

Summer work for A level Spanish preparation

The content of this booklet gives you an overview of what is covered in A Level for your reference.

<https://www.aqa.org.uk/subjects/languages/as-and-a-level/spanish-7692/specification-at-a-glance>

During the summer holiday you will be expected to undertake some work in preparation for your A level course. The summer tasks will be around reading and writing skills.

TASK 1 : There are 4 essay topics for you to choose from below. You will need to complete 1 of your choice. For this you will need to research the topic to find the evidence.

TASK 2 : Read the first 3 chapters of *Como Agua para chocolate*. Resources will be provided for this.

In addition you should familiarise yourself with the grammar covered in the year 1 course:

Nouns: gender; singular and plural forms

Articles: definite and indefinite (including *lo* plus adjective)

Adjectives: agreement position

apocopation (*buen, mal*)

comparative and superlative

demonstrative (*este. ese. aquel*)

indefinite (*alguno, cualquiera, otro*) possessive (short and long forms)

(*mi, mio*) interrogative (*cuanto, que*)

relative (*cuyo*)

exclamatory (*que*)

Adverbs: comparative and superlative interrogative (*como, cuando. donde*)

Quantifiers/intensifiers (*muy, bastante, poco, mucho*)

Pronouns: subject object: direct and indirect
position and order reflexive

relative (*que. quien. el que, el cua~*)

disjunctive/emphatic

demonstrative (*este. ese. aquel, esto, eso. aquello*) indefinite (*alga, alguien*)

possessive (*el mio. la mía*)

interrogative (*cual, que, quien*)

Verbs: regular and irregular forms of verbs, including reflexive verbs

modes of address (*ud, usted*)

radical-changing verbs

impersonal verbs

verbs followed by an infinitive (with or without a preposition)

perfect infinitive

negative forms

interrogative forms

reflexive constructions (*se vende. se nos dice que*)

differences in the uses of *ser* and *estar*

tenses: present
 preterite
 imperfect future
 conditional
 perfect

 future perfect (R)
 conditional perfect (R)
 pluperfect

passive voice: present and preterite tenses
 other tenses (R)

continuous tenses

imperative

gerund

past participle

subjunctive mood: present
 perfect
 imperfect
 pluperfect

uses of subjunctive: polite commands

 negative commands

 after verbs of wishing, command, request, emotion

 to express purpose (*para que*)

 to express possibility/impossibility

 after conjunctions of time

 (*cuando lleguemos*)

 in conditional sentences after *si*

 all other common uses (R)

Prepositions: personal *a*
 uses of *par* and *para*

Conjunctions: common, including *y, pero, o, porque, como, cuando*

Number, quantity and time: constructions with *hace* and *desde hace*

Some useful sites for grammar notes and practice are:

❖ www.languagesonline.org.uk (look for the Spanish AS section)

- ❖ <http://www.studyspanish.com>
- ❖ <http://www.bbc.co.uk/languages/spanish/news/language/>
- ❖ http://www.todo-claro.com/e_index.php

THE CHALLENGING PART : ESSAY WRITING

EXAMPLES OF EXAM WRITING TASKS

1. La familia y las relaciones personales

- Los jóvenes no valoran a la familia: ni a las personas, ni la idea. ¿Estás de acuerdo?
- Las amistades: ¿Cuándo, cómo y por qué son importantes hoy en día?
- ¿El matrimonio aún sirve hoy en día o existen otras opciones mejores?

2. La salud y el bienestar

- ¿El deporte y el ejercicio son importantes para los jóvenes hoy en día?
- ¿Por qué no dejar a los jóvenes disfrutar del botellón en paz?
- El turismo ha tenido un impacto muy negativo en España. ¿Estás de acuerdo?

1. Los medios de comunicación

- La televisión ¿fuerza positiva o negativa en nuestra sociedad?
- Con el uso de ejemplos, explica tu opinión de la publicidad que vemos en los medios de comunicación
- Muchos dicen que ahora las desventajas del Internet son más grandes que las ventajas. ¿Estás de acuerdo, si o no?

4. La cultura popular

- ¿Es la imagen personal demasiado importante hoy en día?
- La música es algo que define nuestra identidad, tanto personal como nacional. ¿Estás de acuerdo?
- Con el uso de películas que has visto, describe las diferencias entre los varios certificados. ¿Es necesario mantener estas categorías o deberíamos abandonarlas?

