

Spanish AS

Summer Preparation Booklet
from GCSE to A-level

The Elizabethan Academy

Congratulations on choosing to study Spanish at A - Level. The best way to prepare yourself is to ensure that you have a firm grasp of the language and skills which you have already used at GCSE. A little bit of work over the summer holidays will make you more confident when you start the course in September and prepare you for a more independent approach to learning.

Name: _____

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Weighting of the exams

Paper 1: Listening, reading & writing (45% of AS) 90 marks 1h45min

Paper 2: Writing (25% of AS) 50 marks 1h30min

Paper 3: Speaking (30% of AS) 60 marks 12-14 mins

4.2 Assessment objectives

Assessment objectives (AOs) are set by Ofqual and are the same across all AS Spanish specifications and all exam boards.

The exams will measure how students have achieved the following assessment objectives.

- AO1: Understand and respond:
 - in speech to spoken language including face-to-face interaction
 - in writing to spoken language drawn from a variety of sources.
- AO2: Understand and respond:
 - in speech to written language drawn from a variety of sources
 - in writing to written language drawn from a variety of sources.
- AO3: Manipulate the language accurately, in spoken and written forms, using a range of lexis and structure.
- AO4: Show knowledge and understanding of, and respond critically to, different aspects of the culture and society of countries/communities where the language is spoken.

Across assessment objectives AO1 and AO2, no more than 10% of the total marks for the qualification may be used for responses in English, including translation into English.

Assessment objective weightings for AS Spanish

Assessment objectives (AOs)	Component weightings (approx %)			Overall weighting (approx %)
	Paper 1	Paper 2	Paper 3	
AO1	15	0	5	20
AO2	25	0	5	30
AO3	5	15	10	30
AO4	0	10	10	20
Overall weighting of components	45	25	30	100

Format of the exam

Paper 1:

Listening and responding to spoken passages from a range of contexts and sources covering different registers and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Studio recordings will be used and students will have individual control of the recording. Questions in Spanish to be answered with non-verbal responses or in Spanish (35 marks).

Reading and responding to a variety of texts written for different purposes, drawn from a range of authentic sources and adapted as necessary. Material will include complex factual and abstract content and questions will target main points, gist and detail. Questions in Spanish to be answered with non-verbal responses or in Spanish (45 marks).

Translation into English; a passage of minimum 70 words (10 marks). No access to a dictionary during the assessment.

Paper 2:

Translation into Spanish; a passage of minimum 70 words (15 marks).

Writing: Either one question in Spanish on a set text from a choice of two questions or one question in Spanish on a set film from a choice of two questions (35 marks).

All questions will require a critical response to aspects such as plot, characterisation, imagery or other stylistic features as appropriate to the work studied.

No access to texts or films during the assessment.

No access to a dictionary during the assessment.

Students are advised to write approximately 250 words for the essay.

Paper 3:

Discussion of two sub-themes (6 - 7 minutes on each) with the discussion based on a stimulus card for each sub-theme. (aspects of the Hispanic society and Artistic Culture in the Hispanic world)

The student studies the cards for 15 minutes before the test begins.

No access to a dictionary during the assessment or during the preparation time.

Students may take the assessment only once before certification.

For further and complete information about the course and the assessment criteria, visit

<http://filestore.aqa.org.uk/resources/spanish/specifications/AQA-7691-SP-2016.PDF> where you can find the specification issued by AQA.

How to prepare for Spanish at AS Level

You have a few weeks in which to really prepare for your AS Level in Spanish. The leap from GCSE to AS Level is significant. At AS and A level you will be exploring topics in greater detail and moving to wider issues concerning society and the Hispanic society

Your work will be also different, as you will be expected to work more independently and take more responsibility for your own learning. The aim of this booklet is to start developing that independence, as you will have total freedom to choose what you are doing. This booklet contains links to a huge range of media, most of which is available for free online as well as tasks to complete before September. In order to keep pace, it is vital that you work through the tasks. Little and often is better than cramming this all into the last two weeks of August! Try to build some of them into your daily routine...



Buy...

