



GCSE WJEC SPANISH

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INTRODUCING WJEC GCSE SPANISH

WJEC GCSE Spanish is divided into three main themes. Each theme has sub-themes which are divided into modules.

This makes a total of eighteen modules to be studied during the course. The book is divided up in the same way.

IDENTITY AND CULTURE	WALES AND THE WORLD – AREAS OF INTEREST	CURRENT AND FUTURE STUDY AND EMPLOYMENT
<p>YOUTH CULTURE</p> <ul style="list-style-type: none"> • Self and relationships • Technology and social media <p>LIFESTYLE</p> <ul style="list-style-type: none"> • Health and fitness • Entertainment and leisure <p>CUSTOMS AND TRADITIONS</p> <ul style="list-style-type: none"> • Food and drink • Festivals and celebrations 	<p>HOME AND LOCALITY</p> <ul style="list-style-type: none"> • Local areas of interest • Travel and transport <p>THE WIDER WORLD</p> <ul style="list-style-type: none"> • Local and regional features and characteristics of Spain and Spanish-speaking countries • Holidays and tourism <p>GLOBAL SUSTAINABILITY</p> <ul style="list-style-type: none"> • Environment • Social issues 	<p>CURRENT STUDY</p> <ul style="list-style-type: none"> • School/college life • School/college studies <p>ENTERPRISE, EMPLOYABILITY AND FUTURE PLANS</p> <ul style="list-style-type: none"> • Employment • Skills and personal qualities • Post-16 study • Career plans

The exam is divided up equally across the four skill areas: READING, LISTENING, SPEAKING and WRITING. Each exam is worth 25%.

In the READING exam you will have to:

- answer different style questions
- answer three questions in Spanish
- answer two questions on literary texts
- translate into English

In the LISTENING exam you will have to:

- answer different style questions
- answer two questions in Spanish

In the SPEAKING exam you will have to prepare the following:

- role play
- photo card
- conversation on two themes

In the WRITING exam you will have to:

- write in different styles about all three themes
- translate into Spanish

THROUGHOUT THE BOOK YOU WILL SEE THE FOLLOWING ICONS:

READING



The textbook contains plenty of reading exercises on all the topics that might come up in the exam. Some have questions in English, some in Spanish, some require non-verbal responses (like a letter or number) and others require a short written answer. There is also a literary text and a translation into English in every module. All of the questions are similar in style to ones that might come up in the exam.

LISTENING



There are lots of listening exercises on all of the topics with a mix of question styles which are similar to the ones in the exam.

SPEAKING



There are three tasks in the speaking exam. Every module contains a photo card with practice questions, a set of role-play prompts for you to prepare and a set of suggested conversation questions.

WRITING



Every module contains carefully structured tasks that are similar in demand to the writing exam. There is also a translation into Spanish in every module.

EXTRA



Some exercises have an extra section to offer you additional language practice or some more challenging questions.

GRAMMAR



Grammar is a really important part of the GCSE exam. Grammar boxes outline all the grammar points that you need to learn. There is also a 'grammar in context' section at the end of every sub-theme (two modules) with practice exercises, as well as a grammar glossary with verb tables at the back of the book.



Throughout the book we highlight key words, phrases or things you need to know or practise.



At the end of every module there is a list of useful vocabulary which is based on the WJEC GCSE specification.

THEME: IDENTITY AND CULTURE

UNIT 1

YOUTH CULTURE



1A SELF AND RELATIONSHIPS (1)

READING



Lee los problemas de estos jóvenes y elige la persona correcta.

Arturo: Mis padres están divorciados y no me llevo muy bien con el nuevo marido de mi madre. Siempre me critica y es muy impaciente conmigo.

Laura: Para mí, hacer amigos no es fácil. Soy tímida y no tengo mucha confianza en mí misma.

Amalia: Odio compartir mi dormitorio con mi hermano menor. Necesito mi propio espacio privado.

Sal: Todos mis amigos tienen pareja pero yo siempre estoy soltero.

1. Busco novia
2. No me gusta salir
3. Me llevo mal con mi padrastro
4. Mi hermano me molesta
5. No es posible tener secretos
6. Siempre discutimos

GRAMMAR



To say 'with me' or 'with you' there is a special form: **conmigo or contigo** (but for with him/her/ them we can just use **con él/ella/ellos/ellas**).

GRAMMAR



Use **possessive adjectives** to talk about things that 'belong' to us e.g. **my family, his house, her boyfriend**.

- **mi/mis** my
- **tu/tus** your
- **su/sus** his/her/its

A possessive adjective must agree with the noun that follows it: e.g. **mi primo** – my cousin, **mis padres** – my parents.

See page 206 for more information.

Read the quiz from a Spanish magazine and answer the questions in English.

Test ¿eres un buen amigo?

