

Clear**Revise**[®]

AQA GCSE **Spanish**

Illustrated revision and practice

Foundation and Higher

Vivien Halksworth
Helena Gonzalez-Florido
John Halksworth

Published by
PG Online Limited
The Old Coach House
35 Main Road
Tolpuddle
Dorset
DT2 7EW
United Kingdom

sales@pgonline.co.uk
www.clearrevise.com
www.pgonline.co.uk
2024



PG ONLINE

PREFACE

Absolute clarity! That's the aim.

This is everything you need to ace your exams and beam with pride. Each topic is laid out in a beautifully illustrated format that is clear, approachable and as concise and simple as possible.

We have included worked examination-style questions with answers for each of the four papers. This helps you understand where marks are coming from and to familiarise yourself with the style of questions you will be asked. There is also a set of exam-style questions at the end of each section for you to practise your responses. You can check your answers against those given at the end of the book.

A full **transcript** and **audio clips** can be downloaded from the **clearrevise.com** website along with tips on how to approach the listening paper and guidance on marking each of the questions.

ACKNOWLEDGEMENTS

Every effort has been made to trace and acknowledge ownership of copyright. The publisher will be happy to make any future amendments with copyright owners that it has not been possible to contact. The publisher would like to thank the following companies and individuals who granted permission for the use of their images or material in this textbook.

Design and artwork: Jessica Webb / PG Online Ltd

All Sections

Photographic images: © Shutterstock

Football game © AbduL_Shakoor / Shutterstock, Running of the bulls © Migel / Shutterstock.com

Day of the Dead © Dina Julayeva / Shutterstock.com, La Tomatina © BearFotos / Shutterstock.com

Carnival © Alida_Garcia / Shutterstock.com, Beijing © Nahorski Pavel / Shutterstock.com

First edition 2024 10 9 8 7 6 5 4 3 2 1

A catalogue entry for this book is available from the British Library

ISBN: 978-1- 916518-02-5

Contributors: Vivien Halksworth, Helena Gonzalez-Florido and John Halksworth

Editor: Emma Brown

Copyright © PG Online 2024

All rights reserved

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means without the prior written permission of the copyright owner.

This product is made of material from well-managed FSC®-certified forests and from recycled materials. Printed by Bell and Bain Ltd, Glasgow, UK.



THE SCIENCE OF REVISION

Illustrations and words

Research has shown that revising with words and pictures doubles the quality of responses by students.¹ This is known as 'dual-coding' because it provides two ways of fetching the information from our brain. The improvement in responses is particularly apparent in students when they are asked to apply their knowledge to different problems. Recall, application and judgement are all specifically and carefully assessed in public examination questions.

Retrieval of information

Retrieval practice encourages students to come up with answers to questions.² The closer the question is to one you might see in a real examination, the better. Also, the closer the environment in which a student revises is to the 'examination environment', the better. Students who had a test 2–7 days away did 30% better using retrieval practice than students who simply read, or repeatedly reread material. Students who were expected to teach the content to someone else after their revision period did better still.³ What was found to be most interesting in other studies is that students using retrieval methods and testing for revision were also more resilient to the introduction of stress.⁴

Ebbinghaus' forgetting curve and spaced learning

Ebbinghaus' 140-year-old study examined the rate at which we forget things over time. The findings still hold true. However, the act of forgetting grammar and vocabulary and relearning them is what cements them into the brain.⁵ Spacing out revision is more effective than cramming – we know that, but students should also know that the space between revisiting material should vary depending on how far away the examination is. A cyclical approach is required. An examination 12 months away necessitates revisiting covered material about once a month. A test in 30 days should have topics revisited every 3 days – intervals of roughly a tenth of the time available.⁶

Summary

Students: the more tests and past questions you do, in an environment as close to examination conditions as possible, the better you are likely to perform on the day. If you prefer to listen to music while you revise, listen to songs in Spanish. However, tunes without any lyrics will be far less detrimental to your memory and retention, and silence is most effective.⁵ If you choose to study with friends, choose carefully – effort is contagious.⁷

1. Mayer, R. E., & Anderson, R. B. (1991). Animations need narrations: An experimental test of dual-coding hypothesis. *Journal of Educational Psychology*, (83)4, 484–490.
2. Roediger III, H. L., & Karpicke, J.D. (2006). Test-enhanced learning: Taking memory tests improves long-term retention. *Psychological Science*, 17(3), 249–255.
3. Nestojko, J., Bui, D., Kornell, N. & Bjork, E. (2014). Expecting to teach enhances learning and organisation of knowledge in free recall of text passages. *Memory and Cognition*, 42(7), 1038–1048.
4. Smith, A. M., Floerke, V. A., & Thomas, A. K. (2016) Retrieval practice protects memory against acute stress. *Science*, 354(6315), 1046–1048.
5. Perham, N., & Currie, H. (2014). Does listening to preferred music improve comprehension performance? *Applied Cognitive Psychology*, 28(2), 279–284.
6. Cepeda, N. J., Vul, E., Rohrer, D., Wixted, J. T. & Pashler, H. (2008). Spacing effects in learning a temporal ridge line of optimal retention. *Psychological Science*, 19(11), 1095–1102.
7. Busch, B. & Watson, E. (2019), *The Science of Learning*, 1st ed. Routledge.

CONTENTS

The basics

		<input checked="" type="checkbox"/>
Basic words and phrases	2	<input type="checkbox"/>
Phonics	5	<input type="checkbox"/>

Theme 1 People and lifestyle

Specification point

		<input checked="" type="checkbox"/>
1.1 My family and I	8	<input type="checkbox"/>
1.1 Physical appearance	10	<input type="checkbox"/>
1.1 Personality	12	<input type="checkbox"/>
1.1 Relationships	14	<input type="checkbox"/>
1.1 Friends	16	<input type="checkbox"/>
1.1 Identity and relationships with others	18	<input type="checkbox"/>
1.2 Food and drink	20	<input type="checkbox"/>
1.2 Eating healthily	22	<input type="checkbox"/>
1.2 Exercise and health	24	<input type="checkbox"/>
1.2 A healthy life	26	<input type="checkbox"/>
1.2 Good intentions	28	<input type="checkbox"/>
1.2 Healthy living and lifestyle	30	<input type="checkbox"/>
1.3 School and school subjects	32	<input type="checkbox"/>
1.3 School facilities and uniform	34	<input type="checkbox"/>
1.3 School life	36	<input type="checkbox"/>
1.3 Options at age 16	38	<input type="checkbox"/>
1.3 The world of work	40	<input type="checkbox"/>
1.3 Preparing for work	42	<input type="checkbox"/>
1.3 Education and work	44	<input type="checkbox"/>
Key vocabulary	46	<input type="checkbox"/>
Examination practice	47	<input type="checkbox"/>

