



GCSE
Eduqas Spanish
REVISION GUIDE
FOR THE GRADE 9–1 COURSE

Bethan McHugh and
Chris Whittaker



Crown House Publishing
www.crownhouse.co.uk

First published by
Crown House Publishing Ltd
Crown Buildings, Bancyfelin, Carmarthen, Wales, SA33 5ND, UK
www.crownhouse.co.uk
and
Crown House Publishing Company LLC
PO Box 2223
Williston, VT 05495, USA
www.crownhousepublishing.com

© Bethan McHugh and Chris Whittaker, 2018

The rights of Bethan McHugh and Chris Whittaker to be identified as the authors of this work have been asserted by them in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved. Except as permitted under current legislation no part of this work may be photocopied, stored in a retrieval system, published, performed in public, adapted, broadcast, transmitted, recorded or reproduced in any form or by any means, without the prior permission of the copyright owners. Enquiries should be addressed to Crown House Publishing Limited.

Cover images © Alfonso de Tomás, © dikobrazik, © robodread – Fotolia.com
Icons, pages 4–5, 9, 11, 13, 15, 17, 108–141, © schinsilord – Fotolia.
Page 7, © LuckyImages – Fotolia: Pages 18–19, © JB Fontana – Fotolia: Page 21, © Milkos – Fotolia: Page 23, © micromonkey – Fotolia: Page 25, © julien tromeur – Fotolia: Page 27, © lassedesignen – Fotolia: Pages 28–29, © Brian Jackson – Fotolia: Page 31, © BillionPhotos.com – Fotolia: Page 33, © Lsantilli – Fotolia: Page 34, © WaveBreakMediaMicro – Fotolia: Page 37, © Focus Pocus LTD – Fotolia: Pages 38–39, © koss13 – Fotolia: Page 41, © exclusive-design – Fotolia: Page 43, © Tupungato – Fotolia: Page 44, © luckyli – Fotolia: Page 45, © Mik Man – Fotolia: Pages 48–49, © Lukassek – Fotolia: Page 51, © Kara – Fotolia: Page 53, © silver-john – Fotolia: Page 55, © Aleksandar Todorovic – Fotolia: Page 57, © connel_design – Fotolia: Pages 58–59, © Black Spring – Fotolia: Page 63, © Premium Collection – Fotolia: Page 67, © zhu difeng – Fotolia: Pages 68–69, © peshkov – Fotolia: Page 73, © icsnaps – Fotolia: Page 74, © sanchos303 – Fotolia: Page 77, © monkeybusiness – Fotolia: Pages 78–79, © sebra – Fotolia: Page 83, © Vladimir Melnikov – Fotolia: Page 85, © Antonio Gravante – Fotolia: Page 87, © Tom Wang – Fotolia: Pages 88–89, © mikola249 – Fotolia: Page 91, © zhu difeng – Fotolia: Page 93, © pathdoc – Fotolia: Page 95, © djile – Fotolia: Page 97, © goodluz – Fotolia: Pages 98–99, © Konstantin Yuganov – Fotolia: Page 101, © connel_design – Fotolia: Page 103, © Syda Productions – Fotolia: Page 105, © faithie – Fotolia: Page 107, © javiindy – Fotolia.

British Library of Cataloguing-in-Publication Data

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

Print ISBN 978-178583272-7

Printed and bound in the UK by Pureprint Group, Uckfield, East Sussex

CONTENTS

INTRODUCING EDUQAS GCSE SPANISH.....	5	Spain and Spanish-Speaking Countries	59
Speaking Exam	6	Local and regional features and characteristics ..	60
Role play	6	Holidays and tourism	64
Photo card	7	Global Sustainability.....	69
Conversation	8	Environment	70
Listening Exam	9	Social issues	74
Reading Exam	10		
Writing Exam	12	CURRENT AND FUTURE STUDY	
The Basics	14	AND EMPLOYMENT	79
Numbers	14	Current Study	79
Dates	15	School/college life	80
Time	16	School/college studies	84
Asking questions	17	World of Work	89
		Work experience and part-time jobs	90
IDENTITY AND CULTURE	19	Skills and personal qualities	94
Youth Culture	19	Jobs and Future Plans	99
Self and relationships	20	Applying for work/study	100
Technology and social media	24	Career plans	104
Lifestyle	29		
Health and fitness	30	GRAMMAR.....	109
Entertainment and leisure	34	Grammar Terms	110
Customs and Traditions	39	Nouns.....	111
Food and drink	40	Articles.....	112
Festivals and celebrations	44	Adjectives	113
		Adverbs	116
LOCAL, NATIONAL, INTERNATIONAL		Pronouns	118
AND GLOBAL AREAS OF INTEREST.....	49	Prepositions	122
Home and Locality.....	49	Time Expressions	124
Local areas of interest	50	Verbs and Tenses	125
Transport	54	Verb Tables	140
		Answers	147

INTRODUCING EDUQAS GCSE SPANISH

Your Eduqas Spanish GCSE is split into three main themes:

- IDENTITY AND CULTURE
- LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST
- CURRENT AND FUTURE STUDY AND EMPLOYMENT

Your four Spanish exams (SPEAKING, LISTENING, READING and WRITING) will cover these three themes equally. Each exam is worth 25% of your final grade. You are not allowed to use a dictionary in any exam.

