

BEYOND PRINTABLES

SPANISH

Year 11 to Year 12 Transition

SUPPORT BOOKLET



30-session summer programme

Bridge from GCSE Spanish to advanced study

Coverage

Integrated language practice - vocabulary, grammar, reading, writing, speaking and pronunciation

Name: _____

Pathway

Explicit vocabulary support, choices, controlled reading and model adaptation.

How to use this booklet

Daily routine

Complete one session at a time. Questions 1-4 are worth one mark each. Question 5 earns one mark when the stated content is included and the Spanish is broadly accurate.

Pathway flexibility

Start with the pathway that gives an appropriate level of support. Move up for more independence or down temporarily when a topic needs rebuilding.

Six-unit learning map

Unit	Theme	Grammar	Outcome
1	Grammar reset: tense control and precision	Mixed tenses	selecting tenses for meaning rather than relying on time phrases alone
2	Identity, family and diversity	Advanced structures	using the subjunctive and complex clauses to discuss identity and inclusion
3	Digital society and young people	Advanced structures	discussing digital systems through passive, impersonal and purpose structures
4	Artistic culture, film and literature	Analysis and translation	building analytical paragraphs with evidence, interpretation and evaluation
5	Social and political issues	Advanced structures	evaluating policy and social change with nuanced, formal language
6	A-level bridge: summary, research and extended response	Analysis and translation	summarising, translating, researching and writing analytically with independence

Writing check

Before you finish: count sentences, check subject-verb endings, check noun/adjective agreement, verify time frames, and confirm that every required detail is present.

Day 1 | Unit 1: Grammar reset: tense control and precision

Support | Score: __ / 5

Language focus

Mixed tenses - selecting tenses for meaning rather than relying on time phrases alone

Spanish-speaking world

Advanced language work requires precise tense choice, not merely adding time markers.

Help box - try from memory first

presente = present | pretérito = preterite | imperfecto = imperfect | perfecto = perfect |
futuro = future | condicional = conditional

Sentence frame: Antes... | Ahora... | En el futuro... porque...

1. Match the Spanish to the English: a) presente; b) pretérito; c) imperfecto. Meanings: 1) preterite; 2) imperfect; 3) present.
2. Choose the past form: Ayer (voy / fui) al cine.
3. Translate into English: Normalmente leo noticias en español.
4. Read: "Normalmente leo noticias en español." Underline the key evidence, then write a 6-10 word English summary.
5. Use the frame to write three linked sentences comparing past, present and future Spanish: Antes... / Ahora... / En el futuro... Include one reason.

Language check

Time markers do not replace the need to conjugate the verb accurately.

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 2 | Unit 1: Grammar reset: tense control and precision

Support | Score: __ / 5

Language focus

Mixed tenses - selecting tenses for meaning rather than relying on time phrases alone

Help box - try from memory first

imperfecto = imperfect | perfecto = perfect | futuro = future | condicional = conditional |

marcador temporal = time marker | acción terminada = completed action

Sentence frame: Antes... | Ahora... | En el futuro... porque...

1. Match the Spanish to the English: a) imperfecto; b) perfecto; c) futuro. Meanings: 1) perfect; 2) future; 3) imperfect.
2. Choose the future form: Mañana (estudio / estudiaré).
3. Translate into English: Ayer terminé una traducción difícil.
4. Read: "Ayer terminé una traducción difícil." Underline the key evidence, then write a 6-10 word English summary.
5. Use the frame to write three linked sentences comparing past, present and future Spanish: Antes... / Ahora... / En el futuro... Include one reason.

Language check

Time markers do not replace the need to conjugate the verb accurately.

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 3 | Unit 1: Grammar reset: tense control and precision

Support | Score: __ / 5

Language focus

Mixed tenses - selecting tenses for meaning rather than relying on time phrases alone

Help box - try from memory first

futuro = future | condicional = conditional | marcador temporal = time marker | acción terminada = completed action | hábito = habit | descripción = description

Sentence frame: Antes... | Ahora... | En el futuro... porque...

1. Match the Spanish to the English: a) futuro; b) condicional; c) marcador temporal. Meanings: 1) conditional; 2) time marker; 3) future.
2. Choose the imperfect form: De pequeño (jugaba / jugué) cada día.
3. Translate into English: Cuando era más joven, estudiaba francés.
4. Read: "Cuando era más joven, estudiaba francés." Underline the key evidence, then write a 6-10 word English summary.
5. Use the frame to write three linked sentences comparing past, present and future Spanish: Antes... / Ahora... / En el futuro... Include one reason.

