla rápidamente, y por eso aprendo muy poco. En el recreo normalmente juego al fútbol, pero de vez en cuando voy a la biblioteca, especialmente cuando llueve.

What are negatives?

Negatives are used with verbs when you want to say 'not', 'nothing', 'never', 'nobody', etc.

The most common ones are:

<i>no...</i>	not	<i>no... ningún / ninguna</i>	no, not any
<i>no... nada</i>	nothing / not anything	<i>no... nadie</i>	nobody / no one / not anybody
<i>no... nunca</i>	never	<i>tampoco</i>	not either
<i>no... ni... ni...</i>	neither... nor...		

How do they work?

In Spanish the simple negative is **no** and it goes immediately **before** a verb (or before a reflexive pronoun).

No como.

I **don't** eat.

No me levanto temprano.

I **don't** get up early.

- Negative expressions go either side of the verb, forming a 'sandwich' around it.

No compro **nada**.

I **don't** buy **anything**.

No hacemos **nunca** deporte.

We **never** do sport.

No soy **ni** alto **ni** bajo.

I **am neither** tall **nor** short.

- **Nunca** (never) and **tampoco** (not either) often go in front of the verb, without the word *no*.

Nunca juego al ajedrez.

I **never** play chess.

Tampoco canto en el coro.

I **don't** sing in the choir **either**.

1 Translate the sentences into English.

- 1 No estudio ni historia ni geografía.
- 2 No había nadie en la playa.
- 3 La luz no funciona.
- 4 No como nada en el recreo.
- 5 No tengo ninguna idea.
- 6 Nunca hago deportes acuáticos.

2 Match up the sentence halves and write them out in full. Then translate the sentences into English.

- 1 Nunca monto...
- 2 En las vacaciones no hago...
- 3 Tampoco...
- 4 Mi escuela primaria no tenía...
- 5 No conocí a...
- a estudio francés.
- b ni gimnasio ni pista de tenis.
- c nadie en el camping.
- d nada porque me gusta descansar.
- e en bicicleta.

3 Make each sentence negative by filling in the missing words.

- 1 Odio mi uniforme porque es muy cómodo. (*not*)
- 2 voy al insti en autobús. (*never*)
- 3 El hotel tenía bar restaurante. (*neither... nor*)
- 4 Ayer hice . (*nothing*)
- 5 fui de vacaciones con . (*nobody / no one*)

What are pronouns?

Pronouns are used in place of a noun, to avoid repeating it.

How do they work?

- **Subject pronouns** are normally only used for emphasis in Spanish, because the verb ending usually shows who is doing the action:

<i>yo</i>	<i>tú</i>	<i>él</i>	<i>ella</i>	<i>usted</i>	<i>nosotros/as</i>	<i>vosotros/as</i>	<i>ellos</i>	<i>ellas</i>	<i>ustedes</i>
I	you (sing)	he	she	you (polite sing)	we	you (plural)	they (masc)	they (fem)	you (polite pl)

- **Object pronouns** replace something or someone that has already been mentioned (e.g. Did you buy **the car**? Yes, I bought **it**). The most common type are **direct object pronouns**:

Some direct object pronouns have to agree with the noun they are replacing.

Tengo una nueva falda.

I have a new skirt.

La compré ayer.

I bought **it** yesterday.

<i>me</i>	me
<i>te</i>	you (singular)
lo / la	him/her/it
<i>nos</i>	us
<i>os</i>	you (plural)
los / las	them

- When you want to say 'to me', 'for him', etc. you use an **indirect object pronoun**. These are almost all the same as direct object pronouns, but '*lo/la*' changes to '*le*', and '*los/las*' changes to '*les*'.

Le mandé un SMS.

I sent **him** a text. (I sent a text **to him**.)

- Object pronouns normally go immediately before the verb:

No **lo** como.

I don't eat **it**.

¿**La** has visto? Have you seen **it**?

However, they are attached to the end of verb forms such as the infinitive:

Voy a **hacerlo**.

I am going to do **it**.

1 For each sentence choose the correct direct object pronoun *lo / la / los / las*. Pay attention to the gender of the noun. Then translate the sentences into English.

- | | |
|---|---|
| 1 Nunca como naranjas porque <input type="text"/> odio. | 5 Soy adicto a la tele. <input type="text"/> veo demasiado. |
| 2 Tengo un piano. <input type="text"/> toco todos los días. | 6 El inglés es difícil. No <input type="text"/> hablo bien. |
| 3 ¿Te gustan mis gafas? <input type="text"/> compré ayer. | 7 Gracias por el libro. Voy a leer <input type="text"/> mañana. |
| 4 Mis amigos viven cerca. <input type="text"/> veo mucho. | 8 Los videojuegos son caros. No <input type="text"/> compro. |

2 Unjumble the words to answer each question. Then translate each question and answer into English.

- | | |
|---|--------------------------------|
| 1 ¿Dónde perdiste tus llaves? | → estadio en el perdí Las |
| 2 ¿Tienes mi número de teléfono? | → lo no No, tengo |
| 3 ¿Cuándo vas a visitar la Sagrada Familia? | → agosto Voy en visitarla a |
| 4 ¿Por qué me mandaste un mensaje? | → te mensaje un mandé No |
| 5 ¿Qué compraste para tu madre? | → una compré camiseta Le verde |

What are connectives?