Todos necesitamos tener al menos un amigo en la vida. En el contexto de las redes sociales, la palabra 'amigo' describe a contactos más que a relaciones. Se puede mandar mensajes a los 'amigos' pero no es lo mismo que tener una relación personal. A veces nos preocupamos por tener amigos; pero es más importante **ser** un amigo.

Si quieres saber si eres un verdadero amigo o solamente un contacto contesta a las preguntas del test con sinceridad:

1. Si un amigo me cuenta un secreto ...
 - a. No se lo cuento a nadie.
 - b. No suelo guardar bien los secretos.
2. Cuando un amigo tiene un problema ...
 - a. Me preocupa mucho.
 - b. No me importan sus problemas.
3. Cuando tu amigo te cuenta un problema ...
 - a. Le escucho atentamente.
 - b. Prefiero hablar de mis problemas.
4. Cuando tienes un problema, ¿confías en tu amigo?...
 - a. Claro que sí.
 - b. Nunca hablo de mis problemas con mi amigo.

a: **Amigo verdadero** – eres un amigo de verdad.
b: **Amigo dudoso** – debes revisar qué significa la palabra 'amigo' para ti.

1. What does the article say about friends on social media?
2. According to the article, what do we sometimes worry about?
3. What should we be worrying about instead?
4. What is the quiz trying to find out?
5. According to the quiz answers, write **three** details about what a real friend does.

READING



EXTRA

Translate the underlined sentences into English.



READING



Translate the following into English:

- ¿Te llevas bien con tus amigos?
- Mi hermano menor es muy molesto.
- Mi mejor amiga siempre lleva ropa de moda.
- Mi primo va a casarse la semana que viene.

LISTENING



Listen to the conversation between Rosa and Javi. What are they talking about? Choose the five correct sentences.

1. Javi's sisters are really annoying.
2. Javi has older sisters.
3. Javi prefers being alone.
4. Rosa doesn't have brothers or sisters.
5. Rosa has a big family.
6. Rosa thinks her life is boring.
7. Rosa's parents are easy going.
8. Rosa goes out a lot.
9. Javi's mother doesn't work.
10. Javi is allowed to stay out late.

EXTRA



Find the Spanish for:

1. They don't leave me in peace.
2. I think you are lucky.
3. I can do what I want.

GRAMMAR



Remember, in Spanish verb endings change depending on who is doing the action. Most follow a regular pattern. See pages 232–233 for more information about regular **ar**, **er** and **ir** verbs.

Be careful – some common verbs have an irregular **yo** form in the present tense:

- **digo** – I say
- **doy** – I give
- **hago** – I make/do
- **salgo** – I go out
- **sé** – I know
- **soy/estoy** – I am

Escribe una frase sobre cada tema:

- tu familia
- tus amigos
- tu aspecto físico
- tu personalidad

WRITING



EXTRA



Escribe un párrafo sobre un problema (¡puede ser imaginario!) que tienes.

Photo card

- Describe la foto/¿De qué trata esta foto?
- ¿Crees que tus amigos son más importantes que tu familia? ¿Por qué (no)?
- Los jóvenes se llevan mejor con sus amigos que con sus padres. ¿Estás de acuerdo?
- ¿Qué vas a hacer con tu familia en casa esta noche?
- ¿Cómo sería tu pareja ideal?

SPEAKING



It's really important to keep revising the **present tense**. We use it to describe something that's happening now or something that happens regularly. See page 216.

GRAMMAR



1A SELF AND RELATIONSHIPS (2)



READING



Read the following statistics. What are they about?

- Hay un 32% de jóvenes españoles que desean casarse en el futuro.
- El 43 por ciento de los jóvenes quiere tener hijos en los próximos 15 años.
- En España se puede casarse a los 16 años si la familia está a favor.
- Casi la mitad de los matrimonios jóvenes termina en separación o divorcio dentro de los 10 años.

Are the following statements true, false or not mentioned in the text?

1. 43% of young people don't want children.
2. Your family need to agree if you want to get married at 16.
3. Almost 50% of 'young marriages' end in separation or divorce.
4. About a third of young people hope to get married one day.
5. You can get married at 18 without your parents' permission.
6. 57% of young people want to have children in 15 years' time.

EXTRA



Translate the four statements into English.

Read this poem which has been adapted from *Algunas amistades son eternas* by Pablo Neruda and answer the questions in English.

READING



*Algunas veces encuentras en la vida
un amor especial:
alguien que al entrar en tu vida
la cambia por completo,
alguien que te hace reír
cuando estás triste.
Tu amor eterno te ayuda
en los momentos difíciles y tristes,
tu amor eterno te lleva de la mano
y te dice que todo va a salir bien.
Si tú encuentras tal amor
te sientes feliz y lleno de alegría
porque no tienes nada de qué preocuparte.
Tienes un amor para toda la vida,
ya que un amor eterno no tiene fin.*

1. What is the subject of the poem?
2. Give **two** details about what happens when you find your ideal partner.
3. How does the poet say you will feel if you find them?
4. Why will you feel this way?
5. How long will this love last for?
6. Find out how to say 'everything is going to go well'.