Say it aloud

Read tense endings precisely to preserve meaning.

Language check

Time markers do not replace the need to conjugate the verb accurately.

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 4 | Unit 1: Grammar reset: tense control and precision

Support | Score: ___ / 5

Language focus

Mixed tenses - selecting tenses for meaning rather than relying on time phrases alone

Help box - try from memory first

marcador temporal = time marker | acción terminada = completed action | hábito = habit | descripción = description | consecuencia = consequence | hipótesis = hypothesis

Sentence frame: Antes... | Ahora... | En el futuro... porque...

1. Match the Spanish to the English: a) marcador temporal; b) acción terminada; c) hábito. Meanings: 1) completed action; 2) habit; 3) time marker.
2. Choose: El año que viene (voy / fui) a trabajar.
3. Translate into English: Este año he mejorado mi comprensión lectora.
4. Read: "Este año he mejorado mi comprensión lectora." Underline the key evidence, then write a 6-10 word English summary.
5. Use the frame to write three linked sentences comparing past, present and future Spanish: Antes... / Ahora... / En el futuro... Include one reason.

Language check

Time markers do not replace the need to conjugate the verb accurately.

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 5 | Unit 1: Grammar reset: tense control and precision

Support | Score: __ / 5

Language focus

Mixed tenses - selecting tenses for meaning rather than relying on time phrases alone

Help box - try from memory first

hábito = habit | descripción = description | consecuencia = consequence | hipótesis = hypothesis | matiz = nuance | precisión = accuracy

Sentence frame: Antes... | Ahora... | En el futuro... porque...

1. Match the Spanish to the English: a) hábito; b) descripción; c) consecuencia. Meanings: 1) description; 2) consequence; 3) habit.
2. Choose the correct form: Cuando era pequeño, (tenía / tuve) un perro.
3. Translate into English: Si tuviera más tiempo, leería una novela española.
4. Read: "Si tuviera más tiempo, leería una novela española." Underline the key evidence, then write a 6-10 word English summary.
5. Use the frame to write three linked sentences comparing past, present and future Spanish: Antes... / Ahora... / En el futuro... Include one reason.

Unit review

Reflect: Which tense best matches each time frame and type of action?

Key question: How can you move confidently between past, present and future in one response?

Sometimes / Always / Never: Accurate time phrases can make tense choices clearer.

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 6 | Unit 2: Identity, family and diversity**Support | Score: ___ / 5****Language focus**

Advanced structures - using the subjunctive and complex clauses to discuss identity and inclusion

Spanish-speaking world

Identity and diversity should be discussed using evidence, respectful terminology and awareness of different viewpoints.

Help box - try from memory first

identidad = identity | pertenencia = belonging | diversidad = diversity | igualdad = equality |
prejuicio = prejudice | estereotipo = stereotype

Sentence frame: Es importante que... | Por ejemplo... | Sin embargo...

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "present".

1. Match the Spanish to the English: a) identidad; b) pertenencia; c) diversidad. Meanings: 1) belonging; 2) diversity; 3) identity.
2. Choose: Es importante que la gente (recicla / recicle).
3. Translate into English: La identidad se forma a través de muchas experiencias.
4. Read: "La identidad se forma a través de muchas experiencias." Underline the key evidence, then write a 6-10 word English summary.
5. Write three linked sentences about identity or inclusion. Use one example, one subjunctive frame such as "Es importante que..." and one balanced connective.

Language check

The subjunctive is selected by meaning and structure, not simply because a sentence is "advanced".

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 **Correction completed:** ☐

Day 7 | Unit 2: Identity, family and diversity**Support | Score: ___ / 5****Language focus**

Advanced structures - using the subjunctive and complex clauses to discuss identity and inclusion

Help box - try from memory first

diversidad = diversity | igualdad = equality | prejuicio = prejudice | estereotipo = stereotype | generación = generation | raíces = roots

Sentence frame: Es importante que... | Por ejemplo... | Sin embargo...

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "imperfect".

1. Match the Spanish to the English: a) diversidad; b) igualdad; c) prejuicio. Meanings: 1) equality; 2) prejudice; 3) diversity.
2. Choose: Se (habla / hablan) español aquí.
3. Translate into English: Es esencial que la sociedad valore la diversidad.
4. Read: "Es esencial que la sociedad valore la diversidad." Underline the key evidence, then write a 6-10 word English summary.
5. Write three linked sentences about identity or inclusion. Use one example, one subjunctive frame such as "Es importante que..." and one balanced connective.