In September you will be told by your teacher (s) how they would like you to organise your folder. Also, you will need a grammar book for independent work: https://www.amazon.co.uk/Practice-Perfect-Complete-Spanish-Grammar-x/dp/0071763430/ref=sr_1_sc_3?ie=UTF8&qid=1498467872&sr=8-3-spell&keywords=complete+grammar+makes+perfect+spanish

Download on your phone...

There are certain apps that will help you both in class and at home. They are free, so make sure that you make the best of them.

Quizlet	To revise vocabulary. You will play an active part in creating vocabulary lists.
Wordreference	Online dictionary. Several languages are available if you are a dual-linguist.
Elmundo & elpais	Spanish online newspapers. You must keep up to date with the Spanish current affairs.
bbcnews	Local, national and international current affairs
Twitter	Keep up to date by following the current affairs and re-tweeting people in your class.
Kindle reader	For studying literature, you might want to get the eBook of the work to study (y13)

Watch...

Television

Watch the latest news in Spanish <http://www.rtve.es/>, or even just the weather forecast <http://www.rtve.es/eltiempo/>.

Take in some culinary delights with Spanish Master Chef <http://www.rtve.es/television/masterchef/> or some football <http://www.rtve.es/deportes/champions-league/>.

Or watch some cartoons in Spanish with your baby brother or sister; you can both learn some Spanish <http://www.rtve.es/infantil/>. You will recognise some of the programmes - any guesses what *Sam el bombero* is <http://www.rtve.es/infantil/videos-juegos/#/videos/sam-bombero/todos/>

You can also access the TV using:

- Your own TV. If you get Euronews, you can put it into Spanish by pressing the red button
- A very good website to find series and programs is <http://www.mitele.es/>
- Another TV station is <http://www.antena3.com/>, if you click "Directo" you can watch live TV.
- BBC Website http://www.bbc.co.uk/education/subjects/z4dqxnbn_ If you have trouble bringing the website up, type in www.bbc.co.uk/education. Then select England GCSE and scroll down until you find Modern Foreign Languages. Behind both the Speaking and Listening tabs there are loads of great videos to watch that only last a few minutes and they are a great way to practice your listening skills.

Short Spanish videos

<http://www.lingus.tv/category/learn-spanish-videos/> website with Spanish videos at different levels.

Movies

Netflix often shows films in Spanish.

DVDs

We also have a range of DVDs in Spanish - let us know if you would like to borrow a DVD. Normally it is free but a deposit of £5.00 is required to borrow a DVD over the summer time, as it is a long period.

The DVDs we have are:

- | | | |
|---|------------------|---|
| - Pan's Labyrinth | - Babel | - The motorcycles diaries |
| - Innocent voices | - The sea inside | - Women on the verge of a nervous breakdown |
| - All about my mother | - Volver | - Open your eyes |
| - Spanish affair: Ocho apellidos vascos | | - Spanish affair: Ocho apellidos catalanes |
| - Anacleto | - Marshland | |

Listen...

To the radio



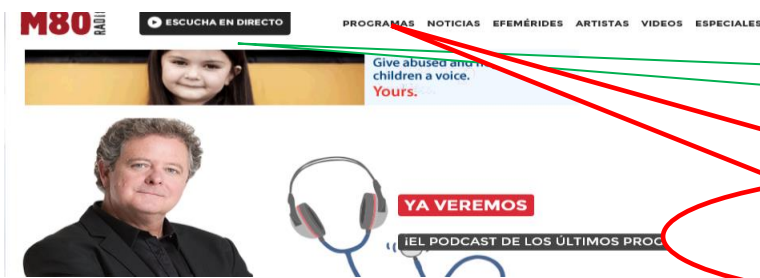
The great thing about listening to the radio is that you can get on with something else at the same time (tidying your room??). Listen live using the *Escuchar Ahora* or the *En directo* button.

- **Radio Nacional de España (RNE)** (www.rtve.es) - if you click RADIO and then scroll down, on the left hand side it has different sections (see black circle) and on the right hand side it has where you can listen live (see red circle)

- **Radio Nacional.** Sus programas llegan a todos los públicos. Noticias, entretenimiento, cultura, deportes...
- **Radio 3** is the station that the young listen to. It is just like Radio 1 or Capital FM and has music videos and interviews. <http://www.rtve.es/radio/radio3/>, Gain Access to a range of programmes relating to music, festivals, cinema etc:
- **Radio 5** es la radio dedicada al mundo de la actualidad, con noticias durante las 24 horas del día, todos los días del año. <http://www.rtve.es/radio/radio5/>

Listen to the latest news!