The Spanish for 'someone' is **alguien** e.g. Busco a **alguien** – I'm looking for someone.

GRAMMAR



To make a sentence negative you usually put **no** before the verb: e.g. **no tengo hermanos** – I don't have any brothers or sisters.

GRAMMAR



SPEAKING



Role play

- Describe your favourite celebrity
- Say how you get on with your friends
- Say what you did with your friends yesterday
- Ask your friend if they have brothers or sisters
- Ask your friend a question about fashion
- Say what you will wear to a party at the weekend



Asking questions in Spanish is easy. You can turn statements into questions by adding question marks: e.g. **vamos a salir** – we are going to go out, **¿vamos a salir?** – are we going to go out?

Or you can use a question word (**interrogative**):

- **¿Cómo?** – How?
- **¿Qué?** – What?
- **¿Quién? ¿Quiénes?** – Who?
- **¿Dónde?** – Where?
- **¿Cuál? ¿Cuáles?** – Which?
- **¿Cuándo?** – When?
- **¿Por qué?** – Why?
- **¿Adónde?** – Where (to)?
- **¿Cuánto?** – How much?

GRAMMAR



Ir a + infinitive is a really useful way to include another tense in your Spanish.

It's called the **immediate future** and it's used to say what you are going to do or what is going to happen e.g. **Voy a tener hijos dentro de diez años** – I'm going to have children in ten years.

See page 222 for more information.

GRAMMAR



Another common negative word is **nunca** which means never. It can go at the start of the sentence instead of **no**: e.g. **nunca voy a tener hijos** – I'm never going to have children.

Or you can put **no** at the start and **nunca** at the end of the sentence: e.g. **no voy a tener hijos nunca**.

See page 220 for more negatives.

WRITING



Responde a las preguntas. Escribe al menos una frase para cada pregunta.

1. Describe a tu amigo/a ideal.
2. ¿Qué haces con tus amigos normalmente los fines de semana?
3. ¿Qué vas a hacer dentro de quince años (matrimonio, hijos etc.)?

EXTRA



¿Crees que el matrimonio es importante para los jóvenes? ¿Por qué (no)?

Escucha este anuncio de radio. ¿De qué trata el anuncio?



Rellena los espacios con las palabras correctas.

1. El sitio web te da la oportunidad de buscar _____.
2. Puedes conocer a un novio en el _____ o en el _____.
3. Algunas personas piensan que es _____ buscar pareja por Internet.
4. No es un proceso _____ ni _____.
5. Para encontrar a la persona ideal necesitas una _____ positiva.
6. Tienes que ser _____.

- | | | |
|-------------|----------|-----------|
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| paciente | gimnasio | fácil |
| novio | rápido | |
| oportunidad | colegio | |

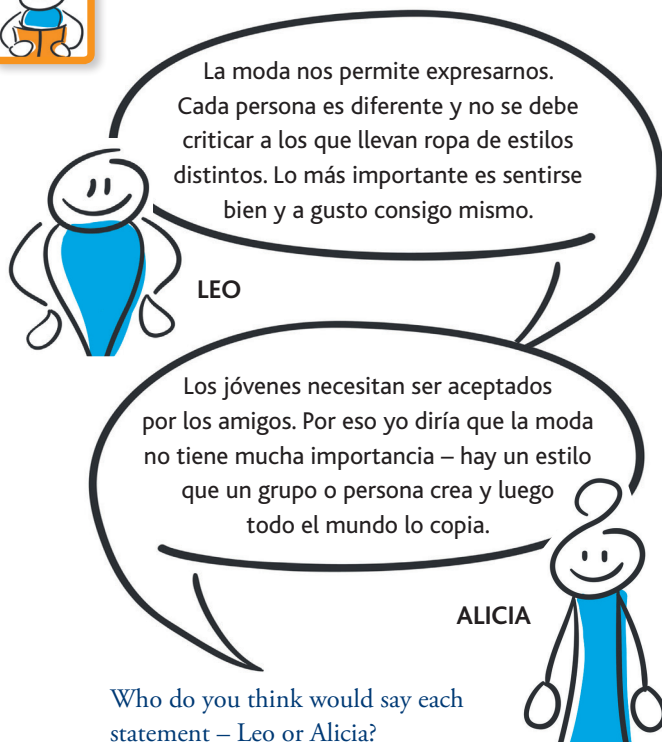


1A SELF AND RELATIONSHIPS (3)

READING



Read what Leo and Alicia say about fashion.



Who do you think would say each statement – Leo or Alicia?