Connectives are used to link different sentences or phrases together. These include common words like:

y	and	pero	but	también	also
o	or	porque	because		

Other useful connectives include:

<i>así que</i>	so / therefore	<i>cuando</i>	when
<i>aunque</i>	although	<i>donde</i>	where
<i>ya que / dado que</i>	since / given that	<i>como</i>	like / as
<i>por eso / por lo tanto</i>	therefore	<i>que</i>	that / which / who
<i>sin embargo</i>	however	<i>para</i>	in order to
		<i>si</i>	if

How do they work?

- Connectives can be used at the start of a sentence, or can join two parts of a sentence together.

Cuando hace calor voy a la playa **donde** tomo el sol.

When it's hot I go to the beach **where** I sunbathe.

- **y** ('and') changes to **e** if it comes before a word beginning with 'i' or 'hi'.
- **o** ('or') changes to **u** if it comes before a word beginning with 'o' or 'ho'.

Estudio francés e inglés. I study French and English.

¿Llegaste ayer u hoy? Did you arrive yesterday **or** today?

1 Complete the sentence with the connective in brackets. Then translate the sentences into English.

- 1 Tengo una prima habla chino. (*who*)
- 2 Había mucha gente en el cine llegamos. (*when*)
- 3 Vamos a ir al parque no llueve. (*if*)
- 4 Siempre uso YouTube subir y ver vídeos. (*in order to*)
- 5 Nunca voy a Francia hablo francés. (*although*)
- 6 Mi profesora de ciencias es paciente, aprendo mucho. (*so*)

2 Match up the sentence halves and write them out in full. Then translate the sentences into English.

- | | |
|-------------------------------------|----------------------------|
| 1 Fui al supermercado,... | a ya que son aburridos. |
| 2 Mi amigo nunca va al parque,... | b para ir a la playa. |
| 3 En verano juego al baloncesto... | c donde compré pescado. |
| 4 Muchos turistas visitan España... | d si hace buen tiempo. |
| 5 Nunca veo documentales,... | e aunque tiene dos perros. |

3 Complete each sentence with the most logical connective.

- 1 Fui a un restaurante italiano **porque / donde / si** comí espaguetis.
- 2 Me encanta hacer piragüismo, **dado que / aunque / donde** es divertido.
- 3 Mi madre es vegetariana, **o / que / así que** no come hamburguesas.
- 4 Vivo en Madrid, **que / donde / por eso** es la capital de España.
- 5 No me gusta el dibujo. **Cuando / Sin embargo / Para**, me encanta el teatro.

The imperfect tense

What is the imperfect tense?

The imperfect tense is another way of talking about the past. It is used in Spanish for:

- Descriptions in the past:
*El camping **era** muy tranquilo.*
The campsite **was** very quiet.
- Repeated actions in the past:
***Tenía** clases de baile cada semana.*
I had dance classes every week.
- What people used to do:
*Antes **jugaba** al fútbol pero ahora hago kárate.*
Before **I used to play** football but now I do karate.

How does it work?

- The **imperfect tense** is formed by taking the infinitive of a verb, removing the infinitive endings (*-ar, -er, -ir*) and then adding the following endings. Note that *-er* and *-ir* verbs take the same endings in the imperfect.

	jugar (to play)	hacer (to do / make)	vivir (to live)
(yo)	jug aba	hac ía	viv ía
(tú)	jug abas	hac ías	viv ías
(él/ella/usted)	jug aba	hac ía	viv ía
(nosotros/as)	jug ábamos	hac íamos	viv íamos
(vosotros/as)	jug abais	hac íais	viv íais
(ellos/ellas/ustedes)	jug aban	hac ían	viv ían

The imperfect tense

- There are three verbs that are irregular in the imperfect tense.

	ir (to go)	ser (to be)	ver (to see)
(yo)	iba	era	veía
(tú)	ibas	eras	veías
(él/ella/usted)	iba	era	veía
(nosotros/as)	íbamos	éramos	veíamos
(vosotros/as)	ibais	erais	veíais
(ellos/ellas/ustedes)	iban	eran	veían

- The imperfect tense of **hay** ('there is/are', from the verb *haber*) is **había** (there was/were). *Había* is useful for describing things in the past and saying what things used to be like.

*En el hotel **había** una piscina.*

In the hotel **there was** a swimming pool.

- However, if you are talking about a completed action in the past, you use the **preterite tense**:

***Llegué** tarde al trabajo porque **hubo** un accidente.*

I arrived late to work because **there was** an accident.

The imperfect tense

Try for yourself, bring your work to be marked by your Spanish teacher.