- **Los cuarenta principales** <http://los40.com/> - This is the radio station where you can listen live the latest hits.
- **M80 Radio** <http://www.m80radio.com/>. Here you can listen lots of music either live or podcasts of all programmes.



- www.newsinslowspanish.com **VERY GOOD** - (listening) News-based website where you can choose the speed at which the news is read. The script is available too and vocabulary explained by hovering the mouse over the word. Plenty of free content. Even more if you subscribe to it.

DEBATES ON THE RADIO

1. Sobre la crisis y el desempleo: http://www.ivoox.com/crisis-desempleo-catedratico-economia-audios-mp3_rf_701891_1.html
2. Sobre los inmigrantes y la repatriación: http://www.ivoox.com/hispanorama-582-03-la-repatriacion-desplazados-africa-audios-mp3_rf_1100981_1.html
3. ¿Se puede curar el racismo?: http://www.ivoox.com/tras-limites-4x23-1-parte-se-puede-curar-audios-mp3_rf_1111599_1.html
4. Sobre los carteles de la droga en Méjico: http://www.ivoox.com/hispanorama-582-06-los-secretos-carteles-de-audios-mp3_rf_1100986_1.html
5. Sobre los valores de los jóvenes y los valores tradicionales: http://www.ivoox.com/que-valores-siguen-presentes-paso-del-audios-mp3_rf_958298_1.html
6. Sobre el límite entre lo público y la intimidad: http://www.ivoox.com/donde-esta-limite-entre-lo-publico-audios-mp3_rf_1109119_1.html
7. Sobre el envejecimiento y las relaciones intergeneracionales: http://www.ivoox.com/sobre-mesa-el-envejecimiento-activo-y-audios-mp3_rf_1109183_1.html
8. Sobre la justicia: ¿es igual para todos?: http://www.ivoox.com/justicia-es-igual-para-todos-jordi-evole-audios-mp3_rf_1075646_1.html
9. Sobre la prohibición del velo en las escuelas: http://www.ivoox.com/gabinete-hay-prohibir-velo-en-audios-mp3_rf_260276_1.html
10. Sobre las deudas de los clubes de fútbol: http://www.ivoox.com/deuda-clubes-futbol-audios-mp3_rf_1105241_1.html

To podcast

www.spanishPod101.com Listening practice. You have to create a free account in order to access it.
<http://audiria.com/> variety of free podcasts

To songs

The great thing about listening to the radio is that you can get on with something else at the same time. Listen live using on the radio or you could download Spanish music on iTunes or listen them on www.youtube.co.uk

Ideas of what to do with the songs:

- the activities below
- find 2 or 3 Spanish singers that you might like
- you could print the lyrics and look for unknown vocabulary
- some songs are translated into English (ej. Shakira) - compare them

Tutorials:

You can revisit your grammar and practice translation by accessing websites which use songs for learning. Check this one

for a reminder on the Object Direct and Indirect using Enrique Iglesias's song "Me duele el corazón":
<https://www.happyhourspanish.com/dule-el-corazon-spanish-lyrics-and-english-translation/>

Activities with songs



1 - Completa los huecos con los verbos de la tabla que escuches

Bailar-er 5 hacer- vivir- pagar- subir- cortar- llenar- mirar- parar- bajar- tocar- saturar- estar (x2) -tener- poder (x9)- querer- abrazar- llevar- acelerar (x2)- sentir

6

Todos estos personajes son referentes de la infancia de los españoles que ahora tienen entre 25 y 35 años. Intenta identificar quien es cada uno...