Theme 2 Popular culture

			✓
2.1	Activities at home.....	52	□
2.1	Activities outside the home	54	□
2.1	TV and cinema.....	56	□
2.1	Activities in the present, past and future	58	□
2.1	What other people do	60	□
2.1	Free-time activities.....	62	□
2.2	Daily routines.....	64	□
2.2	Spanish festivals.....	66	□
2.2	Mexican festivals.....	68	□
2.2	Celebrations	70	□
2.2	Celebrations in the past and future	72	□
2.2	Customs, festivals and celebrations.....	74	□
2.3	Celebrity culture.....	76	□
2.3	Profile of a celebrity	78	□
2.3	Reality TV.....	80	□
2.3	Celebrities as role models.....	82	□
2.3	Pros and cons of fame.....	84	□
2.3	Celebrity culture.....	86	□
	Key vocabulary.....	88	□
	Examination practice.....	89	□

Theme 3 Communication and the world around us

			✓
3.1	Transportation.....	94	□
3.1	Holidays	96	□
3.1	Describing holidays	98	□
3.1	The weather	100	□
3.1	Places of interest.....	102	□
3.1	Travel, tourism and places of interest	104	□
3.2	Using a smartphone.....	106	□
3.2	The internet	108	□
3.2	Social media	110	□
3.2	Technology.....	112	□
3.2	The impact of technology	114	□
3.2	Media and technology	116	□
3.3	Where people live.....	118	□
3.3	Towns and cities.....	120	□
3.3	Describing the area	122	□
3.3	The environment	124	□
3.3	The global environment	126	□
3.3	The environment and where people live	128	□
	Key vocabulary.....	130	□
	Examination practice.....	131	□

Grammar

Nouns and articles.....	136	<input checked="" type="checkbox"/>
Adjectives	138	<input type="checkbox"/>
Adverbs	143	<input type="checkbox"/>
Pronouns.....	144	<input type="checkbox"/>
Verbs and tenses.....	148	<input type="checkbox"/>
Prepositions.....	160	<input type="checkbox"/>
Questions.....	162	<input type="checkbox"/>
Negation.....	163	<input type="checkbox"/>
Verb tables	164	<input type="checkbox"/>
Exam practice answers	169	
Guidance on getting top marks	175	
Index	183	
Examination tips	185	

Tiers, mark schemes and marking guidance

All of the Higher tier exam practice questions in this book have been marked with an **H** symbol. Foundation level questions have been marked with an **F**. Boundary level questions may have both **F H**.

The answers to exam questions should be marked in accordance with the mark schemes published on the AQA website. A set of guidance notes on how to interpret the mark schemes for each question type on each paper can be downloaded from **ClearRevise.com**. This also contains advice and tips on how to gain as many marks as you can.

Understanding the specification reference tabs

This number refers to the Theme number.
In this example, **Theme 2: Popular culture**.

2.1

This number refers to the Topic number.
In this example, **Topic 1: Free-time activities**.

Downloading the speaking and listening clips

All of the MP3 audio clips can be downloaded from our website at **ClearRevise.com/8692**.

A full copy of the **transcripts** is also available to download.



Scan the **QR code** here or on each question with a **listening or speaking symbol**.

Then select the **track** indicated.

THE BASICS

No vocabulary is specified for KS2 or KS3 so this section includes some key words and phrases that students at all levels will find helpful. This book makes no assumptions about vocabulary previously taught.

BASIC WORDS AND PHRASES

Los días de la semana

The days of the week

lunes
Monday

martes
Tuesday

miércoles
Wednesday

jueves
Thursday

viernes
Friday

sábado
Saturday

domingo
Sunday



Notice that the days of the week do not have capital letters. Only **sábado** and **domingo** have different plural forms, e.g: **los sábados, los domingos.**

el fin de semana
the weekend

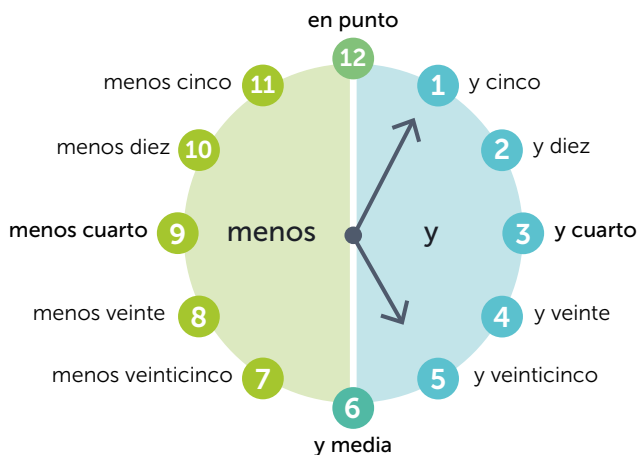
Useful phrases

el martes	<i>on Tuesday</i>
todos los viernes	<i>every Friday</i>
este fin de semana	<i>this weekend</i>
la semana que viene	<i>next week</i>
ayer	<i>yesterday</i>
mañana	<i>tomorrow</i>
anteayer	<i>day before yesterday</i>
la tarde	<i>afternoon / evening</i>
mañana por la tarde	<i>tomorrow afternoon</i>
anoche	<i>last night</i>
siempre	<i>always</i>
nunca	<i>never</i>

los jueves	<i>on Thursdays</i>
todos los días	<i>every day</i>
el viernes pasado	<i>last Friday</i>
el año próximo	<i>next year</i>
hoy	<i>today</i>
la mañana	<i>morning</i>
pasado mañana	<i>day after tomorrow</i>
la noche	<i>night</i>
ayer por la mañana	<i>yesterday morning</i>
esta noche	<i>tonight</i>
a veces	<i>sometimes</i>
a menudo	<i>often</i>

¿Qué hora es?

What time is it?



Es la una. *It's one o'clock.*

Son las dos. *It's two o'clock.*

Son las diez. *It's ten o'clock.*

Son las tres y cuarto.
It's quarter past three.

Son las cuatro menos veinte.
It's twenty to four.

A las nueve. *At nine o'clock.*

A las once y media de la noche.
At half past eleven at night.