1 Translate the sentences into English.

- 1 La pensión estaba cerca de la playa.
- 2 El albergue juvenil no tenía piscina.
- 3 Mi escuela primaria era muy pequeña.
- 4 La gente era muy simpática.
- 5 La habitación estaba sucia.
- 6 No había ni champú ni jabón.
- 7 Las vistas eran preciosas.
- 8 La ducha no funcionaba.

2 Complete the sentences with the correct form of the imperfect tense. Then translate the sentences into English.

- 1 Cuando **era / tenía** más pequeña **jugaba / hacía** deportes acuáticos.
- 2 En verano **íbamos / teníamos** a la playa, donde **jugábamos / hacíamos** al voleibol.
- 3 Cuando **tenía / estaba** doce años **era / había** miembro de un equipo de balonmano.
- 4 Los sábados **veía / montaba** a caballo y a veces **iba / tenía** a un partido de fútbol.
- 5 Antes no **era / jugaba** muy deportista y nunca **estaba / jugaba** al baloncesto.
- 6 Mi hermano **era / veía** películas en casa, pero yo **iba / montaba** al cine.

3 Complete the sentences with the correct verb from the box.

era llevaban había veía hacía iba

- 1 La montaña rusa muy grande. ¡Qué miedo!
- 2 En mi escuela primaria los alumnos no uniforme.
- 3 ratas en la cama. ¡Qué horror!
- 4 Antes atletismo, pero ahora prefiero el rugby.
- 5 al insti en coche, pero ahora voy a pie.
- 6 Siempre mi telenovela favorita, pero ya no.

4 Complete the sentences with the correct form of the imperfect tense. Then translate the sentences into English.

- 1 Las tiendas muy cerca del camping. (*estar*)
- 2 Siempre mucha gente en la playa. (*haber*)
- 3 El hotel lujoso y una piscina climatizada. (*ser, tener*)
- 4 Mi amiga y yo natación todos los días y al tenis los lunes. (*hacer, jugar*)
- 5 ¿Y tú? ¿Dónde cuando nueve años? (*vivir, tener*)
- 6 Antes mis padres aficionados del Barça y todos los partidos. (*ser, ver*)

1 Make these statements into positive *tú* commands. Then translate each one into English.

- | | |
|--|--|
| 1 <input type="text"/> más fruta. (<i>comer</i>) | 5 <input type="text"/> español, por favor. (<i>hablar</i>) |
| 2 <input type="text"/> la primera calle a la derecha. (<i>tomar</i>) | 6 <input type="text"/> el regalo. (<i>abrir</i>) |
| 3 <input type="text"/> los deberes. (<i>hacer</i>) | 7 <input type="text"/> la calle. (<i>cruzar</i>) |
| 4 <input type="text"/> las fotos en Facebook. (<i>compartir</i>) | 8 ¡ <input type="text"/> aquí! (<i>venir</i>) |

2 Re-write the statements in exercise 1 using *vosotros/as* commands.

Example: 1 Comed más fruta.

3 Translate these negative commands into English. For each one write '*singular*' or '*plural*'.

- | | |
|------------------------------|--------------------------------|
| 1 No comáis chicle en clase. | 4 No uséis el ascensor. |
| 2 No pases los semáforos. | 5 No bebas demasiada leche. |
| 3 No corras en los pasillos. | 6 No habléis en la biblioteca. |

What are comparatives and superlatives?

You use **comparatives** to say that one thing is bigger, better, more expensive, etc. than another. You use **superlatives** to say that something is the biggest, the best, the most expensive etc.

How do they work?

- The **comparative** is formed by making a 'sandwich' around the adjective:
 - **más + adjective + que** (more ... than)
*La física es **más útil** que la biología.* Physics is **more useful than** biology.
 - **menos + adjective + que** (less ... than / not as ... as)
*Bea es **menos inteligente** que Rosa.* Bea is **less intelligent than** Rosa.
 - **tan + adjective + como** (as ... as)
*Barcelona es **tan cara** como Madrid.* Barcelona is **as expensive as** Madrid.
- The **superlative** is formed by using the following construction:
el/la/los/las + más/menos + adjective
*Mi profesor de química es **el más serio**.* My chemistry teacher is **the most serious**.
- With both comparatives and superlatives, the adjective must agree with the noun being described.
- Some comparatives and superlatives are irregular:

adjective	comparative	superlative	
bueno (<i>good</i>)	mejor (<i>better</i>)	el / la mejor	los / las mejores (<i>the best</i>)
malo (<i>bad</i>)	peor (<i>worse</i>)	el / la peor	los / las peores (<i>the worst</i>)

1 Use words from the box to compare the two things in each sentence. There may be more than one correct answer and you can use each word more than once. Then translate the sentences into English.