Language check

The subjunctive is selected by meaning and structure, not simply because a sentence is "advanced".

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 **Correction completed:** ☐

Day 8 | Unit 2: Identity, family and diversity**Support | Score: ___ / 5****Language focus**

Advanced structures - using the subjunctive and complex clauses to discuss identity and inclusion

Help box - try from memory first

prejuicio = prejudice | estereotipo = stereotype | generación = generation | raíces = roots | integrarse = to integrate | aceptar = to accept

Sentence frame: Es importante que... | Por ejemplo... | Sin embargo...

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "future".

1. Match the Spanish to the English: a) prejuicio; b) estereotipo; c) generación. Meanings: 1) stereotype; 2) generation; 3) prejudice.
2. Choose the relative word: La chica ___ vive aquí es mi prima. (que / donde)
3. Translate into English: Algunas personas sufren prejuicios por sus orígenes.
4. Read: "Algunas personas sufren prejuicios por sus orígenes." Underline the key evidence, then write a 6-10 word English summary.
5. Write three linked sentences about identity or inclusion. Use one example, one subjunctive frame such as "Es importante que..." and one balanced connective.

Say it aloud

Use natural phrase groups in complex clauses.

Language check

The subjunctive is selected by meaning and structure, not simply because a sentence is "advanced".

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 **Correction completed:** ☐

Day 9 | Unit 2: Identity, family and diversity**Support | Score: ___ / 5****Language focus**

Advanced structures - using the subjunctive and complex clauses to discuss identity and inclusion

Help box - try from memory first

generación = generation | raíces = roots | integrarse = to integrate | aceptar = to accept | cuestionar = to question | es esencial que = it is essential that

Sentence frame: Es importante que... | Por ejemplo... | Sin embargo...

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "time marker".

1. Match the Spanish to the English: a) generación; b) raíces; c) integrarse. Meanings: 1) roots; 2) to integrate; 3) generation.
2. Choose: Busco un trabajo que (es / sea) flexible.
3. Translate into English: A medida que crecemos, cuestionamos ciertos estereotipos.
4. Read: "A medida que crecemos, cuestionamos ciertos estereotipos." Underline the key evidence, then write a 6-10 word English summary.
5. Write three linked sentences about identity or inclusion. Use one example, one subjunctive frame such as "Es importante que..." and one balanced connective.

Language check

The subjunctive is selected by meaning and structure, not simply because a sentence is "advanced".

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 **Correction completed:** ☐

Day 10 | Unit 2: Identity, family and diversity**Support | Score: ___ / 5****Language focus**

Advanced structures - using the subjunctive and complex clauses to discuss identity and inclusion

Help box - try from memory first

integrarse = to integrate | aceptar = to accept | cuestionar = to question | es esencial que = it is essential that | dudo que = I doubt that | aunque = although

Sentence frame: Es importante que... | Por ejemplo... | Sin embargo...

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "habit".

1. Match the Spanish to the English: a) integrarse; b) aceptar; c) cuestionar. Meanings: 1) to accept; 2) to question; 3) to integrate.

2. Choose: Para que todos (entienden / entiendan), habla despacio.

3. Translate into English: Aunque existen diferencias, todos buscamos pertenecer.

4. Read: "Aunque existen diferencias, todos buscamos pertenecer." Underline the key evidence, then write a 6-10 word English summary.

5. Write three linked sentences about identity or inclusion. Use one example, one subjunctive frame such as "Es importante que..." and one balanced connective.

Unit review

Reflect: Does the clause express fact, doubt, wish, emotion, purpose or an indefinite idea?

Key question: Which trigger controls the mood of the dependent verb?

Sometimes / Always / Never: Aunque can be followed by indicative or subjunctive.

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 **Correction completed:** ☐

Day 11 | Unit 3: Digital society and young people

Support | Score: __ / 5

Language focus

Advanced structures - discussing digital systems through passive, impersonal and purpose structures

Spanish-speaking world

Digital systems can amplify or limit information. Source, purpose and algorithmic selection all affect reliability.

Help box - try from memory first

sociedad digital = digital society | algoritmo = algorithm | datos personales = personal data | huella digital = digital footprint | desinformación = misinformation | polarización = polarisation

Connective bank: aunque | por eso | para que | sin embargo

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "identity".