PHONICS

These are the most important sounds in Spanish, where the pronunciation of letters is different from English. Listen to the recorded examples, and then have a go yourself. Each will be spoken twice followed by the examples

Letter	Sound	Examples
a	Open, like 'a' in 'hat' (never like the 'a' sounds in 'drama').	casa, alta
e	Open, like 'eh' sounds in English.	enfermo, verde
i	Like 'ee' in English.	increíble, italiano
o	Open, like the 'o' in 'pot'.	ojo, otoño
u	Like 'oo' in English.	uniforme, usar
ll	Like 'li' in 'million'. (Can sound like 'y' or 'j' in some parts of Spain or 'sh' in some parts of South America.)	llamar, calle
ch	A hard 'ch' sound like in 'chat'.	chico, leche
ca, co cu	When 'c' is followed by 'a', 'o' or 'u', it has a hard 'k' sound.	calor, común cultura
cu + vowel	This is pronounced like 'kw'.	cuando, acuerdo, cuidar
ce ci	When followed by 'e' or 'i', the 'c' is soft like 'th' in 'thin'. (Pronounced like 's' in Latin America and some parts of Spain.)	once, centro bicicleta
z	'Z' is pronounced like the 'c' in 'ce' or 'ci', as above (and like 's' in Latin America and some parts of Spain).	zapato, azul
que qui	The 'u' is not pronounced, so the sounds are 'keh' and 'kee'.	que, pequeño esquina, equipo
ga go gu	When 'g' is followed by 'a', 'o' or 'u', it has a hard sound, just like the English 'g' in 'good'.	gato hago gustar
ge gi	When 'g' is followed by 'e' or 'i', it has a soft sound coming from the back of the mouth. It is like the 'ch' in the Scottish word 'loch'.	general, coger colegio, gimnasio
gue gui	The 'u' is here to make the 'g' sound hard (like 'g' in 'good'). It is not pronounced.	hamburguesa seguir
j	The letter 'j' is like the 'ch' in the Scottish word 'loch'.	jamón, julio, mejor
ñ	This sound is like the 'ni' in 'onion'.	año, compañero
v	This sound can be as hard as a 'b', especially when it is the first letter in a word.	varios, verde, vamos, lavar
-r- -r	The 'r' sound is softer than the English sound, and the tongue touches the palate just behind the teeth.	pero, caro, moreno hablar
rr initial r n, l, s + r	This is a strong, rolled 'r' sound.	perro, aburrido rato, responsable sonrisa, alrededores
h	The letter 'h' is silent.	hospital, hambre

TOPICS FOR THEME 1

People and lifestyle

Specification coverage

Topic 1 Identity and relationships with others

Topic 2 Healthy living and lifestyle

Topic 3 Education and work

Information about the four papers for Foundation **F** and Higher **H** tiers:



Paper 1 – Listening

Written exam:

35 minutes **F, 45 minutes **H****

40 marks **F, 50 marks **H****

25% of GCSE

The recording is controlled by the invigilator with built-in repetitions and pauses.

Each exam includes 5 minutes' reading time at the start of the question paper before the listening material is played and 2 minutes at the end of the recording to check your work.

Section A – Listening comprehension questions in English, to be answered in English or non-verbally (**F** 32 marks, **H** 40 marks).

Section B – Dictation where students transcribe 4 sentences (**F** 8 marks) or 5 sentences (**H** 10 marks).



Paper 2 – Speaking

Non-exam assessment (NEA):

7–9 minutes **F or 10–12 minutes **H** +**

15 minutes' supervised preparation time

50 marks, 25% of GCSE

Role play – 10 marks, 1-1.5 minutes. **F H**

Reading aloud passage and short

conversation – 15 marks.

Recommended time 2-2.5 minutes **F** and 3-3.5 minutes **H**.

Minimum 35 words **F** and

minimum 50 words **H**.

Photo card discussion (two photos) – 25 marks.

Photo card discussion time:

4-5 minutes **F** and 6-7 minutes **H**.



Paper 3 – Reading

Written exam: 45 minutes **F, 1 hour **H****

50 marks, 25% of GCSE

Section A – Reading comprehension questions in English, to be answered in English or non-verbally (40 marks).

Section B – Translation from Spanish into English, minimum of 35 words **F** or 50 words **H** (10 marks).



Paper 4 – Writing

Written exam: 1 hour 10 minutes **F,**

1 hour 15 minutes **H**

50 marks, 25% of GCSE

Set of three short writing tasks. **F** only. 25 marks.

Translation of sentences from English into Spanish, minimum 35 words **F**, or 50 words **H** (10 marks).

Produce a piece of writing in response to three compulsory bullet points, approximately 90 words in total. Choose from two questions (15 marks). **F H**

Open-ended writing task.

Two compulsory bullet points, approximately 150 words in total. Choose from two questions. (25 marks). **H** only.

PHYSICAL APPEARANCE

Describiendo el aspecto físico

Describing physical appearance

Vocabulary

Hair

el pelo *hair*
 marrón *brown*
 negro *black*
 rubio *blonde*
 pelirrojo *red*



Eyes

los ojos *eyes*
 azules *blue*
 verdes *green*
 marrones *brown*
 grises *grey*



Build

alto/a *tall*
 bajo/a *short*
 gordo/a *fat*
 delgado/a *thin*



1. Match the descriptions 1–4 with the correct picture.



A



B



C



D



- 1.1 Tiene el pelo pelirrojo y los ojos verdes.
 1.2 Tiene el pelo marrón y los ojos grises.
 1.3 Tiene el pelo gris y los ojos azules.
 1.4 Tiene el pelo rubio y los ojos marrones.

1.1C 1.2A 1.3B 1.4D

Adjectives

Adjectives are 'describing' words such as 'tall', 'large', 'green' or 'happy'. In Spanish they always agree with the noun they describe, so that means they can be masculine, feminine, singular and plural. They are usually positioned after the noun they describe.

This is how to make them agree:

Ending	M. singular	F. singular	M. plural	F. plural
-o	-o alto	-a alta	-os altos	-as altas
-e	-e verde	-e verde	-es verdes	-es verdes
consonant e.g. -l, -s, -n	-l azul	-l azul	-les azules	-les azules



Note that **marrón** loses its accent in the plural:
 → **marrones**.

Adjectives ending in -z
 change the z to a c in
 the plural:
 feliz → felices.

... **Describiendo el aspecto físico continued**

2. Complete the sentences with the correct form of the adjectives.



- 2.1 Mis hermanos son _____ (bajo) y _____ (delgado).
 2.2 Tengo dos gatos _____ (negro) y _____ (gordo).
 2.3 Mi prima es _____ (rubio) y tiene los ojos _____ (gris).
 2.4 Mis madres son _____ (alto) y las dos tienen el pelo _____ (marrón).
 2.5 Mi padrastro tiene los ojos _____ (verde) y el pelo _____ (negro).
 2.6 Mis caballos son _____ (marrón) y muy _____ (grande).

el gato *cat* el perro *dog* el caballo *horse*

2.1 bajos / delgados 2.2 negros / gordos 2.3 rubia / grises 2.4 altas / marrón
 2.5 verdes / negro 2.6 marrones / grandes

... **Adjectives continued**

Adjectives of nationality that end in **-o** have the same **-o**, **-a**, **-os**, **-as** endings as other adjectives (e.g. **chino**, **china**, **chinos**, **chinas**). Note that they do not begin with a capital letter.