- 1 Málaga es bonita Brighton.
- 2 La ciudad es tranquila el campo.
- 3 Las revistas son aburridas los libros.
- 4 Ir al cine es barato ver la tele.
- 5 Mi profe de español es divertido mi profe de inglés.

más
menos
tan
que
como

2 Write a sentence comparing each pair of things. Make sure the adjective agrees with the first noun.

- | | |
|---|--|
| 1 Inglaterra / España (<i>smaller</i>) | 4 una pensión / un hotel (<i>less expensive</i>) |
| 2 los aviones / los trenes (<i>quicker</i>) | 5 la música / el teatro (<i>better</i>) |
| 3 un móvil / una tableta (<i>as useful</i>) | 6 los vaqueros / el uniforme (<i>more comfortable</i>) |

3 Unjumble these superlatives and translate them into English.

- | | |
|-----------------------------------|------------------------------|
| 1 más simpática la Teresa es | 4 amigos Mis son mejores los |
| 2 religión de peor es profe la Mi | 5 guapo el es Iñaki más |
| 3 madre menos Mi paciente la es | 6 el joven hermano es Tu más |

Possessive adjectives

Possessive adjectives

What are possessive adjectives?

Possessive adjectives are words like 'my', 'your' and 'his'. We use them to say who something belongs to.

How do they work?

- Possessive adjectives have to agree with the noun they are describing. Most have two forms, singular and plural, but *nuestro* (our) and *vuestro* (your – plural) also have masculine and feminine forms.

	singular	plural
my	mi	mis
your (singular)	tu	tus
his/her/its	su	sus
our	nuestro/nuestra	nuestros/nuestras
your (plural)	vuestro/vuestra	vuestros/vuestras
their	su	sus

mis videojuegos
my computer games

vuestra casa
your (plural) house

nuestros padres
our parents

Demonstrative adjectives

What are demonstrative adjectives?

Demonstrative adjectives are words like 'this', 'that' and 'those'. They are used with nouns to indicate which thing or person you are talking about.

How do they work?

- Demonstrative adjectives have to agree with the noun they are describing:

	singular		plural	
	masculine	feminine	masculine	feminine
this / these	<i>este</i>	<i>esta</i>	<i>estos</i>	<i>estas</i>
that / those	<i>ese</i>	<i>esa</i>	<i>esos</i>	<i>esas</i>
that / those ... over there	<i>aquel</i>	<i>aquella</i>	<i>aquellos</i>	<i>aquellas</i>

esta película
this film

esos zapatos
those shoes

aquellas tiendas
those shops over there

- The difference between *ese* and *aquel* is that *aquel* refers to something further away.

1 Choose the correct possessive adjective. Then translate the sentences into English.

- Nuestro / Nuestra** tía es alta.
- Mi / Mis** abuelos viven en York.
- Juan perdió **su / sus** llaves.
- Tus / Tu** zapatos están sucios.
- Nunca usan **sus / su** coche.
- Vuestro / Vuestra** insti es feo.
- No me gustan **su / sus** amigos.
- ¿Cuándo es **tu / tus** cumpleaños?

2 Write the correct demonstrative adjective. Make sure it agrees with the noun!

- revistas (*these*)
- hotel (*that*)
- niños (*those*)
- playa (*this*)
- bar (*that ... over there*)
- sandalias (*those*)
- cinturón (*this*)
- casas (*those ... over there*)

Edexcel exam style questions Writing Q1

Foundation

La comida rápida



(Source: © Golden Pixels LLC / Alamy Stock Photo)

- 1 Estás en una cafetería en España. Publicas esta foto en las redes sociales para tus amigos.

Describe la foto **y** da tu opinión sobre la comida rápida.

Escribe aproximadamente 20–30 palabras **en español**.

Edexcel exam style questions Writing Foundation

Question 1

Q01 required candidates to describe the photograph and to give an opinion about fast food. They were recommended to write 20-30 words in Spanish.

This candidate has written 39 words in Spanish.

- 1 Estás en una cafetería en España. Publicas esta foto en las redes sociales para tus amigos.

Describe la foto y da tu opinión sobre la comida rápida.

Escribe aproximadamente 20–30 palabras **en español**.

En la foto hay dos personas en una
restaurante de comida ~~rápida~~ rápida. Hay una
chico y una chica. Se puede ver dos
hamburguesas y patatas fritas. Me gusta
mucho la comida rápida porque es delicioso
pero ~~es~~ no es sano.

Edexcel exam style questions

Writing

Foundation Q1

This response receives the maximum 6 marks available for Communication and Content.

The candidate has written information relevant to the photograph in the description and has included occasional extra details.

The language used enables the candidate to give a short description, provide simple information and an opinion, with some success. The candidate uses a small selection of common, familiar vocabulary with no significant repetition.

This response receives the maximum mark of 6 for Linguistic Knowledge and Accuracy. The candidate produces simple sentences with some linking, using *y*, *porque* and *pero*.

There is accurate application of a small selection of straightforward grammatical structures and the candidate refers successfully to present events as appropriate to the task eg *hay dos personas, hay una chico... , se puede ver... , me gusta mucho, es delicioso, no es sano...* Accuracy is good in this response.

Question 1

12 marks

Q01 required candidates to describe the photograph and to give an opinion about fast food. They were recommended to write 20-30 words in Spanish.