HOW TO WRITE AN ESSAY

Your essay should consist of 3 main sections:

1. The introduction

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

In the introduction section you should use some of the following introductory remarks:

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

2.The main body of the essay

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

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

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

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

In the main body you should make use of the following terminology:

★ IMPERSONAL EXPRESSIONS

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

★ CAUSE AND EFFECT RELATIONSHIPS

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

★ CONTRADICTING

Pero	<i>But</i>
Sin embargo	<i>However</i>
Por el contrario	<i>On the contrary</i>
En realidad	<i>Actually</i>
Por un lado / por una parte	<i>On one hand...</i>
Por otro lado / por otra parte	<i>On the other hand</i>
Más que	<i>Rather</i>
Aunque	<i>Although</i>
Incluso si	<i>Even if/ even though</i>
A pesar del hecho de que / a pesar de	<i>Despite the fact that</i>
En realidad	<i>To tell the truth</i>
De hecho	<i>In fact</i>

★ PERSONAL COMMENTS (these can also go in the conclusion part)

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

3.The conclusion

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

In the conclusion, you should make use of the following terminology:

En conclusión Para resumir / para concluir Finalmente / para terminar / En pocas palabras / en una palabra Brevemente Habiendo considerado todos los aspectos En conjunto Como hemos explicado Como hemos dicho Como hemos resaltado / subrayado antes Esto muestra que Esto demuestra que Podemos concluir que Hemos llegado a la conclusión de que	<i>In conclusion</i> <i>To sum up</i> <i>Finally</i> <i>In a few words / In a word</i> <i>In short</i> <i>All things considered</i> <i>All in all</i> <i>As was explained</i> <i>As was stated</i> <i>As was pointed out earlier</i> <i>This shows that</i> <i>This demonstrates that</i> <i>We can conclude that</i> <i>We have reached the following conclusion that</i>
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WRITING TO IMPRESS

- Use connectors or linking words to make your sentences flow better: **y** (e) (and); **por lo que** (and because of this); **pero** (but); **también** (also); **de hecho** (in fact); **y lo que es más** (furthermore), **puesto que/ porque/ ya que** (because); **a causa de** (because of); **si bien** (although) ; **de todos modos /todas maneras** (in any case) ; **no obstante / sin embargo** (however), etc
- Use adverbs : **Desgraciadamente, naturalmente, evidentemente, frecuentemente, finalmente, nunca**
- Avoid phrases like *pienso que.../creo que....* If you want to make clear you are expressing a personal opinion use: **en mi opinión, desde mi punto de vista** or **a mi modo de ver**, or a more sophisticated expression like: **estimo que...** or **considero que...**or even **tengo que admitir que...or quisiera añadir que...**
- Avoid phrases like *mucha gente piensa que*. If you want to express a commonly held view, say: **como se sabe, teniendo en cuenta(consideración) que, como es bien conocido por todos, considerando que**
- Do not overuse the word *problema*. Try **el tema (en cuestión)** (issue) or **el tópico** (topic) or **la polémica** (debate) or **el asunto** (matter)
- Use good sentence starters: **se puede notar que, no se puede negar que..., es obvio que..., lo primero que hace falta decir es que, no cabe duda de que....**

- Use linking phrases to start new paragraphs: ***siendo eso así ..., dicho eso..., no se debe olvidar que ..., lo que demuestra que...***
- Try to include subjunctives
- Use rhetorical devices:

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

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

Interjections – ***¡Qué horror! ¡Qué desastre!***

Rhetorical questions – ***¿Quién puede dudar eso?***

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

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

Imagery or metaphors -

- Don't use *decir* – try ***afirmar/declarar/pretender/comprobar***
- Don't use *ser/estar* – try ***representar/constituir/encontrarse***
- Don't use *tener* – try ***disponer de/poseer/ofrecer/ejercer***
- Don't use *causar* – try ***provocar/acarrear/producir/llevar a***
- Do not overuse the phrase *hay*. Try ***existe/se encuentra***
- Don't use *mucho/a(s)* – try ***un buen número de/una cantidad importante de***
- Avoid weak and vague adjectives like *bueno/malo/fuerte/interesante/importante*. Try ***favorable/dañino/persuasivo/fascinante/indispensable/prejudicial/beneficioso***
- Finally, you'll leave your teacher or/and examiner impressed if you add a final touch using some of the following Spanish idioms (more at:<http://www.modismosinterpretados.d6ok.com/>)