1. Match the Spanish to the English: a) sociedad digital; b) algoritmo; c) datos personales. Meanings: 1) algorithm; 2) personal data; 3) digital society.
2. Choose: Es importante que la gente (recicla / recicle).
3. Translate into English: Se dice que los algoritmos influyen en nuestras decisiones.
4. Read: "Se dice que los algoritmos influyen en nuestras decisiones." Underline the key evidence, then write a 6-10 word English summary.
5. Write three linked sentences about digital society. Include one benefit, one risk and one recommendation. Connective bank: aunque | por eso | para que.

Language check

The subjunctive is selected by meaning and structure, not simply because a sentence is "advanced".

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 12 | Unit 3: Digital society and young people

Support | Score: __ / 5

Language focus

Advanced structures - discussing digital systems through passive, impersonal and purpose structures

Help box - try from memory first

datos personales = personal data | huella digital = digital footprint | desinformación = misinformation | polarización = polarisation | libertad de expresión = freedom of expression
| regular = to regulate

Connective bank: aunque | por eso | para que | sin embargo

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "diversity".

1. Match the Spanish to the English: a) datos personales; b) huella digital; c) desinformación.

Meanings: 1) digital footprint; 2) misinformation; 3) personal data.

2. Choose: Se (habla / hablan) español aquí.

3. Translate into English: Los datos personales se recopilan constantemente.

4. Read: "Los datos personales se recopilan constantemente." Underline the key evidence, then write a 6-10 word English summary.

5. Write three linked sentences about digital society. Include one benefit, one risk and one recommendation. Connective bank: aunque | por eso | para que.

Language check

The subjunctive is selected by meaning and structure, not simply because a sentence is "advanced".

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 13 | Unit 3: Digital society and young people

Support | Score: ___ / 5

Language focus

Advanced structures - discussing digital systems through passive, impersonal and purpose structures

Help box - try from memory first

desinformación = misinformation | polarización = polarisation | libertad de expresión = freedom of expression | regular = to regulate | proteger = to protect | difundir = to spread
Connective bank: aunque | por eso | para que | sin embargo

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "prejudice".

1. Match the Spanish to the English: a) desinformación; b) polarización; c) libertad de expresión. Meanings: 1) polarisation; 2) freedom of expression; 3) misinformation.
2. Choose the relative word: La chica ___ vive aquí es mi prima. (que / donde)
3. Translate into English: Es necesario verificar la información antes de difundirla.
4. Read: "Es necesario verificar la información antes de difundirla." Underline the key evidence, then write a 6-10 word English summary.
5. Write three linked sentences about digital society. Include one benefit, one risk and one recommendation. Connective bank: aunque | por eso | para que.

Say it aloud

Control pace in impersonal and passive structures.

Language check

The subjunctive is selected by meaning and structure, not simply because a sentence is "advanced".

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 14 | Unit 3: Digital society and young people

Support | Score: __ / 5

Language focus

Advanced structures - discussing digital systems through passive, impersonal and purpose structures

Help box - try from memory first

libertad de expresión = freedom of expression | regular = to regulate | proteger = to protect | difundir = to spread | verificar = to verify | se considera = it is considered

Connective bank: aunque | por eso | para que | sin embargo

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "generation".

1. Match the Spanish to the English: a) libertad de expresión; b) regular; c) proteger. Meanings: 1) to regulate; 2) to protect; 3) freedom of expression.
2. Choose: Busco un trabajo que (es / sea) flexible.
3. Translate into English: Las plataformas deben proteger a los usuarios jóvenes.
4. Read: "Las plataformas deben proteger a los usuarios jóvenes." Underline the key evidence, then write a 6-10 word English summary.
5. Write three linked sentences about digital society. Include one benefit, one risk and one recommendation. Connective bank: aunque | por eso | para que.

Language check

The subjunctive is selected by meaning and structure, not simply because a sentence is "advanced".

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 15 | Unit 3: Digital society and young people

Support | Score: __ / 5

Language focus

Advanced structures - discussing digital systems through passive, impersonal and purpose structures

Help box - try from memory first

proteger = to protect | difundir = to spread | verificar = to verify | se considera = it is considered | se dice que = it is said that | para que = so that

Connective bank: aunque | por eso | para que | sin embargo

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "to integrate".