This candidate has written 39 words in Spanish.

- 1 Estás en una cafetería en España. Publicas esta foto en las redes sociales para tus amigos.

Describe la foto **y** da tu opinión sobre la comida rápida.

Escribe aproximadamente 20–30 palabras **en español**.

En la foto, hay dos personas en una
resturante de comida ~~rápida~~ rápida. Hay una
chico y una chica. Se puede ver dos
hamburguesas y patatas fritas. Me gusta
mucho la comida rápida porque es delicioso
pero ~~es~~ no es sano.

Edexcel exam style questions Writing Foundation Q2

Un viaje a España

2 Usted quiere visitar Sevilla. Necesita información turística de la ciudad.

Escriba un email a la oficina de turismo con la información siguiente:

- cuándo piensa viajar
- con quién viaja
- las actividades que le gusta hacer
- dónde le gustaría quedarse.

Escriba aproximadamente 40–50 palabras **en español**.

Estimados señores:

(Total for Question 2 = 16 marks)

Edexcel exam style questions Writing Foundation Q2

Un viaje a España

2 Usted quiere visitar Sevilla. Necesita información turística de la ciudad.

Escriba un email a la oficina de turismo con la información siguiente:

- cuándo piensa viajar
- con quién viaja
- las actividades que le gusta hacer
- dónde le gustaría quedarse.

Escriba aproximadamente 40–50 palabras **en español**.

Estimados señores:

Estimados señores:

Pienso que ^{es mejor} ~~quiero~~ viajar en el verano porque ~~no~~ hace mucha calor, pero hay más personas en el verano. • Quiero viajar con mis ~~amigos~~ amigos porque ~~les gusta~~ nos gusta viajar. ~~Me~~ gusta jugar al fútbol pero mis amigos no suelo hacer actividades. ~~Yo~~ NOS gustaría quedar en un ~~hotel~~ hotel de cinco estrellas con una piscina.



This response receives the maximum 8 marks available for Communication and Content.

The candidate gives information relevant to the four bullet points and adds some development.

The language enables the candidate to present simple facts, give information and to note down key points using simple ideas using common, familiar vocabulary and language structures. The language used is independently selected and does not rely too much on the language of the stimulus material to convey ideas.

This response receives the maximum mark of 8 for Linguistic Knowledge and Accuracy. The candidate produces simple sentences, which are linked, using *porque* and *pero*.

Straightforward grammatical structures are used, which are mostly accurate. There are mostly accurate references to both present and future events.

Verbs and spellings tend to be accurate with the odd exception. Occasionally, errors occur which hinder clarity of communication eg *mis amigos no suelo hacer actividades*.

16 marks

Edexcel exam style questions Writing Foundation Q2

Q02 required candidates to write an email to a tourist information office with some information about a trip.

Candidates had to include in their response the information given in the four bullet points. The bullet points appeared in the formal register and candidates were expected to respond in the same register. They were asked to produce 40-50 words in Spanish.

This candidate has written 52 words in Spanish. All words written by the candidate are considered and assessed even though the response is slightly longer than the recommended word count.

Un viaje a España

2 Usted quiere visitar Sevilla. Necesita información turística de la ciudad.

Escriba un email a la oficina de turismo con la información siguiente:

- cuándo piensa viajar
- con quién viaja
- las actividades que le gusta hacer
- dónde le gustaría quedarse.

Escriba aproximadamente 40–50 palabras **en español**.

Estimados señores:

Estimados señores:

Pienso que ^{es mejor} ~~quiero~~ viajar en el verano porque ~~es~~ hace mucha calor, pero hay más personas en el verano. • Quiero viajar con mis ~~amigos~~ amigos porque ~~les gusta~~ nos gusta viajar. ~~Me~~ me gusta jugar al fútbol pero mis amigos no suelo hacer actividades. ~~Me~~ NOS gustaría quedar en un hotel de cinco estrellas con una piscina.

Edexcel exam style questions Writing Foundation Q3

Mi educación

3 (a) Acabas de terminar tus últimos exámenes en el instituto.

Escribe una carta a tu amiga Pilar sobre tu instituto y tu educación.

Debes incluir los siguientes puntos:

- lo que más te gusta de tu instituto
- algo que hiciste en el instituto recientemente
- tus opiniones de los exámenes
- lo que harás en el futuro después de dejar el colegio.

Escribe aproximadamente 80–90 palabras **en español**.

(20)

Edexcel exam style questions Writing Foundation Q3

This candidate has written 83 words in Spanish.

Hola,
me gusta mucho ~~es~~ mi instituto porque
es muy grande. También ~~es~~ profesores muy
helpful y fantástico. mi Instituto ~~es~~ estudiar
matemáticas y Inglés y español ~~es~~ y Francia.
mi gusta ~~es~~ estudiar Inglés porque es muy
interesante y fácil, pero no me gusta mathema-
~~es~~ ticas ~~es~~, muy difícil!
en mi opinión exámenes es muy mal
porque es mucho difícil.*
en el futuro ~~no~~ dejar el colegio porque
ya mi ambición es tu trabajar ~~es~~ en el
instituto.
*pero también buen porque es informe
~~es~~ estudiante.
y tu después de dejar el colegio?