Others have different rules:

	M. singular	F. singular	M. plural	F. plural
<i>English</i>	inglés	inglesa	ingleses	inglesas
<i>Spanish</i>	español	española	españoles	españolas
<i>French</i>	francés	francesa	franceses	francesas
<i>German</i>	alemán	alemana	alemanes	alemanas

3. Take a little time to think about the vocabulary you need, then describe the people in the photos.



Emma,
age 3, Irish



Ana, age 19,
Spanish



Hans, age 32,
German



Jules, age 27,
French

las gafas *glasses* rizado *curly* liso *straight* una barba *a beard*

GOOD INTENTIONS

Los buenos propósitos para el futuro

Good intentions for the future

1. The Gómez family post their resolutions on the kitchen noticeboard.
Read them and answer the questions.



Voy a tomar más pescado y menos carne roja.

Mamá

Voy a apagar mi móvil a las diez y media cada noche.

Gabriela

No voy a contestar mis correos electrónicos del trabajo los fines de semana.

Papá

Voy a decir 'no' a los postres y voy a comer menos pan.

Rodrigo

Papá, ¡tú vas a dejar de fumar, y yo voy a ayudarte!

Alicia

Whose resolution ...

- 1.1 involves reducing calorie intake?
- 1.2 is not about themselves?
- 1.3 is about work-life balance?
- 1.4 is an effort to improve sleep patterns?
- 1.5 involves making healthy protein choices?

1.1 Rodrigo 1.2 Alicia 1.3 Papá 1.4 Gabriela 1.5 Mamá

The immediate future tense

This future tense is probably the easiest tense in Spanish.

You take the correct part of the present tense of **ir** to go:

voy I am going

vas you (singular) are going

va he / she / it is going, you (formal) are going

vamos we are going

vais you (plural) are going

van they / you (formal) are going

then add **a** + the infinitive (**dar, ver, ir**)



... The immediate future continued

2. Look back at the bottom of **page 28** to remind yourself of the formation of the immediate future tense. Now look at these sentences. There is **one** error in each sentence. Find it and say what the correct version should be.



- 2.1 Voy comer más verduras en el futuro. **X**
- 2.2 Mi padre vas a preparar más comidas vegetarianas. **X**
- 2.3 Mis hermanos y yo vamos a bebemos más agua. **X**
- 2.4 Mi familia van a dar más paseos en el campo. **X**
- 2.5 Yo ir a tomar fruta o yogur de postre. **X**

2.1 The **a** is missing from **voy a comer**. 2.2 **Mi padre** (he) should be followed by **va**, not **vas**.
 2.3 It should be **vamos a beber** (the second verb should be infinitive).
 2.4 **Familia** is an 'it', so the verb is **va** not **van**. 2.5 **Ir** needs to be in the present tense → **voy**.

3. Listen to these people (3.1–3.5) talking about their plans to improve their lifestyle. Which statements are correct? Choose statement **A** or **B**, or both statements **A** and **B**.



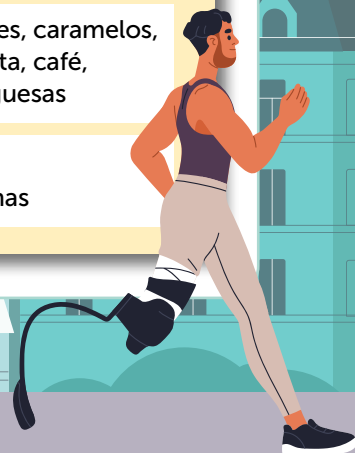
- 3.1 **A.** He wants to eat earlier. **B.** He wants to go to bed earlier.
- 3.2 **A.** She can't swim. **B.** She is going to have swimming lessons.
- 3.3 **A.** They eat too much junk food. **B.** He is going to shop at the market.
- 3.4 **A.** She is going to start jogging. **B.** She spends too much time indoors.
- 3.5 **A.** He couldn't manage a vegan diet. **B.** He is going to cut out meat.

3.1 A 3.2 A + B 3.3 A 3.4 B 3.5 A + B

4. Create as many sentences as you can using combinations of phrases from this word box.



En el futuro, Empezando mañana,	voy a	comer tomar beber	más	fruta, verduras, pescado, comida vegetariana / vegana, agua, leche
			menos	carne roja, postres, caramelos, grasa, comida frita, café, azúcar, hamburguesas
	mi familia y yo vamos a	hacer	más ejercicio comidas más sanas	



KEY VOCABULARY

Students are expected to know 1200 items of vocabulary for Foundation tier and a further 500 for Higher tier. This list has some of the key vocabulary for Theme 1, but there are many more words listed in the AQA specification and in an interactive spreadsheet on the AQA website.

inglés / inglesa	<i>English (nationality / adjective)</i>
sacar buenas / malas notas	<i>to get good / bad marks</i>
el colegio	<i>(secondary) school</i>
los deberes	<i>homework</i>
el recreo	<i>break (at school)</i>
aprender	<i>to learn</i>
estudiar	<i>to study</i>
leer	<i>to read</i>
trabajar	<i>to work</i>
el profesor / la profesora	<i>teacher (male / female)</i>
el / la estudiante	<i>student</i>
el deporte	<i>sport</i>
enfermo	<i>ill, sick</i>
sano	<i>healthy</i>
vegetariano	<i>vegetarian</i>
estar en forma	<i>to be fit</i>
la dieta	<i>diet</i>
la salud	<i>health</i>
el estrés	<i>stress</i>
beber	<i>to drink</i>
comer	<i>to eat</i>
descansar	<i>to rest, relax</i>
español / española	<i>Spanish</i>
gracioso	<i>funny</i>
guapo	<i>good-looking</i>
joven	<i>young</i>
pequeño	<i>little, small</i>
simpático	<i>nice, friendly</i>
el hermano / la hermana	<i>brother / sister</i>
el padre	<i>father</i>
la madre	<i>mother</i>
el hombre	<i>man</i>
la mujer	<i>woman</i>
el matrimonio	<i>marriage</i>

EXAMINATION PRACTICE

People and lifestyle – Reading

H You read a blog about family life on a Spanish website.

Yo creo que las relaciones entre los padres y los hijos hoy son muy distintas de cómo eran para la generación anterior. Me parece que los padres tienen una actitud más relajada y menos estricta y casi se comportan como amigos, o quizá hermanos mayores. Los jóvenes tienen más libertad en su vida social. El mayor problema para los jóvenes de hoy es que tienen que depender de sus padres económicamente durante muchos años. Muchos viven en la casa familiar hasta que tienen treinta años o más.

Complete these sentences. Write the letter for the correct option.

[4 marks]

01 Parent–child relationships

- A** are difficult because of the generation gap **B** have changed in recent years
C are not so different from how they used to be.

02 These days parents

- A** are more easy-going **B** work longer hours **C** choose to have fewer children.

03 Young people generally

- A** are well disciplined **B** have more freedom **C** respect their parents.

