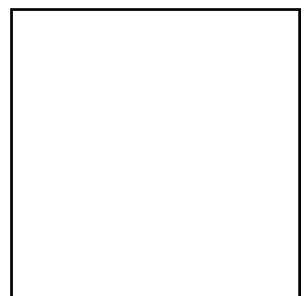
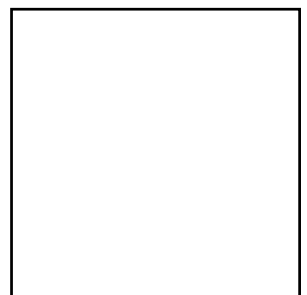
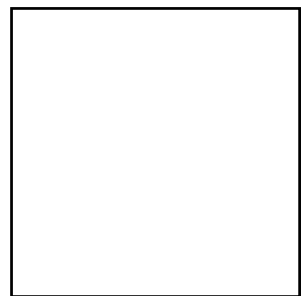


# Nelson Thornes Distance Learning

## A2 Spanish

Mike Zollo



Nelson Thornes

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## Introduction

Welcome to your Nelson Thornes Distance Learning course for A2 General Certificate of Education in Spanish. You have been given this course because you already have a good Spanish GCSE, Standard Grade or equivalent, have studied Spanish at AS Level, and because you want to study for A2 Level and, most importantly, because you are considered capable of studying independently. This course will guide you through your studies and will help you to prepare for your examination, which will be certificated by the AQA examination board.

*In this introductory unit, you will find out more about:*

1. How to learn a language 'at a distance'
2. The specification for your examination, i.e. the skills, topics and test-types that you will have to work on
3. Your programme of study for this year
4. The grammar you will need to know by the end of the year
5. Your course materials
6. Your video conference tutorials
7. Visits
8. Course activities (actividades)
9. Work schedule
10. Contact Details

***¡Mucha suerte!***

# A2 Spanish

## 1. Distance learning

For the majority of this course, you will be undertaking 'supported self study'. This means that although your study will be guided and supported by your distance learning Spanish Tutor and your in-school Link Tutor, essentially you will be studying independently. However, you will not be on your own: you will have regular tutorials with your distance-learning tutor over the video conference link. He/she will also visit you in your school/college twice during the year, and you will also be encouraged to keep in contact with your tutor regularly via e-mail. It is likely that you will be studying with a group of fellow students in your school, but even if not, although this learning method is classed as distance learning, you should not feel isolated because your tutor will have other students doing the same course in other schools or colleges.

For you to work effectively as an independent learner you **must** take the following into account:

- a) You have to be **self-motivated**. You know you have a good level of self motivation already, otherwise you wouldn't have been offered this course. Having a compelling reason to complete a course will serve to motivate and help you avoid things which distract you from your study. The important thing will be to keep up your motivation until the end. Remember that the A Level Spanish qualification is important as part of your life plan, otherwise you wouldn't have chosen to do it. Keep your ultimate goal in mind all the time (Going to university? Learning a language that will help you find a job? Enjoying your holidays more? Working in a Spanish-speaking country...?).
- b) You have to take **more responsibility** for your own learning. There will not be a teacher in your school constantly chasing you if you haven't prepared your week's work, haven't e-mailed last week's homework, or have failed to learn essential vocabulary for a new topic or to do some research on the Internet. No excuses, it's up to you! You will be guided in your studies by the Student Course Materials (the pack you are holding at the moment), but at the end of the day, it is up to you to get down to learning Spanish. **Self-discipline** is essential for you to succeed. For example, in this folder you have access to transcripts for the CD recordings on which many activities are based. Being responsible for your own learning means not looking at the transcript until you've listened to a recording several times. If you cheat, you're only cheating yourself at the end of the day!
- c) The key lies in **being organised**. Here are a few pointers:
  - Learn to manage your time well. You are expected to study for about 8 hours a week for approximately 30 weeks. There are 37 units in this course, in addition to this introductory unit. As soon as you've got your timetable for your other subjects, you can start scheduling those hours in and writing them down in your work planner. Be realistic in your expectations (you need holidays too!) and be sure to get off to a prompt start, because it can be difficult to make up for lost time later on.
  - When learning a language, building useful vocabulary is crucial. Buy yourself a large vocabulary book, and note down new language as you go along. Don't attempt to note it down alphabetically: it is better to organize it by topic. Individual words and phrases can fit into various topics, of course: write the same words or expressions down under as many different headings as you need to. It will also be more effective to note things down in context, for example by noting down a

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phrase using the word rather than just the word or expression itself; try to collect language as short phrases rather than single words: '*Realizar una encuesta* – to do a survey' rather than '*una encuesta* – a survey/questionnaire'. If there are certain non-topic-specific words you find difficult to remember, you could build up a 'hit-list' of these words, and to learn or revise them copy a few in large letters onto a piece of A4 paper; stick it next to your mirror, and learn them when combing/brushing your hair. Other ideas to help you learn vocabulary, and further study skills, are given after this Introduction.