Mi educación

3 (a) Acabas de terminar tus últimos exámenes en el instituto.

Escribe una carta a tu amiga Pilar sobre tu instituto y tu educación.

Debes incluir los siguientes puntos:

- lo que más te gusta de tu instituto
- algo que hiciste en el instituto recientemente
- tus opiniones de los exámenes
- lo que harás en el futuro después de dejar el colegio.

Escribe aproximadamente 80–90 palabras **en español**.

(20)

Edexcel exam style questions Writing Foundation Q4

Question 4

The translation from English into Spanish was based on the topic of the environment.

4 Traduce las frases siguientes al español.

(a) The planet is important.

(2)

la planeta es importante.

(b) There are a lot of problems.

(2)

Hay muchas problemas.

(c) I ride a bicycle and recycle the rubbish.

(2)

Monto una bicicleta y reciclo la basura.

(d) At home I save water; it's very easy.

(3)

En casa ahorro ^o agua; es muy fácil.

(e) Yesterday, I had a shower because it uses less water.

(3)

Ayer, me duché porque usa menos agua.

Edexcel exam style questions Writing Foundation Q4

Question 4

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En casa ahorro ^{la} agua; es muy fácil.

(e) Yesterday, I had a shower because it uses less water.

(3)

Ayer, me duché porque usa menos agua.

Q04(a)

This response receives the maximum 2 marks available. Despite the use of the incorrect gender, *la planeta*, the message is considered to be fully communicated, with occasional errors that do not hinder clarity.

Q4(b)

This response receives the maximum 2 marks available. Despite the use of the incorrect agreement with *muchas*, the message is considered to be fully communicated, with occasional errors that do not hinder clarity.

Q04(c)

This response receives the maximum 2 marks available. The message was fully communicated without any errors.

Q04(d)

This response receives the maximum 3 marks available. Despite the use of the incorrect gender, *la agua*, the message is considered to be fully communicated, with occasional errors that do not hinder clarity.

Q04(e)

This response receives the maximum 3 marks available. The message was fully communicated without any errors.

12 marks

Edexcel exam style questions Writing

Higher Q1

Mi educación

3 (a) Acabas de terminar tus últimos exámenes en el instituto.

Escribe una carta a tu amiga Pilar sobre tu instituto y tu educación.

Debes incluir los siguientes puntos:

- lo que más te gusta de tu instituto
- algo que hiciste en el instituto recientemente
- tus opiniones de los exámenes
- lo que harás en el futuro después de dejar el colegio.

Escribe aproximadamente 80–90 palabras **en español**.

(20)

Edexcel exam style questions Writing

Higher Q2

Trabajar durante las vacaciones

(b) Usted acaba de pasar el verano trabajando.

Escriba un blog para convencer a sus lectores de los beneficios de trabajar durante las vacaciones.

Debe mencionar los siguientes puntos:

- detalles del trabajo que hizo
- lo que más le gustó de la experiencia
- los aspectos positivos de trabajar durante las vacaciones
- cómo le ayudará en el futuro su experiencia de trabajar durante las vacaciones.

Justifique sus ideas y sus opiniones.

Escriba aproximadamente 130–150 palabras **en español**.

Edexcel exam style questions Writing Higher Q2

¡Hola!

Acabo de terminar pasar mi verano trabajando, por lo tanto, voy a hablar de mi opinión ^{sobre} ~~que~~ trabajo.

Siempre he soñado con ir a llegar a ser profesora de natación. Por lo tanto fui a un polideportivo para trabajar el verano pasado. ¡Fue genial! Hice muchas tareas diferentes cuando allí, y ~~ayudaba~~ ^{sobre todo} aprendía sobre mi trabajo ideal. Por ejemplo casi siempre ayudaba mi jefe enseñar a los niños como nadar. También cada martes por unas horas llamaba telefónica a recepción. Aunque habría preferido a

~~* nadar~~ ^{en la piscina} ~~con los niños~~ era buena experiencia.

Mientras estaba trabajando, me divertía todo bien. Sin embargo, personalmente lo que más me gustó fue ver a los chicos aprender a nadar. Fue genial y la mejor parte fue cuando cuando había aprendido como, estaban muy contentos.

Después de completar esta experiencia pienso que muchas ventajas de trabajar en el verano. Primero se puede ganar mucho dinero para comprar nuevas cosas. Además, para mí, ^{es} un poco aburrido y me vuelve loco si no ~~hago~~ ^{tengo} algo hacer. Por lo tanto, trabajando es un buen pasatiempo porque ~~hacer~~ ^{estoy} ~~haciendo~~ ^{convirtiéndome} nuevo amigos y es más entretenido que no salir.