1. Match the Spanish to the English: a) proteger; b) difundir; c) verificar. Meanings: 1) to spread; 2) to verify; 3) to protect.
2. Choose: Para que todos (entienden / entiendan), habla despacio.
3. Translate into English: La tecnología es útil siempre que se use de forma responsable.
4. Read: "La tecnología es útil siempre que se use de forma responsable." Underline the key evidence, then write a 6-10 word English summary.
5. Write three linked sentences about digital society. Include one benefit, one risk and one recommendation. Connective bank: aunque | por eso | para que.

Unit review

Reflect: Does the clause express fact, doubt, wish, emotion, purpose or an indefinite idea?

Key question: Which trigger controls the mood of the dependent verb?

Sometimes / Always / Never: Aunque can be followed by indicative or subjunctive.

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 16 | Unit 4: Artistic culture, film and literature

Support | Score: __ / 5

Language focus

Analysis and translation - building analytical paragraphs with evidence, interpretation and evaluation

Spanish-speaking world

Film and literature analysis should identify a named work, technique, evidence and interpretation.

Help box - try from memory first

obra = work | novela = novel | película = film | personaje = character | director/a = director | autor/a = author

Analysis frame: evidencia -> idea o técnica -> efecto o mensaje

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "digital society".

1. Match the Spanish to the English: a) obra; b) novela; c) película. Meanings: 1) novel; 2) film; 3) work.
2. Choose the best summary of "Muchos jóvenes usan las redes para informarse." A) Many young people use social media to get information. B) Young people never trust online information. C) Most young people only read printed newspapers.
3. Translate into English: La película retrata una sociedad dividida.
4. Read: "La película retrata una sociedad dividida." Underline the key evidence, then write a 6-10 word English summary.
5. Write a guided analytical response of three sentences: identify the evidence, explain the idea or technique, and state its effect or message.

Language check

A good translation preserves meaning and tone, not the exact word order of the source.

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 17 | Unit 4: Artistic culture, film and literature

Support | Score: ___ / 5

Language focus

Analysis and translation - building analytical paragraphs with evidence, interpretation and evaluation

Help box - try from memory first

película = film | personaje = character | director/a = director | autor/a = author | tema = theme | símbolo = symbol

Analysis frame: evidencia -> idea o técnica -> efecto o mensaje

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "personal data".

1. Match the Spanish to the English: a) película; b) personaje; c) director/a. Meanings: 1) character; 2) director; 3) film.
2. Choose the best translation of sin embargo.
3. Translate into English: El protagonista cambia a causa del conflicto.
4. Read: "El protagonista cambia a causa del conflicto." Underline the key evidence, then write a 6-10 word English summary.
5. Write a guided analytical response of three sentences: identify the evidence, explain the idea or technique, and state its effect or message.

Language check

A good translation preserves meaning and tone, not the exact word order of the source.

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 18 | Unit 4: Artistic culture, film and literature

Support | Score: ___ / 5

Language focus

Analysis and translation - building analytical paragraphs with evidence, interpretation and evaluation

Help box - try from memory first

director/a = director | autor/a = author | tema = theme | símbolo = symbol | conflicto = conflict | mensaje = message

Analysis frame: evidencia -> idea o técnica -> efecto o mensaje

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "misinformation".

1. Match the Spanish to the English: a) director/a; b) autor/a; c) tema. Meanings: 1) author; 2) theme; 3) director.
2. Choose the analytical verb: El director ___ el conflicto. (explora / come)
3. Translate into English: La directora utiliza el silencio para crear tensión.
4. Read: "La directora utiliza el silencio para crear tensión." Underline the key evidence, then write a 6-10 word English summary.
5. Write a guided analytical response of three sentences: identify the evidence, explain the idea or technique, and state its effect or message.

Say it aloud

Read analytical prose with emphasis on evidence and interpretation.

Language check

A good translation preserves meaning and tone, not the exact word order of the source.

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 19 | Unit 4: Artistic culture, film and literature

Support | Score: __ / 5

Language focus

Analysis and translation - building analytical paragraphs with evidence, interpretation and evaluation

Help box - try from memory first

tema = theme | símbolo = symbol | conflicto = conflict | mensaje = message | retratar = to portray | destacar = to highlight

Analysis frame: evidencia -> idea o técnica -> efecto o mensaje

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "freedom of expression".