04 Many young people

- A** start a family at a later age **B** look for a house to share **C** stay at home for several years.

You see an online forum. Some Spanish students are discussing their lifestyle.

Martina

Nunca tengo hambre por la mañana y evito tomar el desayuno aunque mi madre me grita. Siempre llevo una manzana y una naranja al colegio para comer durante el recreo. Voy al colegio a pie y tardo media hora, así que hago bastante ejercicio simplemente yendo y volviendo del instituto.

Gael

No me gusta levantarme por la mañana y normalmente solo tengo tiempo para vestirme y salir. Durante el recreo compro un bocadillo y una botella de agua de la cafetería en el instituto. Soy muy deportista y juego en varios equipos, además de practicar la natación e ir al colegio en bici.

Who mentions the following? Write **M** for Martina, **G** for Gael or **M + G** for Martina and Gael. [6 marks]

- 05 How they get to school 07 Eating fruit 09 Doing a lot of walking
 06 Skipping breakfast 08 Having a sandwich 10 Going swimming

11 Translate the following sentences into **English**.

[4 marks]

- 11.1 Tengo mucha suerte de tener un amigo como Martín.
 11.2 Es muy comprensivo y puedo confiar en él.

FREE-TIME ACTIVITIES

Ponerlo todo junto

Putting it all together

1. Read what Miguel, José and Inma say about their free time.

Match the correct person with each of the following questions.



Cuando no tengo nada que hacer, me gusta pintar en mi dormitorio. El diseño es mi asignatura favorita. El año pasado, participé en un concurso de arte y gané el primer premio. Sin embargo, no soporto el deporte.

Miguel

El verano pasado, pasé mucho tiempo en la playa. Me encanta practicar deportes acuáticos y también tomar el sol. El sábado, fui a una fiesta pero no lo pasé bien porque había demasiada gente.

José

Me encantan los deportes de equipo y participo en competiciones con mi colegio todos los fines de semana. Cuando sea mayor, quisiera ser miembro del equipo de mi ciudad. Seré famosa y ganaré mucho dinero.

Inma

Write **M** for Miguel, **J** for José or **I** for Inma.

- 1.1 Who would like to be famous in the future?
- 1.2 Who does not like sport?
- 1.3 Who did not enjoy themselves at the weekend?
- 1.4 Who won a competition last year?

1.1 I 1.2 M 1.3 J 1.4 M

Photo card

2. Look at the two photos and make notes about what you can say about them. Then set a timer and talk about the content of the photos.

Foundation **F** students have **one minute** to talk and Higher **H** students have **one and a half minutes**. Then listen to the recording to hear an example of what could be said.



TRACK 40



Photo 1



Photo 2



... Ponerlo todo junto continued

3. You are writing an article about free time.

Write approximately **90 words in Spanish**. You must write something about each point.

Mention:

- if you prefer team sports or individual sports
- what you did with your friends last weekend
- what you will do in your free time after you finish your exams.

Before having a go, take a look at the worked example below, then look back at the whole unit and write your own answer.



This type of question appears in both Foundation and Higher papers. There is always a bullet point in the present, one in the past and one in the future. Remember to use a variety of verbs (including irregulars and verbs in different persons) and a variety of vocabulary and linking words.

Worked example

Linking word to present two contrasting ideas

More complex way of giving an example

Shows good knowledge of an irregular imperfect

Complex opinion

Time expressions to organise your writing

Immediate future

Future tense, in two different persons

Gives a reason for the opinion

Use of comparative

Preterite tense, in first person plural

Idiomatic expression in the preterite tense

*Aunque me gustan algunos deportes individuales, tales como la natación, **porque son** muy buenos para la salud, en general, **prefiero** los deportes de equipo. Me encanta jugar al baloncesto con mis amigos **porque soy bastante bueno**, y es más social que quedarse en casa.*

*El fin de semana pasado **era** mi cumpleaños, así que mis amigos y yo **fuimos** al cine para ver una película de acción. **Creo** que el cine es un poco caro pero vale la pena. **Lo pasé genial**.*

*Después de mis exámenes, **primero me relajaré**. **Luego**, voy a organizar una fiesta en mi casa que será muy divertida.*

102 words

GRAMMAR

The grammar requirements for GCSE are set out in two tiers: Foundation and Higher.

Students are required to use their knowledge of grammar from the specified lists, appropriate to the relevant tier of entry.

Students completing Higher tier assessments will be required to apply all grammar listed for Foundation tier in addition to the grammar listed for **H** Higher tier.

NOUNS AND ARTICLES

Nouns

Nouns are words used to name a thing, person or place. Examples: 'book', 'teacher', 'house'. It often helps to ask yourself if a word can have 'the' before it. If it can, it is a noun ('the book', 'the teacher', 'the house').

Spanish nouns all have a gender: they are either masculine or feminine.

Masculine nouns

Masculine nouns usually end in **-o**:
libro *book*, **año** *year*, **abuelo** *grandfather*

But other endings also exist:
cine *cinema*, **color** *colour*, **avión** *plane*,
móvil *mobile*

Feminine nouns

Feminine nouns mostly end in **-a**:
novela *novel*, **playa** *beach*, **hermana** *sister*

But there are also other endings:
madre *mother*, **pared** *wall*, **voz** *voice*

Nouns ending in **-ante**, **-ente** and **-ista**, which represent people, can be either masculine or feminine.

el estudiante → *male student* **la estudiante** → *female student*

los estudiantes → *male students* OR *students in general*

el artista → *male artist* **la artista** → *female artist*

los artistas → *male artists* OR *artists in general*

Words ending in **-dad** are feminine:

la verdad *truth*, **la universidad** *university*, **la edad** *age*

Words ending in **-ión** (except **avión**) are feminine: **la canción** *song*, **la televisión** *television*

Some common words ending in **-ma** are masculine: **el idioma** *language*, **el problema** *problem*



Some common exceptions: **el día** *day*, **la mano** *hand*, **la foto** *photo*, **el planeta** *planet*



Remember

Adding **-ito** or **-ita** to a noun means it is small or implies affection:

hermanito *little brother*
gatito *kitten*

Using the infinitive as a noun

In English we use the '-ing' part of the verb as a noun, for example: 'Smoking is bad for your health.'

In Spanish, the infinitive is used instead:

Fumar es malo para la salud.

It is treated as a masculine noun.



Plurals of nouns

If a noun ends in a vowel (**a, e, i, o, u**), add an **-s** to make the plural.

eg **chico** → **chicos** *boys* **zona** → **zonas** *areas* **punte** → **puentes** *bridges*

If a noun ends in any other letter, add **-es** to make the plural.

eg **plan** → **planes** *plans* **flor** → **flores** *flowers* **árbol** → **árboles** *trees*

Exception: if a noun ends in **-z**, then the **z** changes to **c** before you add **-es**.

eg **voz** → **voces** *voices* **luz** → **luces** *lights* **disfraz** → **disfraces** *costumes*

! When a noun ends in **-ín, -ión** or **-ón**, the accent disappears in the plural:
jardín → **jardines** *gardens* **acción** → **acciones** *actions* **montón** → **montones** *loads*

Articles

There are two types of **articles**. The definite article in English is 'the', and the indefinite articles are 'a', 'an' and 'some'.