Cuando sea mayor, veo que mi experiencia de trabajando en el verano, me ayudará en ~~eso~~ encontrar un trabajo. Porque he ganado experiencia en el pasado, será más fácil encontrar mi trabajo ideal en el futuro. También, tengo la intención de volver allí el año próximo y quiero trabajar

todo año. ¡Estoy impaciente!

Edexcel exam style questions Writing

Higher Q2

Trabajar durante las vacaciones

(b) Usted acaba de pasar el verano trabajando.

Escriba un blog para convencer a sus lectores de los beneficios de trabajar durante las vacaciones.

Debe mencionar los siguientes puntos:

- detalles del trabajo que hizo
- lo que más le gustó de la experiencia
- los aspectos positivos de trabajar durante las vacaciones
- cómo le ayudará en el futuro su experiencia de trabajar durante las vacaciones.

Justifique sus ideas y sus opiniones.

Escriba aproximadamente 130–150 palabras **en español**.

(28)

This response receives 12 marks for Communication and Content. The candidate has written detailed information relevant to all 4 bullet points. Generally, the candidate has developed their points and ideas effectively.

They adapt the language they have used to narrate, inform, interest and convince the reader of their ideas and points of view quite well. There is a good variety of vocabulary and expression, with frequent examples of uncommon language eg *acabo de terminar, he soñado con, fue flipante, me vuelve loco, cuando sea mayor, tengo la intención*. The register and style are appropriate.

This response receives 9 marks for Linguistic Knowledge and Accuracy. The response is predominantly fluent with extended, well linked sentences using a variety of structures eg *además, porque, sin embargo, por lo tanto, por ejemplo, aunque, también*.

Usually, the language is accurate and includes mostly successful references to past, present and future events. Errors occur but they rarely hinder the clarity of the communication eg *ir a llegar, llamaba telefónicos, disfrutía*.

21 marks

Edexcel exam style questions Writing

Higher Q4

3 Traduce el texto siguiente **al español**.

I'm interested in the world we live in. Last summer my brother helped to clean our local park. The work was varied, and he loved it so much that I've decided to do something similar. I hope to travel to Quito soon with my friends where we will work on an environmental project.

Estoy interesado en el mundo donde vivimos. ~~En~~
El último verano, mi hermano ayudó a limpiar
nuestro parque ~~local~~ ^{local}. El trabajo fue variado,
y le gustó tanto que he decidido que voy a hacer
algo similar. Quiero viajar a Quito ~~pronto~~ ^{pronto} con
mis amigos donde trabajaremos con un proyecto
sobre medio ambiente.

Edexcel exam style questions Writing

Higher Q4

3 Traduce el texto siguiente al español.

I'm interested in the world we live in. Last summer my brother helped to clean our local park. The work was varied, and he loved it so much that I've decided to do something similar. I hope to travel to Quito soon with my friends where we will work on an environmental project.

Estoy interesado en el mundo donde vivimos. ~~El~~
El último verano ~~mi~~ mi hermano ayudó a limpiar
nuestro parque ~~local~~ local. El trabajo fue variado,
y le gustó tanto que he decidido que voy a hacer
algo similar. Quiero viajar a Quito ~~pronto~~ pronto con
mis amigos donde trabajaremos con un proyecto
sobre medio ambiente.



The meaning of the passage is communicated fully. The candidate uses accurate language and structures consistently.

Any errors are minor and do not hinder the clarity of the communication.

12 marks

Edexcel exam style questions Speaking Foundation Role play

Topic: Travel and tourist transactions

Instructions to candidates:

You are telephoning a restaurant. The teacher will play the part of the manager and will speak first.

You must address the manager as *usted*.

You will talk to the teacher using the five prompts below.

- where you see - ? – you must ask a question
- where you see - ! – you must respond to something you have not prepared

Task

Llamas a un restaurante.

1. reservar una mesa – cuándo.
2. tu grupo - detalles
3. !
4. la comida - preferencia
5. ? niños – precios reducidos

Edexcel exam style questions Speaking

Foundation Role play

TASK 1 : THE ROLE PLAY

The role play is marked for Communication only, unlike the Picture based Task and the Conversation. Short, relevant answers were all that were necessary to access the full marks. A number of students clearly thought they would do better to give unnecessarily developed responses and at times the teachers encouraged this by treating the role play as an extended conversation. Such practice is a waste of time and effort as there are no extra marks for long, developed conversations. Answers should be brief and to the point. Students sometimes lost marks by careless use of verbs – using 'fue' instead of 'fui' creates ambiguity and therefore loses marks. Occasionally students ignored the question mark in front of the bullet point and made a statement rather than asking a question, thereby forfeiting the marks.

Teachers generally conducted the examinations professionally, although some deprived their students of the marks by straying from the scripted questions, paraphrasing or adding extra information. It is important to understand that any unscripted interjection from the teacher that could give an advantage to the student immediately invalidates any response from the student. The most common example of this was '¿Tienes una pregunta para mí?' and the student's response was then ignored. A few teachers failed to read out the introduction as scripted, an omission that could affect the student's performance. More serious was the occasional omission of one of the bullet point questions and this clearly threw the students as well as losing them marks.