1. Match the Spanish to the English: a) tema; b) símbolo; c) conflicto. Meanings: 1) symbol; 2) conflict; 3) theme.
2. Choose the most formal connector: (Además / Y)
3. Translate into English: La novela pone de relieve la desigualdad social.
4. Read: "La novela pone de relieve la desigualdad social." Underline the key evidence, then write a 6-10 word English summary.
5. Write a guided analytical response of three sentences: identify the evidence, explain the idea or technique, and state its effect or message.

Language check

A good translation preserves meaning and tone, not the exact word order of the source.

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 20 | Unit 4: Artistic culture, film and literature

Support | Score: __ / 5

Language focus

Analysis and translation - building analytical paragraphs with evidence, interpretation and evaluation

Help box - try from memory first

conflicto = conflict | mensaje = message | retratar = to portray | destacar = to highlight | sugerir = to suggest | poner de relieve = to highlight

Analysis frame: evidencia -> idea o técnica -> efecto o mensaje

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "to protect".

1. Match the Spanish to the English: a) conflicto; b) mensaje; c) retratar. Meanings: 1) message; 2) to portray; 3) conflict.
2. Which is the most focused research question? A) ¿Es buena la música? B) ¿Cómo ha cambiado la música urbana en España desde 2000? C) ¿Qué es la cultura?
3. Translate into English: El final sugiere que el cambio todavía es posible.
4. Read: "El final sugiere que el cambio todavía es posible." Underline the key evidence, then write a 6-10 word English summary.
5. Write a guided analytical response of three sentences: identify the evidence, explain the idea or technique, and state its effect or message.

Unit review

Reflect: What is the writer or speaker doing: describing, arguing, criticising, contrasting or evaluating?

Key question: How can you support an interpretation with precise evidence and analytical language?

Sometimes / Always / Never: Paraphrasing changes the core meaning.

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 21 | Unit 5: Social and political issues**Support | Score: ___ / 5****Language focus**

Advanced structures - evaluating policy and social change with nuanced, formal language

Spanish-speaking world

Social and political arguments need evidence, counterargument and careful distinction between fact and opinion.

Help box - try from memory first

desempleo = unemployment | pobreza = poverty | inmigración = immigration | derechos = rights | justicia = justice | participación = participation

Argument frame: problema -> consecuencia -> recomendación

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "work".

1. Match the Spanish to the English: a) desempleo; b) pobreza; c) inmigración. Meanings: 1) poverty; 2) immigration; 3) unemployment.
2. Choose: Es importante que la gente (recicla / recicle).
3. Translate into English: El desempleo juvenil limita muchas oportunidades.
4. Read: "El desempleo juvenil limita muchas oportunidades." Underline the key evidence, then write a 6-10 word English summary.
5. Write three linked sentences about the social issue: identify the problem, explain one consequence and make one practical recommendation.

Language check

The subjunctive is selected by meaning and structure, not simply because a sentence is "advanced".

Improve after checking Rewrite one answer: _____**Confidence: 1 2 3 4 5** **Correction completed:** ☐

Day 22 | Unit 5: Social and political issues**Support | Score: ___ / 5****Language focus**

Advanced structures - evaluating policy and social change with nuanced, formal language

Help box - try from memory first

inmigración = immigration | derechos = rights | justicia = justice | participación = participation | gobierno = government | ciudadanía = citizenship

Argument frame: problema -> consecuencia -> recomendación

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "film".

1. Match the Spanish to the English: a) inmigración; b) derechos; c) justicia. Meanings: 1) rights; 2) justice; 3) immigration.
2. Choose: Se (habla / hablan) español aquí.
3. Translate into English: Es urgente que el gobierno invierta en formación.
4. Read: "Es urgente que el gobierno invierta en formación." Underline the key evidence, then write a 6-10 word English summary.
5. Write three linked sentences about the social issue: identify the problem, explain one consequence and make one practical recommendation.

Language check

The subjunctive is selected by meaning and structure, not simply because a sentence is "advanced".

Improve after checking Rewrite one answer: _____**Confidence: 1 2 3 4 5** **Correction completed:** ☐

Day 23 | Unit 5: Social and political issues**Support | Score: ____ / 5****Language focus**

Advanced structures - evaluating policy and social change with nuanced, formal language

Help box - try from memory first

justicia = justice | participación = participation | gobierno = government | ciudadanía = citizenship | reforma = reform | protesta = protest

Argument frame: problema -> consecuencia -> recomendación

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "director".