Both the definite and the indefinite article depend on the gender and number of the noun:

Definite articles

masculine singular	masculine plural	feminine singular	feminine plural
el	los	la	las
el coche <i>the car</i>	los gatos <i>the cats</i>	la oficina <i>the office</i>	las casas <i>the houses</i>

Indefinite articles

masculine singular	masculine plural	feminine singular	feminine plural
un	unos	una	unas
un coche <i>a car</i>	unos gatos <i>some cats</i>	una oficina <i>an office</i>	unas casas <i>some houses</i>

! Unlike in English, the definite article is used in Spanish to indicate when you are generalising:
La igualdad es esencial. *Equality is essential.*
The definite article in Spanish is omitted after **ser** when followed by an occupation / profession:
Mi hermana es profesora. *My sister is a teacher.*

+ Remember

Remember that **a + el** shortens to **al**, and **de + el** shortens to **del**.

VERBS AND TENSES

The infinitive

The infinitive is the basic form of the verb, the starting point, and in English starts with 'to ...'. For example, 'to make', 'to see', 'to be'.

In Spanish, infinitives fall into three categories:

those ending in -ar	hablar to talk / speak, ganar to earn / win
those ending in -er	comer to eat, beber to drink
those ending in -ir	vivir to live, escribir to write

The present tense

This tense is used for actions that are taking place now or take place regularly in the present.

En este momento, hago mis deberes. *At the moment, I am doing my homework.*

Vivo en el norte de España. *I live in the north of Spain.*

Tomamos el desayuno en la cocina. *We have breakfast in the kitchen.*

The endings change depending on who is doing the action. The endings also differ depending on which category of verb is used: **-ar**, **-er** or **-ir**.

Most verbs follow this regular pattern:

Remove the infinitive ending (**-ar**, **-er** or **-ir**) and add the following endings:

	-ar hablar to talk		-er comer to eat		-ir vivir to live	
yo	-o	hablo	-o	como	-o	vivo
tú	-as	hablas	-es	comes	-es	vives
él / ella / usted	-a	habla	-e	come	-e	vive
nosotros / -as	-amos	hablamos	-emos	comemos	-imos	vivimos
vosotros / -as	-áis	habláis	-éis	coméis	-ís	vivís
ellos / ellas / ustedes	-an	hablan	-en	comen	-en	viven



Note the irregular first person singular (**yo**) forms of these verbs:

dar → **doy** / give **saber** → **sé** / know **poner** → **pongo** / put **conocer** → **conozco** / know

H Higher only: Verbs ending in **-ger** change to **-jo** in the first person singular:

coger → **cojo** / catch



VERB TABLES

Regular -ar verbs

hablar to speak

	Present	Preterite	Imperfect	Future
yo	hablo	hablé	hablaba	hablaré
tú	hablas	hablaste	hablabas	hablarás
él / ella / usted	habla	habló	hablaba	hablará
nosotros / -as	hablamos	hablamos	hablábamos	hablaremos
vosotros / -as	habláis	hablasteis	hablabais	hablaréis
ellos / ellas / ustedes	hablan	hablaron	hablaban	hablarán

present participle: **hablando** *speaking* past participle: **hablado** *spoken*

Regular -er verbs

comer to eat

	Present	Preterite	Imperfect	Future
yo	como	comí	comía	comeré
tú	comes	comiste	comías	comerás
él / ella / usted	come	comió	comía	comerá
nosotros / -as	comemos	comimos	comíamos	comeremos
vosotros / -as	coméis	comisteis	comíais	comeréis
ellos / ellas / ustedes	comen	comieron	comían	comerán

present participle: **comiendo** *eating* past participle: **comido** *eaten*

Regular -ir verbs

vivir to live

	Present	Preterite	Imperfect	Future
yo	vivo	viví	vivía	viviré
tú	vives	viviste	vivías	vivirás
él / ella / usted	vive	vivió	vivía	vivirá
nosotros / -as	vivimos	vivimos	vivíamos	viviremos
vosotros / -as	vivís	vivisteis	vivíais	viviréis
ellos / ellas / ustedes	viven	vivieron	vivían	vivirán

present participle: **viviendo** *living* past participle: **vivido** *lived*

EXAMINATION PRACTICE ANSWERS

For detail on how the exam will be marked, you can download the mark schemes from the AQA website and marking guidance from **ClearRevise.com**.

Theme 1 People and lifestyle

Reading

- 01 B 02 A 03 B 05 C [4 marks]
 05 M + G 06 M + G 07 M 08 G 09 M 10 G [6 marks]
 11 Translation into English. [4 marks]

Spanish	Model answer	Accept	Reject	Mark
Tengo mucha suerte	I am very lucky	really lucky	I have luck	1
de tener un amigo como Martín.	to have a friend like Martín.		of having	1
Es muy comprensivo y	He is very understanding and		comprehensive	1
puedo confiar en él.	I can trust him.	confide in him		1

Listening

- 01 B 02 E 03 D 04 H 05 A 06 G [6 marks]

	Model answer	Accept	Reject	Mark
07	was compulsory	was obligatory		1
08	some of her friends would do no exercise	some friends wouldn't do any exercise		1
09	homework three times a week	three lots of homework a week	too much homework	1
10	water sports outdoor activities	aquatic sports activities in the open air		1 1

Dictation (10 marks)

- 11 Voy a estudiar / cuatro asignaturas / en septiembre.
 12 Nuestra corbata / tiene / rayas amarillas.
 13 Esta naranja / es dulce.
 14 Mi hermana / intenta comer / menos carne roja.
 15 La calidad / de la enseñanza / es excelente.

Speaking

Role play

Examples of answers and marks awarded: [10 marks]

	2 marks	1 mark	0 marks
01	Mi mejor amigo/a es alto/a.	Rubio amigo.	Amigo pakeeno. (mispronunciation of pequeño)
02	Es muy divertido/a.	Simpático.	Muy amigo.
03	Me gusta el instituto.	Gusto el instituto.	Colledgio grand. (mispronunciation of colegio grande)
04	Mi asignatura favorita es la biología.	Favorito ... inglés.	España.
05	¿Cómo es tu familia?	Tu familia ¿grande?	¿Familia?

Reading aloud task (5 marks; conversation 10 marks)

- 06 Check your pronunciation by listening to the recording.