Most role plays offered similar degrees of difficulty with, perhaps, the one involving lost property proving to be the least successful, especially with the question '¿Qué pasó exactamente?' Equally, a significant number of students did not understand what 'datos personales' meant and either thought the question was referring to dates or gave information about their character instead – for instance, 'Soy muy trabajador'. There were further vocabulary problems with the words for 'tip' (in a restaurant), 'waiting room' and 'customer service'. The word 'sueldo' also caused problems at times.

Edexcel exam style questions Speaking Foundation Picture task

Topic: Cultural life



(Source: © OJO Images Ltd/Alamy)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- tu opinión sobre las reuniones de familia
- una fiesta que te gustó
- lo que vas a hacer para celebrar tu próximo cumpleaños
- tu opinión sobre tu celebración preferida

Edexcel exam style questions Speaking

Foundation Picture task

TASK 2 : THE PICTURE-BASED TASK

Most students did well and had prepared carefully and thoroughly for the Picture based Task questions during the 12 minute period allocated for preparation time. Unlike the Role Play, there were marks available for extended answers in Communication and Content as well as marks for the Knowledge and Accuracy of language. Students were expected not only to develop their responses but also to express opinions and justify them and to narrate and describe events. Two of the bullet points required the use of the past and future tenses or time frames and at Higher Level, students had to contend with an unexpected question that prompted an opinion from the student on an aspect of the topic. As with the Role Plays, teachers must keep to the script without changing or paraphrasing any of the questions and without adding any supplementary, unscripted questions. If they do, then again they will deprive their students of marks and any extraneous questions together with the responses are ignored.

For the first question – Describe the picture – the students were well rehearsed into uttering useful expressions such as 'hay', 'en la foto puedo ver', 'a la derecha', 'a la izquierda', 'en el fondo' and 'veo' which helped them to develop and extend their responses. The best students went methodically through the picture with descriptions of the people, their physical appearance, clothes, colours and paying attention to the background setting. A number of students often gave developed answers to the picture description in bullet point 1 but thereafter gave much shorter, undeveloped responses to subsequent questions. Weaker students should be encouraged to describe the picture in more detail; often the description was very short and minimal.

Edexcel exam style questions Speaking Higher Role play

Topic: Travel and tourist transactions

Instructions to candidates:

You are in a restaurant in Spain. Your teacher will play the part of the waiter and will speak first.

You must address the waiter as *usted*.

You will talk to the teacher using the five prompts below.

- where you see - ? – you must ask a question
- where you see - ! – you must respond to something you have not prepared

Task

Estás en un restaurante. Hablas con el/la camarero/a.

1. sentarse - dónde
2. la comida - pedir
3. !
4. ? algo que falta
5. ? propina

Edexcel exam style questions Speaking

Higher Role play

TASK 1 : THE ROLE PLAY

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Edexcel exam style questions Speaking Higher Picture based Task

Topic: Holidays



(Source: © Iakov Filimonov/Shutterstock)

Mira la foto y prepara las respuestas a los siguientes puntos:

- la descripción de la foto
- el tipo de vacaciones que prefieres y por qué
- algo que te ocurrió cuando estabas de vacaciones
- con mucho dinero, adónde te gustaría ir de vacaciones
- !

Edexcel exam style questions Speaking

Higher Picture based Task

TASK 2 : THE PICTURE-BASED TASK

Most students did well and had prepared carefully and thoroughly for the Picture based Task questions during the 12 minute period allocated for preparation time. Unlike the Role Play, there were marks available for extended answers in Communication and Content as well as marks for the Knowledge and Accuracy of language. Students were expected not only to develop their responses but also to express opinions and justify them and to narrate and describe events. Two of the bullet points required the use of the past and future tenses or time frames and at Higher Level, students had to contend with an unexpected question that prompted an opinion from the student on an aspect of the topic. As with the Role Plays, teachers must keep to the script without changing or paraphrasing any of the questions and without adding any supplementary, unscripted questions. If they do, then again they will deprive their students of marks and any extraneous questions together with the responses are ignored.

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It is important to make use of the scripted follow-up questions - ¿Algo más? or ¿Por qué (no)? - to encourage students to extend their responses and aim for higher marks. Conversely, asking for ¿Algo más? when a student has already given a very full and detailed response is counter-productive. Inevitably there

Edexcel exam style questions Listening
Links to Higher and Foundation practice papers and practice
tasks:

<https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers/edexcel-gcse-spanish-past-papers>

<https://www.bbc.co.uk/bitesize/examspecs/z799hbk>

Edexcel exam style questions Reading

Links to Higher and Foundation practice papers and practice tasks:

<https://revisionworld.com/gcse-revision/spanish/spanish-gcse-past-papers/edexcel-gcse-spanish-past-papers>

<https://www.bbc.co.uk/bitesize/examspecs/z799hbk>