1. Match the Spanish to the English: a) justicia; b) participación; c) gobierno. Meanings: 1) participation; 2) government; 3) justice.
2. Choose the relative word: La chica ____ vive aquí es mi prima. (que / donde)
3. Translate into English: Las protestas pueden influir en el debate público.
4. Read: "Las protestas pueden influir en el debate público." Underline the key evidence, then write a 6-10 word English summary.
5. Write three linked sentences about the social issue: identify the problem, explain one consequence and make one practical recommendation.

Say it aloud

Use formal intonation for balanced argument.

Language check

The subjunctive is selected by meaning and structure, not simply because a sentence is "advanced".

Improve after checking Rewrite one answer: _____**Confidence: 1 2 3 4 5 Correction completed: ☐**

Day 24 | Unit 5: Social and political issues**Support | Score: ___ / 5****Language focus**

Advanced structures - evaluating policy and social change with nuanced, formal language

Help box - try from memory firstgobierno = government | ciudadanía = citizenship | reforma = reform | protesta = protest |
invertir = to invest | garantizar = to guarantee

Argument frame: problema -> consecuencia -> recomendación

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "theme".

1. Match the Spanish to the English: a) gobierno; b) ciudadanía; c) reforma. Meanings: 1) citizenship; 2) reform; 3) government.

2. Choose: Busco un trabajo que (es / sea) flexible.

3. Translate into English: No habrá igualdad a menos que se reduzca la pobreza.

4. Read: "No habrá igualdad a menos que se reduzca la pobreza." Underline the key evidence, then write a 6-10 word English summary.

5. Write three linked sentences about the social issue: identify the problem, explain one consequence and make one practical recommendation.

Language check

The subjunctive is selected by meaning and structure, not simply because a sentence is "advanced".

Improve after checking Rewrite one answer: _____**Confidence: 1 2 3 4 5** **Correction completed:** ☐

Day 25 | Unit 5: Social and political issues**Support | Score: ___ / 5****Language focus**

Advanced structures - evaluating policy and social change with nuanced, formal language

Help box - try from memory first

reforma = reform | protesta = protest | invertir = to invest | garantizar = to guarantee | es urgente que = it is urgent that | a menos que = unless

Argument frame: problema -> consecuencia -> recomendación

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "conflict".

1. Match the Spanish to the English: a) reforma; b) protesta; c) invertir. Meanings: 1) protest; 2) to invest; 3) reform.
2. Choose: Para que todos (entienden / entiendan), habla despacio.
3. Translate into English: La participación ciudadana fortalece la democracia.
4. Read: "La participación ciudadana fortalece la democracia." Underline the key evidence, then write a 6-10 word English summary.
5. Write three linked sentences about the social issue: identify the problem, explain one consequence and make one practical recommendation.

Unit review

Reflect: Does the clause express fact, doubt, wish, emotion, purpose or an indefinite idea?

Key question: Which trigger controls the mood of the dependent verb?

Sometimes / Always / Never: Aunque can be followed by indicative or subjunctive.

Improve after checking Rewrite one answer: _____**Confidence: 1 2 3 4 5** **Correction completed:** ☐

Day 26 | Unit 6: A-level bridge: summary, research and extended response

Support | Score: __ / 5

Language focus

Analysis and translation - summarising, translating, researching and writing analytically with independence

Spanish-speaking world

Independent research starts with a focused question, credible sources, accurate notes and transparent citation.

Help box - try from memory first

resumir = to summarise | parafrasear = to paraphrase | argumentar = to argue | evaluar = to evaluate | fuente = source | fiabilidad = reliability

Research frame: idea principal -> limitación -> siguiente fuente

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "unemployment".

1. Match the Spanish to the English: a) resumir; b) parafrasear; c) argumentar. Meanings: 1) to paraphrase; 2) to argue; 3) to summarise.
2. Choose the best summary of "Muchos jóvenes usan las redes para informarse." A) Social networks are one source of information for many young people. B) All young people believe everything online. C) Social media is used only for entertainment.
3. Translate into English: Un buen resumen selecciona las ideas esenciales.
4. Read: "Un buen resumen selecciona las ideas esenciales." Underline the key evidence, then write a 6-10 word English summary.
5. Write a three-sentence source or research response: state the main idea, identify one limitation and name one useful next source or step.

Language check

A good translation preserves meaning and tone, not the exact word order of the source.