Now for the confusing bit! Each of these three themes has three sub-themes which are divided into two sections each. These sections are all of equal importance – so don't spend all of your time concentrating on your favourites! Make sure you revise all the topics equally.

IDENTITY AND CULTURE	LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST	CURRENT AND FUTURE STUDY AND EMPLOYMENT
YOUTH CULTURE <ul style="list-style-type: none">• Self and relationships• Technology and social media LIFESTYLE <ul style="list-style-type: none">• Health and fitness• Entertainment and leisure CUSTOMS AND TRADITIONS <ul style="list-style-type: none">• Food and drink• Festivals and celebrations	HOME AND LOCALITY <ul style="list-style-type: none">• Local areas of interest• Transport SPAIN AND SPANISH-SPEAKING COUNTRIES <ul style="list-style-type: none">• Local and regional features and characteristics• Holidays and tourism GLOBAL SUSTAINABILITY <ul style="list-style-type: none">• Environment• Social issues	CURRENT STUDY <ul style="list-style-type: none">• School/college life• School/college studies WORLD OF WORK <ul style="list-style-type: none">• Work experience and part-time jobs• Skills and personal qualities JOBS AND FUTURE PLANS <ul style="list-style-type: none">• Applying for work/study• Career plans

This revision guide covers all of the themes and sub-themes, as well as giving tips and advice on how to prepare for each exam with plenty of exam-style questions and grammar practice to help you. ¡Buena suerte!

IDENTITY AND CULTURE

YOUTH CULTURE

The sub-theme of **Youth Culture** is divided into two areas. Here are some suggestions of topics to revise:

SELF AND RELATIONSHIPS

- family relationships
- friendships
- physical appearance and self-image
- fashion and trends
- celebrity culture
- problems and pressures of young people
- marriage

TECHNOLOGY AND SOCIAL MEDIA

- different types of technology – e.g. tablets, mobiles, smart watches
- advantages and disadvantages of technology
- advantages and disadvantages of social media – e.g. cyberbullying
- impact of social media
- computer games
- future of technology
- how you use technology

TRANSLATION TIPS

ENGLISH TO SPANISH

- Don't translate sentences word for word!
- Check you are correctly translating the tense required.

SPANISH TO ENGLISH

- Don't translate the text word for word – you don't need to have the same number of words in your translation as the original text has.
- Don't miss out little but important words – e.g. very, often, never.
- Make sure you translate the correct meaning of the tense – e.g. I play, I played, I will play, I would play. Sometimes keywords and phrases – like yesterday, in the future, later, usually – will help you to identify the tense.

SELF AND RELATIONSHIPS

Describe a tu familia.
Describe your family.

Tengo una hermana que se llama Sophie. Me llevo bien con ella porque nos gusta la misma música. Es graciosa y nunca me molesta. También tengo un hermano mayor pero vive con su novia. Creo que mis padres son demasiado estrictos y preferiría tener más libertad.

I have a sister called Sophie. I get on well with her because we like the same music. She is fun and she never annoys me. I also have an older brother but he lives with his girlfriend. I think that my parents are too strict and I would prefer to have more freedom.

¿Qué hiciste con tus amigos el fin de semana pasado?
What did you do with your friends last weekend?

El viernes pasado fui al cine con mis compañeros de clase. Después de ver la película fuimos a un restaurante italiano y comimos pizza. Lo pasé muy bien.
Last Friday I went to the cinema with my school friends. After watching the film we went to an Italian restaurant and we ate pizza. I had a very good time.

¿Te importa la moda?
Is fashion important to you?

Claro que sí. Me inspiran los modelos y las celebridades y me encanta comprar ropa. En el futuro me gustaría trabajar en la industria de moda.

Yes of course. I'm inspired by models and celebrities and I love buying clothes. In the future I'd like to work in the fashion industry.

¿Admiras a alguna celebridad? ¿Por qué?
Is there a celebrity who you admire? Why?

Admiro a Ed Sheeran porque canta bien y tiene mucho talento. El año pasado asistí a su concierto. Fue increíble.
I admire Ed Sheeran because he sings well and is very talented. Last year I went to his concert. It was incredible.

¿Cómo sería tu novio/novia ideal?

What would your ideal boyfriend/girlfriend be like?

Tendría un buen trabajo y sería rico/a y generoso/a. En mi opinión, lo más importante es que tenga buen sentido del humor.

He/she would have a good job and be rich and generous. In my opinion, the most important thing is that he/she has a good sense of humour.