1 -	2-
3-	4-
5-	6 -

- El canto del loco - AQUELLOS AÑOS LOCOS- <https://www.youtube.com/watch?v=nd3lABzEWYw>

....., de tus tardes de recreo
 de tus cromos y tebeos
 de las series que se para ti
 de ese erizo que rosa
 tú ser ficha roja
 y tener todas las cosas
, sólo había dos canales
 y unos rombos
 si veías o no veías
 una peli que mil efectos especiales
 un tal Dar Vader
 y de un planeta sideral
 tanta ilusión por ser mayor
 que a tus ídolos en el salón
 ser un goleador en el 82
 ser princesa a la que el príncipe no
 Recuerda bien, tus cabañas

1. Escucha la canción, y marca las palabras que no entiendas; después descubre el significado.
2. En una nueva audición, trata de rellenar los huecos. Como puedes ver a esta letra de la canción "Acuérdate" del grupo musical "El Canto del Loco" le faltan la mayoría de formas verbales.
3. Una vez descubiertas todas analiza los verbos de la canción diciendo cual es la persona, el tiempo y el infinitivo del verbo.

..... ser un espía
 y tu madre te: "No bien;
 que mil fantasías, y
 que en tu mundo de baldosas amarillas"
 hoy, esa bici que querías
 la de Elliot que nunca conseguirías
 para volar
 conquistando aquella luna
 devolviendo una fortuna
 siendo miembro del Equipo A
 tanta ilusión por ser mayor
 que a tus ídolos en el salón
 ser un goleador en el 82
 ser princesa a la que el príncipe no

- Enrique Iglesias - BAILANDO - <https://www.youtube.com/watch?v=NUsoVIDFqZg>

Yo te _____, se me _____ la respiración
 Cuanto tu me _____ se me _____ el corazón
 (Me _____ lento el corazón)
 Y en silencio tu mirada dice mil palabras
 La noche en la que te suplico que no salga el sol
 (_____, _____, _____, _____)
 Tu cuerpo y el mío _____ el vacío
 _____ y _____ (_____ y _____)
 (_____, _____, _____, _____)
 Ese fuego por dentro me está _____
 Me va _____
 Con tu física y tu química también tu anatomía
 La cerveza y el tequila y tu boca con la mía
 Ya no _____ más (ya no _____ más)
 Ya no _____ más (ya no _____ más)
 Con esta melodía, tu color, tu fantasía
 Con tu filosofía mi cabeza _____ vacía
 Ya no _____ más (ya no _____ más)
 Yo _____ contigo, _____ contigo
 _____ contigo, _____ contigo
 Una noche loca (una noche loca)
 Ay besar tu boca (y besar tu boca)
 Yo _____ contigo, _____ contigo
 _____ contigo, _____ contigo una noche loca
 Con tremenda nota (Ooooh, ooooh, ooooh, ooooh)
 Tu me _____ y me _____ a otra dimensión
 (_____ en otra dimensión)
 Tu latidos _____ a mi corazón
 (Tu latidos _____ a mi corazón)

2 - Lee este texto y subraya la opción correcta:

Enrique Iglesias, un conocido cantante español. Para que lo conozcas mejor, aquí tienes algunos datos de su biografía. Busca en internet y elige entre las opciones la correcta para completarla.

Enrique Iglesias nació en Barcelona/Bilbao/Madrid el 8 de mayo de 1985/1975/1977. Es hijo de un reconocido actor/cantante/escritor español: Julián/Mariano/Julio Iglesias.

Enrique Iglesias ha vendido más de 100/50/200 millones de copias y está situado entre los cantantes con más éxito de todo el mundo.

Que ironía del destino no _____
 _____ y _____ la magia de tu olor
 (_____, _____, _____, _____)
 Tu cuerpo y el mío _____ el vacío
 _____ y _____ (_____ y _____)
 (_____, _____, _____, _____)
 Ese fuego por dentro me está _____
 Me va _____
 Con tu física y tu química también tu anatomía
 La cerveza y el tequila y tu boca con la mía
 Ya no _____ más (ya no _____ más)
 Ya no _____ más (ya no _____ más)

Con tu filosofía mi cabeza _____ vacía
 Y ya no _____ más (ya no _____ más)
 Ya no _____ más (ya no _____ más)
 Yo _____ contigo, _____
 contigo
 _____ contigo, _____ contigo
 Una noche loca (una noche loca)
 Ay besar tu boca (y besar tu boca)
 Yo _____ contigo, _____ contigo
 _____ contigo, _____ contigo una noche loca
 Con tremenda nota (Ooooh, ooooh, ooooh, ooooh)

Read...