1. Everyone is different.
2. Young people copy each other's styles.
3. You need to feel good about yourself.
4. You shouldn't make negative comments about how people dress.
5. It's important for young people to look the same as everyone else.
6. Young people need to feel part of a group.
7. We can express our creativity through our clothes.
8. I don't think fashion is very important.

EXTRA



Find the Spanish for:

- the most
- I would say
- important thing
- everyone
- comfortable

READING



Lee este blog. ¿De qué trata? Responde a las preguntas en español.

Hay mucha gente que quiere ser famosa, algunos consiguen esta fama tan deseada y otros no. Las celebridades son personas que todos conocen y su vida no puede ser privada ya que los 'paparazzi' están todo el tiempo encima de ellos.

En una sociedad obsesionada con las celebridades, ellas pueden tener un fuerte impacto sobre la vida de una persona. Desde las tendencias de la moda hasta las opiniones políticas, el estilo de vida de una celebridad puede influir en los intereses y el comportamiento de los jóvenes.

Pero ¿son estas personas un ejemplo a seguir? ¿tienen influencia en la vida de sus fanáticos? Muchos de estos jóvenes artistas tienen muchos vicios y muchos padres se preocupan por sus hijos fanáticos y tienen miedo porque sus hijos intentan imitar a sus ídolos. Esta cultura de la imitación comienza a una temprana edad, ya que la fama, la belleza y el dinero representan lo que se quiere ser o tener.

1. Escribe **un** detalle sobre las celebridades (en el primer párrafo).
2. Escribe **tres** detalles sobre lo que las celebridades pueden influir (en el segundo párrafo).
3. Escribe **dos** cosas que los jóvenes quieren tener (en el último párrafo).

EXTRA



1. What might parents worry about?
2. Translate the first paragraph into English.
3. Translate the two questions in the third paragraph into English.

SPEAKING



Conversation

- Describe a tu mejor amigo/a.
- ¿Te interesa la moda? ¿Por qué (no)?
- ¿Qué tipo de ropa prefieres?
- ¿Quién es tu celebridad preferida? ¿Por qué?
- ¿Qué ropa vas a llevar este fin de semana?
- ¿Crees que las celebridades tienen demasiada influencia?

GRAMMAR



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 possession e.g. **soy alto**.

Estar is used with: feelings, moods, emotions, physical conditions or appearances, marital status and location of things and people e.g. **estoy cansada**.

See page 220 for more details.

GRAMMAR



Remember that **gustar** and **encantar** don't work in the same way as other verbs.

Use **gusta/encanta** for single things or an activity (using a verb) e.g. **me gusta la ropa** (I like clothes), **me encanta diseñar** (I love designing).

Use **gustan/encantan** for two or more things e.g. **me gustan los deportes** (I like sports), **me encantan la ropa y la joyería** (I love clothes and jewellery).

You also need to use **indirect-object pronouns** (**me, te, le, nos, os, les**) in front of the verb (see page 219 for more information) e.g. **le gusta** – he likes it, **nos gustan** – we like them.

Use **mucho** to say you like something a lot e.g. **me gusta mucho**.



Listen to the interview with the Spanish model Marina Pérez and write one detail for each point.

LISTENING



Section 1

1. Height
2. Age
3. Future plans

Section 2

4. Her beauty secrets
5. Favourite clothes
6. Her opinion of Spanish fashion

EXTRA



Write **one** advantage and **one** disadvantage that Marina gives about the TV programme *Supermodelo*.

WRITING



Translate these sentences into Spanish:

1. The most important thing is fame.
2. Many young people want to be famous.
3. Celebrities have a lot of influence.
4. I prefer to wear clothes with different styles.

This new textbook has been written by examiners and experienced teachers to support learners through the challenges of the new specification. It is suitable for both Foundation and Higher tier candidates.

It offers engaging and relevant content and comprehensive coverage of the WJEC themes and sub-themes, incorporating all of the new exam components. Activities, exercises and questions are designed to prepare students for the exam. Key words, phrases and things students need to know or practise are highlighted throughout the book. Questions are presented in various styles ensuring that students feel fully prepared. Every module features:

- reading questions in a mix of English and Spanish, as they will be in the exam
- a literary text and a translation into English
- listening exercises in a mix of question styles to prepare students for the exam
- a photo card with practice questions, a set of role-play prompts and a set of suggested conversation questions, to prepare students for these three aspects of the speaking exam
- carefully structured written tasks and a translation into Spanish
- grammar boxes which outline grammar points that students need to learn – there are also 'Grammar in context' sections with practice exercises, as well as a grammar glossary with verb tables at the back of the book
- a list of useful vocabulary which is based on the specification requirements
- exercises which have an extra section for additional language practice or more challenging questions

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 GCSE Spanish examiner and team leader and a CPD presenter, as well as being an author of assessments and digital resources.

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