Try to use a variety of vocabulary and structures.

There's no need (and you won't have enough time) to describe the colour of every member of your family's hair, eyes, etc. The vocabulary you will be using could become really repetitive.

It's easy for this topic to become too descriptive and rely mainly on present tense. Try to include some opinions – what do you think of different family members? How do you get on? Why?

Say what you did/are going to do with your family to show off your use of different tenses.



GRAMMAR



Remember that both **ser** and **estar** mean 'to be' but in different ways.

- **Ser** is used with: physical description, personality and character, nationality, race, gender, professions, what things are made of, dates, days, seasons, time and possessions – e.g. **soy alto/a** (I am tall).
- **Estar** is used with: feelings, moods, emotions, physical conditions or appearances, marital status and location of things and people – e.g. **estoy cansado/a** (I am tired).
- You will have to use both **ser** and **estar** a lot in this sub-theme – make sure you use the correct one!

Translate the sentences into English:

1. Mi tía es trabajadora, deportista y muy inteligente.
2. Cuando era más joven, tenía muchos amigos.
3. Desgraciadamente, mi mejor amigo no se lleva muy bien con sus padres.
4. ¿Cuáles son las cualidades personales más importantes de un buen amigo?

EXAM TASK



Have you translated all the information?
Does the sentence you have written make sense in English?

SELF AND RELATIONSHIPS

USEFUL PHRASES



Admito que no me interesa la moda.	I have to admit that I am not interested in fashion.
Prefiero llevar ropa de diseño.	I prefer wearing designer clothes.
La vida de las celebridades me fascina.	I am fascinated by celebrities' lives.
Me gusta seguir la moda, pero adaptándola a mi propio estilo.	I like following fashion, but adapting it to my own style.
Me parece que la moda es demasiado cara.	As far as I am concerned, fashion is too expensive.
En mi opinión, tener una familia es muy importante.	In my opinion, having a family is very important.
Mi novio/novia ideal sería/haría/tendría ...	My ideal girlfriend/boyfriend would be/would do/would have ...
Discutimos a menudo.	We argue often.
Mi relación con mi hermanastro es tensa.	My relationship with my stepbrother is tense.
Nos entendemos perfectamente.	We understand each other perfectly.
No somos muy unidos.	We are not very close.
Me dejan hacer todo lo que quiero.	They let me do everything I want.
Me llevo fatal con mis hermanos.	I don't get on well with my siblings.
Mi madre me da consejos.	My mum gives me advice.
Tenemos los mismos gustos/intereses.	We have the same likes/interests.
Podemos hablar de todo.	We can talk about anything.
Mis padres siempre se meten en mis asuntos.	My parents always meddle in my business.
No me dejan salir.	They don't let me go out.
Raramente me critican.	They rarely criticise me.
Tengo suerte porque puedo confiar en mis amigos.	I am lucky because I can trust my friends.
Me cuesta resistirme a la presión de grupo.	I find it hard to resist peer pressure.
No quiero ser diferente.	I don't want to be different.
Me parezco a mi hermana.	I look like my sister.
Los jóvenes de hoy tienen muchos problemas.	Young people today have lots of problems.
La sociedad está obsesionada con las celebridades.	Society is obsessed with celebrities.

This revision guide has been designed by examiners and experienced teachers to serve as a preparatory resource for students studying Eduqas GCSE Spanish and to provide them with useful insights into what to expect in their speaking, listening, reading and writing exams. It is suitable for both Foundation and Higher tier candidates.

Containing sample exam-style questions throughout, it offers engaging content relevant to the Eduqas themes and sub-themes and will support all students in getting to grips with the material they need to know in order to pass their GCSE.

Features include:

- detailed, step-by-step information on each exam's format, with useful advice, tips and techniques to help students prepare for every aspect
- guidance on how to navigate the role play, photo card and conversation elements of the speaking exam
- examples of the kinds of rubrics, instructions, prompts and questions that students can expect in the exam – in a mix of English and Spanish, as they will be on the day
- translations of keywords and useful phrases for each topic
- a variety of reading and writing tasks, with answers provided at the back of the book
- a review of the key grammar points, including practice exercises as well as a grammar glossary with verb tables

BETHAN McHUGH is an experienced MFL teacher and has held numerous positions of responsibility during her career including head of year, head of Spanish, HE adviser and learning leader. She is currently a senior examiner of MFL GCSEs and a CPD presenter, as well as being an author of assessments and digital resources.

CHRIS WHITTAKER is an experienced teacher of MFL. He has been a head of department and has always sought innovative and engaging ways to improve teaching and learning. He currently runs First for Languages, which delivers a range of services to businesses, individuals, examination boards and schools. He is also a senior examiner for a number of qualifications including GCSE German.

ALSO AVAILABLE



Crown House
Eduqas GCSE Spanish

ISBN 978-178583090-7