Keep your own vocabulary book for new expressions you come across - there is a sheet at the back of this booklet to start you off. Or you can ask your teacher for a small vocab booklet to fill in as you go. You could order it alphabetically, by topic area based on what we are going to study or just use it as a diary and scribble away your Spanish development in it.

[Sign up to Twitter](#) for authentic text that you can quickly flick through.



Following a page a page that teaches you a **word a day** is a fantastic way of building your vocabulary.

- **@SpanishDict** - **very useful**. Learn Spanish on the web. Tweets a random Spanish word.
- **@EduLearnSpanish** - Learn 3 new words a day on Twitter!

We follow all of these and recommend you do the same! They will help you pick up the language even when lazily browsing twitter. Some ideas are:

- **@spanishlanguage** - **very useful**. Learn Spanish with free resources, social media, and research-based software that works. Tweets expressions, phrases, words and articles in Spanish
- **@Spain** - The official Twitter for tourism in Spain
- **@lafrasedeldia** - Más que palabras. A Spanish site which tweets inspirational sayings for each day.
- **@spanishaddicts** - El español de la calle (typical spoken spanish). Esto no son simples traducciones literales, es mucho más que eso. Spanish phrases, vocab, articles and more.
- **@muyinteresante** - Revista de ciencia, historia, tecnología, salud, psicología, innovación y curiosidades. A Spanish news organisation that tweets in Spanish only. Great for practicing your reading skills.
- **@superbritanico** - Funny tweets that translate literally Spanish sayings into English ... good to earn Spanish sayings

Newspapers and Magazines

Read a foreign language newspaper - **El País** in Spanish is available in larger paper shops. In central news in the avenue (West Bridgford) if you ask them they can deliver it to the shop. El País has its own website <http://elpais.com/>, so that you can read the paper online. You do not have to read the whole paper, just scan the headlines & pick out ONE article that grabs your attention.



This website gives you access to newspapers all over the world. Here is the link to a range of Spanish papers.

<http://www.mediativo.com/en/newspapers/europe/spain/national/>

In Spain there is also a news website for young people: <http://primerasnoticias.com/>. It has sections on the Internet and Mobile Technology; Science and Wildlife; Education; Culture; Sport; Society and Health. A glance today contained articles about Facebook, video games and bullying to name but a few.

To catch up on the latest gossip and to see what the celebs are wearing, take a look at <http://www.hola.com/>. This is our equivalent of Hello! Magazine.



Websites

<http://es.maryglasgowplus.com/students>

Magazines with reading and listening tasks. There are three different levels. Find them in the library or access them online..

Look at the BBC website <http://www.bbc.co.uk/languages/spanish/tv/onlinenews.shtml> for links to Spanish programmes available on line. <http://www.bbc.co.uk/mundo/> takes you through to news in Spanish.



Great website with magazine articles <http://www.veintemundos.com/en/> you need to register for free to access the articles, activities...

At the bottom of this website there is a link to other website :

- yabla – free videos but requires registration



If you are searching for information, try switching to the Spanish [www.es.wikipedia](http://www.es.wikipedia.org). Remember that anyone can write on Wikipedia so you must validate your research elsewhere and never quote from it! It is a good place to start though.

A website in English with some great links to various topics: <http://spanish.about.com/>

Spanish lessons of different levels <http://www.spanishlearninglab.com/>

Website that teaches grammar, vocabulary, pronunciation, common mistakes... <http://gotspanish.com/>

Another website with links to a variety of aspects of Spanish language learning: grammar, vocabulary, pronunciation, verbs...

<http://www.studyspanish.com/tutorial.htm>

On-line dictionary

A good on-line dictionary is: <http://www.wordreference.com/>

Vocabulary

<http://www.memrise.com/> As you all know memrise has lists of vocabulary that can work on and learn new things. Please create an account if you haven't got one yet.

<https://quizlet.com/> is a website that we are going to use in years 12 & 13 where you can upload vocabulary list and share them with the rest of the class. Also you can search for vocabulary on different topics. The website has different ways to help you to learn vocabulary – flashcards, quizzes... Please create an account as we will use it a lot.