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 27 | Unit 6: A-level bridge: summary, research and extended response

Support | Score: __ / 5

Language focus

Analysis and translation - summarising, translating, researching and writing analytically with independence

Help box - try from memory first

argumentar = to argue | evaluar = to evaluate | fuente = source | fiabilidad = reliability | sesgo = bias | evidencia = evidence

Research frame: idea principal -> limitación -> siguiente fuente

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "immigration".

1. Match the Spanish to the English: a) argumentar; b) evaluar; c) fuente. Meanings: 1) to evaluate; 2) source; 3) to argue.
2. Choose the best translation of sin embargo.
3. Translate into English: La fiabilidad de una fuente depende de varios factores.
4. Read: "La fiabilidad de una fuente depende de varios factores." Underline the key evidence, then write a 6-10 word English summary.
5. Write a three-sentence source or research response: state the main idea, identify one limitation and name one useful next source or step.

Language check

A good translation preserves meaning and tone, not the exact word order of the source.

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 28 | Unit 6: A-level bridge: summary, research and extended response

Support | Score: ___ / 5

Language focus

Analysis and translation - summarising, translating, researching and writing analytically with independence

Help box - try from memory first

fuerce = source | fiabilidad = reliability | sesgo = bias | evidencia = evidence | cita = quotation
| interpretación = interpretation

Research frame: idea principal -> limitación -> siguiente fuente

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "justice".

1. Match the Spanish to the English: a) fuente; b) fiabilidad; c) sesgo. Meanings: 1) reliability; 2) bias; 3) source.
2. Choose the analytical verb: El director ___ el conflicto. (explora / come)
3. Translate into English: Una cita debe apoyar una interpretación concreta.
4. Read: "Una cita debe apoyar una interpretación concreta." Underline the key evidence, then write a 6-10 word English summary.
5. Write a three-sentence source or research response: state the main idea, identify one limitation and name one useful next source or step.

Say it aloud

Practise summarising aloud without copying source wording.

Language check

A good translation preserves meaning and tone, not the exact word order of the source.

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 29 | Unit 6: A-level bridge: summary, research and extended response

Support | Score: ___ / 5

Language focus

Analysis and translation - summarising, translating, researching and writing analytically with independence

Help box - try from memory first

sesgo = bias | evidencia = evidence | cita = quotation | interpretación = interpretation | investigación = research | pregunta = question

Research frame: idea principal -> limitación -> siguiente fuente

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "government".

1. Match the Spanish to the English: a) sesgo; b) evidencia; c) cita. Meanings: 1) evidence; 2) quotation; 3) bias.
2. Choose the most formal connector: (Además / Y)
3. Translate into English: La investigación necesita una pregunta clara y limitada.
4. Read: "La investigación necesita una pregunta clara y limitada." Underline the key evidence, then write a 6-10 word English summary.
5. Write a three-sentence source or research response: state the main idea, identify one limitation and name one useful next source or step.

Language check

A good translation preserves meaning and tone, not the exact word order of the source.

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Day 30 | Unit 6: A-level bridge: summary, research and extended response

Support | Score: __ / 5

Language focus

Analysis and translation - summarising, translating, researching and writing analytically with independence

Help box - try from memory first

cita = quotation | interpretación = interpretation | investigación = research | pregunta = question | conclusión = conclusion | limitación = limitation

Research frame: idea principal -> limitación -> siguiente fuente

Flashback retrieval (unscored)

From an earlier unit, give the Spanish for "reform".

1. Match the Spanish to the English: a) cita; b) interpretación; c) investigación. Meanings: 1) interpretation; 2) research; 3) quotation.
2. Which is the most focused research question? A) ¿Qué es España? B) ¿Cómo ha cambiado la música urbana en España desde 2000? C) ¿Te gusta la música?
3. Translate into English: Una conclusión debe responder directamente al argumento.
4. Read: "Una conclusión debe responder directamente al argumento." Underline the key evidence, then write a 6-10 word English summary.
5. Write a three-sentence source or research response: state the main idea, identify one limitation and name one useful next source or step.

Unit review

Reflect: What is the writer or speaker doing: describing, arguing, criticising, contrasting or evaluating?

Key question: How can you support an interpretation with precise evidence and analytical language?

Sometimes / Always / Never: Paraphrasing changes the core meaning.

Improve after checking Rewrite one answer: _____

Confidence: 1 2 3 4 5 Correction completed: ☐

Completion and confidence tracker

Day	Completed	Score /5	Confidence 1-5	Retry date
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Use the retry date to revisit starred work without looking at the answer first.