- 🇪🇸 **Al hierro caliente batir de repente** *Beat the hot iron at once. Strike while the iron is hot*
- 🇪🇸 **Antes que te cases mira lo que haces** *Before you marry look what you do Look before you leap*
- 🇪🇸 **Beben agua en el mismo jarrito** *They drink water from the same little jug They are as thick as thieves*
- 🇪🇸 **Cada perico a su estaca, cada changa a su mecate** *Each parrot on its perch, each monkey on its rope. To each his own*
- 🇪🇸 **Caras vemos, corazones no sabemos** *Faces we see, hearts we don't know Can't judge a book by its cover*
- 🇪🇸 **Darle un beso a la botella.** *To give the bottle a kiss To have a swig*
- 🇪🇸 **De la subida más alta es la caída más lastimosa.** *Of the highest rise, the shortest fall. The bigger they are the harder they fall*

- 🐔 **En menos que canta un gallo.** *In less time than the rooster crows* **In a shake of a lamb's tail**
- 🐔 **Estar como perro en barrio ajeno.** *To be like a dog in a neighbour's yard* **To feel like a fish out of water**
- 🐔 **Más loco que una cabra** *Crazier than a goat* **Mad as a hatter**
- 🐔 **Más vale pájaro en mano que ciento volando.** *A bird in the hand is worth more than a hundred flying* **A bird in the hand is worth two in the bush**
- 🐔 **Meter la cuchara** *To put the spoon in* **put your oar in**
- 🐔 **Mientras que en mi casa estoy, rey soy** *While in my house, I am king.* **A man's home is his castle**
- 🐔 **Ser más listo que un coyote** *To be more ready (alert) than a coyote* **Sharp as a tack**
- 🐔 **Tener más lana que un Borrego** *To have more wool than a lamb* **To have money to burn**
- 🐔 **Vivito y coleando** *Alive and wagging tail* **Alive and kicking**
- 🐔 **Al que madruga, Dios lo ayuda** *The early Bird catches the worm*
- 🐔 **No hay nada tan atrevido como la ignorancia** *Fools rush in where angels fear to tread*
- 🐔 **El campo fértil no descansado, tórnase estéril** *All work and no play makes Jack a dull boy*
- 🐔 **Al canto del petiguere** *At the cock's crow/At Day break*

Any more you can add?

CHECKING THE QUALITY OF YOUR ESSAY

There are two things you should look at :

1. Does your language read above GCSE level? Can you bring more interest and complexity to your language?
2. Are there any errors? Do a **systematic error check** using the checklist below.

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

18. Subjunctives (used correctly with phrase in correct tense)						
19. Checked work thoroughly before handing in?						
20. How long did I take to do it?						

Very Good 17-20	• Response to the task is fully relevant with a good depth of treatment • Well-organised structure in a logical sequence • Points made are well expressed and justified
Good 13-16	• Response to the task is mostly relevant with some depth of treatment • Structure is generally well ordered • Points made are mostly well expressed and justified
Sufficient 9-12	• Response to the task is generally relevant, but treatment is often superficial • Reasonable structure with occasional lapses • Points not always clearly expressed, and justification is only just sufficient
Limited 5-8	• Limited response to the task with some relevant information conveyed • Limited evidence of structure • Points made sometimes difficult to understand, and justification is weak
Poor 1-4	• Limited response to the task, with little relevant information conveyed • No real structure • Points difficult to understand, and little or no justification
0	The answer shows no relevance to the task set. A zero score will automatically result in a zero score for the answer as a whole.

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

WRITTEN WORK CHECK GRID

ESSAY MARKING SCHEME

You will have to respond to one question from a choice of three. There is one question on three of the four AS topic areas. You are advised to spend approximately 45 minutes on this section and must write a **minimum** of 200 words. You may take notes.

CONTENT

5	Wide range of appropriate vocabulary
4	A range of appropriate vocabulary
3	Some variety of appropriate vocabulary
2	Limited variety of appropriate vocabulary
1	Very little use of appropriate vocabulary
0	No appropriate vocabulary

RANGE OF STRUCTURES

5	Very good variety of grammatical structures used
4	Good variety of grammatical structures used
3	Some variety of grammatical structures used
2	Limited variety of grammatical structures used
1	Shows little grasp of grammatical structures

VOCABULARY

0	Shows no grasp of grammatical structures
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ACCURACY

5	There may be inaccuracies, but these tend to occur in attempts at more complex structures
4	Largely accurate but with few basic errors
3	Generally accurate but still with some basic errors
2	Basic errors are frequent
1	The number of errors make comprehension difficult
0	Errors are such that communication is seriously impaired

Remember: the marks awarded for each of *Range of Vocabulary*, *Range of Structures* and *Accuracy* cannot be more than one band higher than the band awarded for *Content*!