TOP TIP: Don't look up every word you are not sure of when reading an article/ book

When you are reading articles etc, try not to look up every word as it will take you forever. Skim and scan the text to get the

gist. Remember to use the context or the article, cognates and common sense to figure out what the article is saying. Pick out a couple of words that you like the look of, that you feel may be real hurdles to getting the idea of the text, look them up carefully and add them to your vocab booklet. The aim at this stage is to get the gist of the article, not be able to translate it completely. You will be surprised how much more enjoyable reading will be if you really pay attention to this tip.

Grammar Practice

What should I know by now?

This is a common question asked by students about to start their AS level. You should be able to:

TOPIC	CONTENT
Recognise and use a range of tenses with regular	<u>Regular -AR, -ER, -IR verbs:</u> Present Preterite Imperfect Near Future (ir + a + inf.) Future (eg. Será) Conditional (eg. sería) Perfect (eg. he sido) Pluperfect (eg. había sido)
Recognise and use a range of tenses with irregular	<u>Common irregular verbs: ser, estar, tener, hacer, ir</u> Present Preterite Imperfect Near Future (ir + a + inf.) Future (eg. Será) Conditional (eg. sería)

You should also have a look at some of the basic grammar that we have learnt throughout KS3 & KS4 such as: adjective agreements, word order, adjectives and pronouns (personal, possessive, demonstrative, Object Direct and Indirect), a revision of the subjunctive we saw...

Links to Grammar Practice Exercises

The grammar areas in the box above are in Spanish GCSE Revision Guides which are available on Amazon for less than £5. Try CGP, Pearson or Letts which also has a CD with it. Also look at your KS4 Vocabulary Books - ask your teacher if you need a new one. The following websites are also very useful interactive sites for grammar and language based activities. Take a look at them. They wouldn't be on here if they weren't worth a look.

- Languages on line: The Grammar Revision resources on www.languagesonline.org.uk are great as you can then select what tense you want to revise, read the explanations and complete the exercises. You can do these as often as you like and it gives you a percentage. Another useful tactic is to translate the examples and exercises into English to ensure you understand the meaning of each tense.



Lightbulb languages at <http://www.lightbulblanguages.co.uk/resources-sp-al.htm>

- www.studyspanish.com Very detailed grammar explanations and practice tasks, including tests. For some of

the tasks you need to subscribe and pay but there are enough free resources available to everyone.

Music to practice grammar

. **Stem - changing verbs:** Escucha <https://www.youtube.com/watch?v=tIpzfs5tBJU> y completa con los verbos que faltan:

------(tener, yo) que confesar que a veces, no me gusta tu forma de ser,
 luego te me desapareces y no -----(entender, yo) muy bien ¿por qué?
 No -----(decir, tu) nada romántico cuando llega el atardecer,
 -----(ponerte) de un humor extraño con cada luna llena al mes.
 Pero todo lo demás le gana lo bueno que me (dar tu),
 solo tenerte cerca, -----(sentir, yo) que -----(volver yo) a empezar.
 Yo -----(quererte) con limón y sal, yo -----(quererte) tal
 y como -----(estar, tu) no hace falta cambiarte nada.
 Yo te quiero si -----(venir, tu) o si -----(ir, tu), si -----(subir, tu)
 y -----(bajar tu) si no estás seguro de lo que -----(sentir, tu).
 Tengo que confesarte ahora, nunca creí en la felicidad,
 a veces algo se le parece pero es pura casualidad.
 Luego -----(venirme) a encontrar, con tus ojos -----(darme) algo más,
 solo tenerte cerca, siento que vuelvo a empezar.
 Yo te quiero con limón y sal, yo te quiero tal
 y como estas no hace falta cambiarte nada.
 Yo te quiero si vienes o si vas, si subes
 y bajas si no estas seguro de lo que sientes.(x2)
 Solo tenerte cerca, siento que vuelvo a empezar

Ahora escribe todos los verbos anteriores al lado de su infinitivo:

tener	entender
decir	poner
sentir	volver
Dar	querer
estar	venir
ir	

Ahora clasifícalos:

- Primera persona irregular:
- e>IE:
- o>UE:
- e>I:
- Totalmente irregular:

escribes
 estudias
 fácil
 mucho

Estudiar el presente - La reina del POP - La oreja de Van Gogh <https://www.youtube.com/watch?v=9qS-VDvFGJwan>

1. Mirad estas primeras estrofas de la canción. ¿Podéis completar los huecos con una palabra del recuadro?

..... talento y cultura,
 manos bonitas y francés,
 cantas, actúas y pintas,
 poemas, todo lo haces bien.