[5 + 10 marks]



TRACK 88

GUIDANCE ON GETTING TOP MARKS

+ Download pack

A full online version of this guidance gives you more advice on how to develop your answers progressively through the full range of marks. Download the complete pack from **ClearRevise.com**

Listening exam

Paper 1

📌 Foundation and 📌 Higher tiers | Full marks

In **Section A** of the exam, questions will either be multiple choice or they will need to be answered in English. In **Section B** you will have a dictation task where you need to write down what you hear in Spanish. For the dictation there will be about 20 words in Spanish at Foundation tier and about 30 at Higher. You will hear each item **twice** in Section A and **three** times in Section B.

Section A

In Section A, these are some of the types of question you will hear:

- **Positive/Negative/Positive + Negative.** In this type of question, you will hear what people think about something. You write P if you think it is all positive; N if it is all negative; P+N if you think there is a mixture of both. Listen very carefully. You may hear **me gusta** on the first hearing, but just check that it is not **no me gusta** when you hear it for the second time.
- **Choosing A, B or A+B.** You will hear someone speaking and you have to decide whether statement A, statement B or both A+B are correct. You may be sure that one of them is correct on the first hearing, but listen carefully on the second hearing to make sure the other statement isn't also correct.

Section B

In Section B, for the dictation, you will hear a number of short sentences in Spanish. Usually there will be **four** sentences at Foundation tier and **five** at Higher. For each sentence, this is what happens:

- you hear the whole sentence.
- you hear the sentence broken up into two or three sections.
- you hear the whole sentence again

If you hear it for the first time and there is something you miss, don't panic! You still have two more goes to get it right.



Remember: At the end of the exam, you have 2 minutes to check your answers in the whole paper. This gives you a chance to look again at what you have written for the dictation and to spot any careless errors you may have made.



INDEX

Verb types

- ar verbs 164
- er verbs 164
- ir verbs 164

A

- activities 52, 54, 58
- adjectives 10, 13, 53, 138
 - indefinite 85, 140
- adverbs 143
- antes de / después de 160
- appearance 10
- articles 137

C

- celebrations 70, 74
- celebrity 76, 78, 82
- Christmas 72
- cinema 56
- colours 4
- commands 125, 156
- comparatives 142
- comparing 95
- conditional tense 67, 155
- connectors 77
- customs 74

D

- days of the week 2
- demonstrative adjectives 140
- dictation 45, 48, 73, 81, 90, 103, 116, 132
- diet 22

E

- education 44
- environment 124, 126, 128
- exercise 24
- expressions 4, 43, 159

F

- fame 84
- family 8, 18, 60
- feminine nouns 136
- festivals 66, 68, 74
- films 56
- first person 151
- friends 16, 18
- future tense 28, 39, 58, 97, 108, 154

G

- grammar 135

H

- hace / desde / desde hace 162
- healthy lifestyle 26
- holidays 96, 98
- house 118

I

- immediate future tense 28, 154
- imperative 125, 156
- imperfect continuous tense 113, 154
- imperfect tense 58, 153
- impersonal verbs 158
- indefinite adjectives 85, 140
- inference questions 104
- infinitive 106, 148
- infinitive as a noun 136
- intensifiers 143
- Internet 108
- interview 43
- introductions 8
- irregular verbs 165

J

- jobs 41

L

- lifestyle 30

M

- masculine nouns 136
- mealtimes 20
- Mexican festivals 68
- mobile phone 106
- modal verbs 80, 158
- months 3

N

- nationality 9, 139
- negation 163
- negative expressions 27
- nouns 136
- numbers 3

O

- object pronouns 103
- opinions 4, 123

P

- passive 158
- past continuous tense 113
- past tense 108, 113
- perfect tense 107, 152
- personality 12
- phonics 5
- photo card 31, 45, 49, 55, 62, 68, 74, 87, 91, 101, 115, 129, 133
- physical appearance 10
- places 102, 104
- plurals of nouns 137
- por vs para 160
- possessive adjectives 15, 141
- possessive pronouns 147
- preferences 98
- prepositional pronouns 147
- prepositions 69, 111, 160, 161
- present continuous tense 52, 150
- present tense 16, 23, 52, 58, 82, 108, 148
- preterite tense 54, 55, 82, 150
- pronouns 103, 144

Q

quantifiers 143
questions 162

R

radical-changing verbs 25, 149
read aloud 18, 39, 49, 67, 95,
105, 125
reality TV 80
reasons 15
reflexive pronouns 145
reflexive verbs 65, 157
relationships 14, 18
role models 82
role play 23, 49, 57, 71, 91, 96,
112, 119, 133
routines 64

S

school 32
 life 36
 facilities 34
 uniform 34
seasons 3
ser and estar 159
smartphone 106
social media 110
Spanish festivals 66
subjects 32
subjunctive 156
superlatives 142

T

technology 112, 114, 116
tenses 148
 conditional 67
 future 28, 39, 58, 154
 immediate future 154
 imperfect 58, 153
 imperfect continuous 113, 154
 perfect 107, 152
 present 16, 23, 52, 58, 82, 108,
 148
 present continuous 52, 150
 preterite 54, 82, 150
third person 82, 152
time 2, 36, 143
tourism 104
towns and cities 120
transportation 94
travel 104
TV 56, 80

U

uniform 34

V

verbs 148
verb tables 164
vocabulary 46, 88, 130

W

weather 100
weekend 2
where things are 120
work 40, 42, 44

EXAMINATION TIPS

When you practise examination questions, use the following tips collated from years of experience and examiner reports to help you maximise your result.

Written exams (Listening, Reading, Writing)

1. Ensure your handwriting is clear and legible.
2. Cross out any mistakes with one clear line.
3. Read the question instructions carefully.
4. **For Listening:**
 - Don't write answers while the recording is playing. Wait for the pause between the two recordings of a question or the pause between one question and the next.
 - In the dictation, you hear everything three times in total. Check your spellings when you hear each section.
5. **For Reading:**
 - Read forwards and backwards in a text from the key word in the question. Sometimes the answer comes after the key word and sometimes it comes before. Translate every word in the paragraph.
6. **For Listening and Reading:**
 - Look at the heading of the question. It is in English and gives you the question context, for example 'School'.
 - If you are asked to give a certain number of details, only give that number.
 - When answering with a letter, make sure the letter is written clearly. For example, the letter A can look like an H if you leave a gap at the top.
 - Don't leave any answers blank. A blank response will always score 0 but a guess may get a mark.
7. **For Writing:**
 - If a question asks you to write an approximate number of words, try to keep to roughly that number. If you write much more than that, you may make more errors and this can lead to a lower mark.
 - Mention all of the bullet points in an answer and tick them off on the question paper as you cover them.
 - Check that you don't miss out any parts of the translation.
 - Check your work carefully, especially verb tenses and endings.