Has nacido artista, lo

se te nota en la cara

tienes poder.

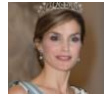
Firma aquí abajo y verás

cómo cambia tu vida,

es muy ganar.

2. En el estribillo se han borrado algunas partes, que hemos sustituido por imágenes. Escuchad esta parte de la canción e intentad escribir las palabras.

Estribillo: Eres la del pop,



una diva sin nombre, un montón de ilusión.

Eres facturas y



una borrosa,



una sin olor.



3. En la siguiente parte, alguien tiene que conjugar los verbos que se han quedado en infinitivo por pereza.

Piensa en qué vas a gastar

todo ese dinero que vas a ganar.

No (saber, tú) cuánto te (admirar, yo),

te (aplaudir, yo), te (mirar, yo)

y te (escuchar, yo) también.

4. Y por último, intentad oír cuál de las tres palabras propuestas es la que cantan en realidad.

Nadie/Nada/Nunca olvidas quién te ayudó,

quién/qué/cuál estuvo contigo, cómo/quién/qué te enseñó.

No dejes que nada/nunca/nadie al pasar

te mire a los ojos, tú debes mandar.

[Mind map developing practice](#)

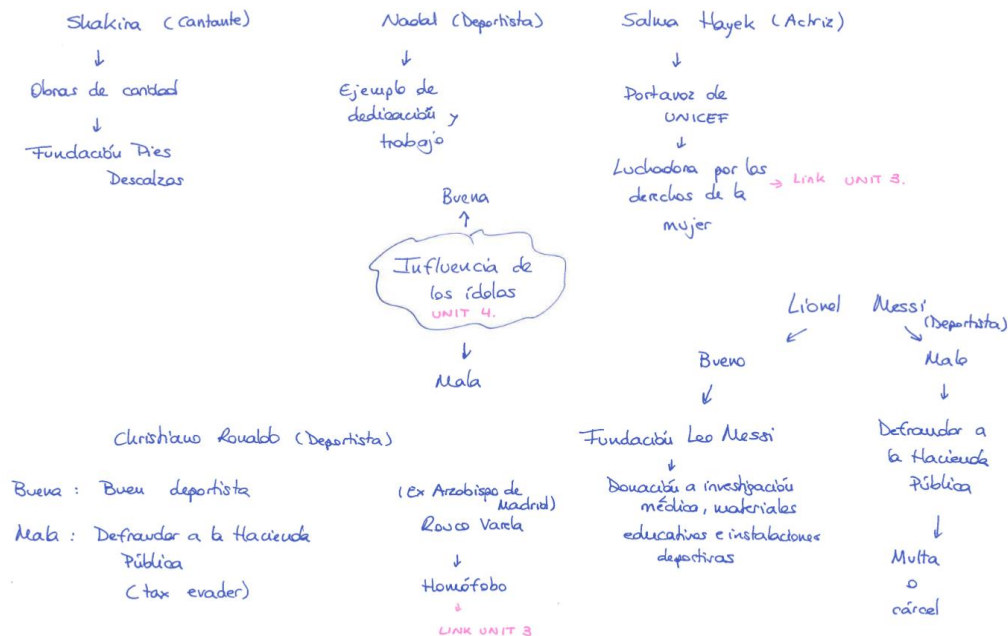
Teachers have noticed that when students start AS, they don't usually have an opinion on the topics to study. It's important that you start building up your knowledge on these areas, the way that you have less work to do later on. In order to start approaching the level of analysis that you will be expected to do next year, find below the titles of the units to be covered. Note down some ideas/evaluation on the topic, even if it's in English and Spanish, it's a good start.

Generic Topic Area: Aspectos de la sociedad hispánica:

1. Los valores tradicionales y modernos: La familia
 - a. Los cambios en la familia
 - b. Actitudes hacia el matrimonio/divorcio
 - c. La influencia de La Iglesia Católica
2. El ciberespacio: Internet y las nuevas tecnologías.
 - a. La influencia de Internet
 - b. Las redes sociales: beneficios y peligros
 - c. Los móviles inteligentes en nuestra sociedad
3. La igualdad de derechos:
 - a. La mujer en el mercado laboral
 - b. El machismo y el feminismo
 - c. Los derechos de los gays y de las personas transgénero.

Generic Topic Area: Cultura artística en el mundo hispánico:

1. La influencia de los ídolos (why are they so influential?)
 - a. Cantantes y músicos
 - b. Estrellas de televisión y cine
 - c. Modelos
2. La identidad regional española: cultura y tradición.
 - a. Tradiciones y costumbres
 - b. La gastronomía
 - c. Las lenguas
3. El patrimonio cultural (arquitectura, pintura, música...)
 - a. Sitios turísticos y civilizaciones prehispánicas: Machu Pichu, La Alhambra...
 - b. Arte y arquitectura
 - c. EL patrimonio cultural y su diversidad



Tasks

Complete the task log or make your own one up but you will need to go through it with your Spanish Teacher in September so make sure that it is clear and useful to you. Maybe you prefer to create a blog, anything you prefer will be fine. You may have one week in which you are extremely motivated and one when you are not, but do not leave it all until the end of August. You need to complete a minimum of 9 tasks and at least 1 must be the mind map practice - you can choose from this list and you can repeat the task, for example if you study two grammatical points, each one of them counts as one entry log. (Each task doesn't need to be massive, just a bit of work).

1. When you look at a website/ link on here, highlight it and note the date and what you thought about it. You can then put a couple of notes in your task log.
2. Summarise, in Spanish, articles (that were in Spanish!) that you have read from one of the websites/ papers above and say why they interested you. If you cannot print the article, make a note of the website.
3. Some of the websites we've suggested have activities linked to the reading/ listening activities, please complete them
4. Watch a foreign language film and review it (c. 200 - 250 words) in Spanish.
5. Watch Spanish TV or videos - write the link and summarise the content or do the activities associated to them in case there are some.
6. Listen to Spanish music: - print lyrics and find vocab, do some activities from the booklet, compare a song that has been translated to English and its Spanish version
7. Listen Spanish Radio or podcasts - write the link and summarise the content or do the activities associated to them in case there are some
8. Grammar - revise grammatical points that you find difficult. Look at the check list in this booklet and make sure you are good at those tenses. For example go onto www.languagesonline.org.uk note down the exercise you did and your score. Or do some exercises from this booklet.
9. If you find any other new websites/ links/ twitter feeds that you think are worth sharing, note them down too.
10. Vocabulary - start building a vocabulary booklet at the back of this booklet or create an electronic version or ask us for a notebook. Also revise and learn new vocabulary in quizlet or memrise.
11. Mind map - Create a mind up on one of the topics to be analysed next year (avoid "idols" as it's my example). This will help you critically understanding and analysing the topics.

ESSAY WRITING TIPS

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? Then answer the question!! Go straight to the point.
- b) Then say what you are going to do in your essay - stick to the essay title!

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!

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, if you can, with something which could be important to your topic in the future. If possible, finish with a rhetoric question.

Finally

1. Do a systematic error check using the checklist below.
2. Does your language read above GCSE level? Can you bring more interest and complexity to your language? (i.e. have you used the subjunctive?)

Really useful writing tips

- 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 -

- 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

ESSAY TERMINOLOGY

★ INTRODUCTORY REMARKS

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

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

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

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

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

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

Modismos típicos españoles

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

Para gustos, colores - to each their own taste

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 neighbor'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

Más vale malo conocido que bueno por conocer - Better the devil you know

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

Trabajar como un burro - Work like a donkey - To work hard

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

We can't wait to start working with you and further enhancing your Spanish skills and discovering together such a beautiful language and culture. Have a wonderful summer!!!!

Task Log 1

Week commencing	Date	Website/ Source	Comments
e.g	30/06/20	Lightbulb Languages	Loads of info and quite fun. Looked at slides about Civil War - need to find out more about this. Will look it up on Wikipedia. Website more interesting than I was expecting.
29 JUNIO			
6 JULIO			
13 JULIO			
20 JULIO			
27 JULIO			
3 AGOSTO			
10 AGOSTO			
17 AGOSTO			
24 AGOSTO			