Speaking exam

8. Use the 15 minutes preparation time wisely. You can write down exactly what you are going to say for the role play and for the description of the photos. For the reading aloud passage, you can write down tricky words as you will say them, for example *quince* as *keen-thay*.
9. You can ask for repetition of a question in any part of the test, but make sure it is in Spanish. You can say '*Repíte, por favor*' or '*¿Cómo?*'.
10. Speak clearly at all times and don't read your notes from the preparation time too fast. There are no extra marks for speaking quickly.

¡Buena suerte!

New titles
coming
soon!

These guides are everything you need to ace your exams and beam with pride. Each topic is laid out in a beautifully illustrated format that is clear, approachable and as concise and simple as possible.

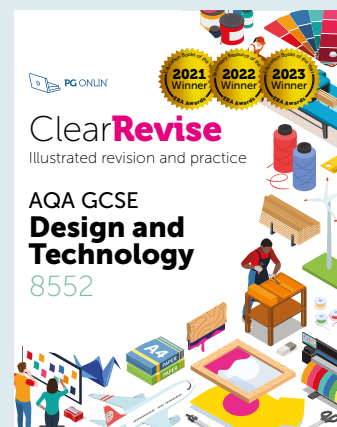
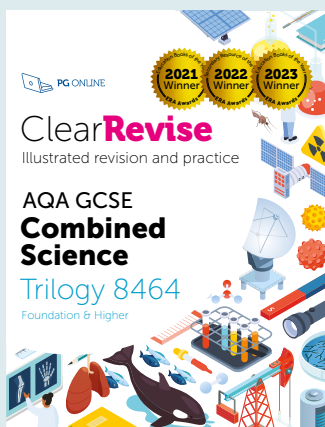
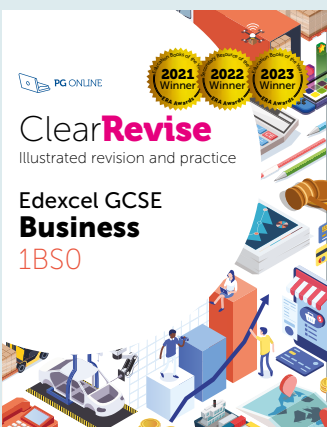
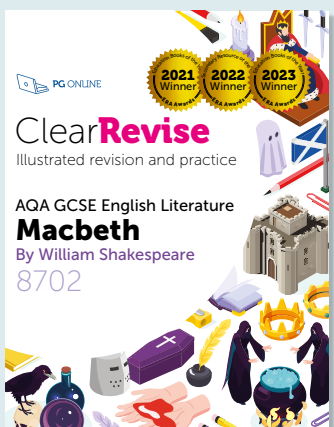
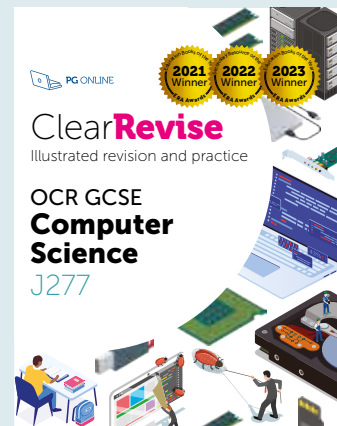
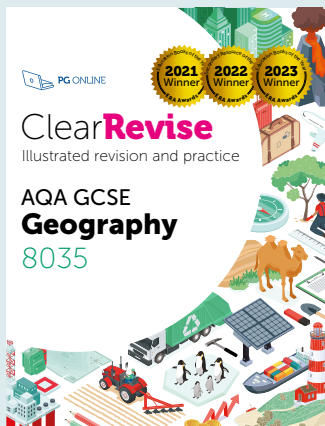
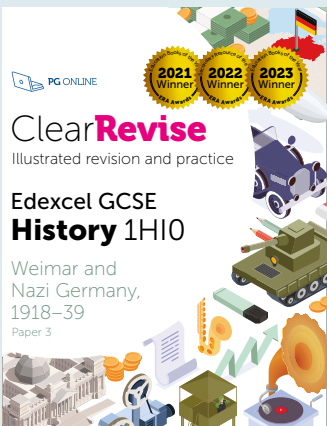
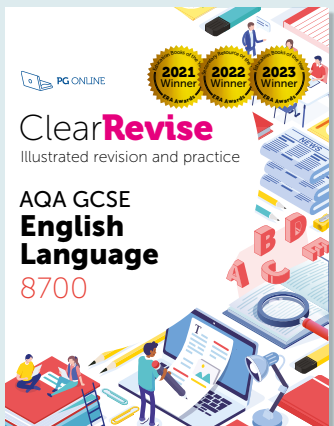
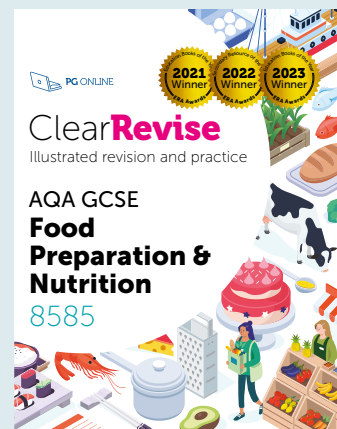
They have been expertly compiled and edited by subject specialists, highly experienced examiners, industry professionals and a good dollop of scientific research into what makes revision most effective. Past examination questions are essential to good preparation, improving understanding and confidence.

- Hundreds of marks worth of examination style questions
- Answers provided for all questions within the books
- Illustrated topics to improve memory and recall
- Specification references for every topic
- Examination tips and techniques
- Free Python solutions pack (CS Only)

Absolute clarity is the aim.

Explore the series and add to your collection at www.clearrevise.com

Available from all good book shops



AQA GCSE **Spanish** 8692

Clear**Revise**[®]

Illustrated revision and practice:

- Suitable for Foundation and Higher
- Over 300 examination style questions
- Answers provided for all questions within the book
- Full transcripts and recordings for all questions
- Illustrated topics to improve memory and recall
- Specification references for each topic
- Examination tips and techniques

Experience + science + beautiful design = better results

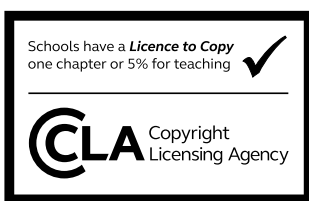
Absolute clarity is the aim with a new generation of revision guide. This guide has been expertly compiled and edited by native Spanish speakers, highly experienced teachers, senior examiners and a good measure of scientific research into what makes revision most effective.

PG Online have a record of significantly raising and sustaining GCSE examination results in schools using their award-winning teaching resources.

Examination style questions are essential to good preparation, improving understanding and confidence. This guide has combined revision with tips and more practice questions than you could shake a stick at. All the essential ingredients for getting a grade you can be really proud of.

Each specification topic has been carefully broken down with helpful vocabulary and grammar for the listening, speaking, reading and writing exam papers.

www.clearrevise.com



PG ONLINE