- Buy yourself a good bilingual dictionary, for instance the Collins English-Spanish/Spanish-English dictionary. Get to know it inside out; it will become your best friend – you will be virtually inseparable during the course!
- Remember that, a lot of the time, you will need access to a CD player – either at school or at home. You need to be comfortable surfing the Internet, and be reasonably proficient at ICT and keyboarding skills. Bear that in mind when you prepare your schedule in your work planner.

**When setting up your own PC to write Spanish with the necessary accents, the easiest way to produce accents for Spanish is as follows:**

1. Within a Word file, click on **Insert**.
  2. Go to **Symbol**.
  3. Select **normal text**: in this window you should see all the characters you need
  4. Highlight a character you need, select **Shortcut key**, and allocate e.g. **Ctrl** or **Alt** plus a similar character, e.g. **Alt + e** for **é**, **Ctrl + a** for **á**, **Alt + n** for **ñ** and so on.
  5. Click on **Assign**, then close each window and try out your shortcut.
- This method may not work in other word-processing programmes such as e-mail and PowerPoint, or within language CD-ROMs or language learning activities on the Internet. In this case, or if you are using a PC which is not your own, or if you simply prefer it, use the key-stroke combinations below. There are others, but this is the quickest and easiest such method we know, and seems very reliable, even on a laptop...

Engage number lock, press **Alt +** the number code on the right side of the keyboard:

	á	é	í	ó	ú	ü	ñ	Ñ	¿	¡	«	»
Alt +	160	130	161	162	163	129	164	165	168	173	174	175

# A2 Spanish

## 2. The specification for your A2 Spanish examination

You will be preparing for the AQA Spanish A2 examination. This section covers:

- Assessment Objectives
- Scheme of Assessment
- Topic Areas
- Exam Papers

### a) Assessment Objectives

Assessment Objective 1 (AO1):

understand and respond, in speech and writing, to **spoken language** Weighting: 23%

Assessment Objective 2 (AO2):

understand and respond, in speech and writing, to **written language** Weighting: 54%

Assessment Objective 3 (AO3):

show knowledge of and apply accurately the **grammar** and **syntax** prescribed in the specification Weighting: 23%

In addition, you have to demonstrate an understanding of **register** (an awareness of how you use different language according to who you are communicating with, and for what purpose) and an ability to give and justify your own **opinions**.

### b) Scheme of Assessment

**Dictionaries are not allowed in any of the exams.**

SPAN 3 (Listening, Reading and Writing) 2 hours 70%

SPAN 4 (Speaking Test) 35 minutes (including 20 minutes preparation time) 30%

### c) Topic areas

#### Module A

*Environment: Pollution, Energy, Protecting the planet*

#### Module B

*The Multicultural Society: Immigration, Integration, Racism*

#### Module C

*Contemporary Social Issues: Wealth and poverty, Law and order, Impact of scientific and technological progress*

#### Module D

**Cultural Topic:**

- *A target-language-speaking region/community*
- *A period of 20th century history from a target-language speaking country/community*
- *The work of an author from a target language-speaking country/community*
- *The work of a dramatist or poet from a target language-speaking country/community*
- *The work of a director, architect, musician or painter from a target language-speaking country/community*

N.B. Candidates choose **two** of the Cultural Topics. They will write about **one** in Unit 3 and will discuss **both** topics in Unit 4.

More specific detail of how these topics are explored is given on the Contents Page of your Nelson Thornes AQA AS Spanish textbook, and is reproduced below in Section 3.

# A2 Spanish

## d) A2 Spanish Exam papers

There will be two parts to your examination:

### **SPAN 3 Listening, Reading and Writing**

A 2½ hour exam based on approximately 3-5 authentic audio extracts, which might include informal conversation, short interviews or news reports and 2-4 reading items. For the listening, you will have individual, personal CD players and will be able to 'rewind' and listen as much as you like to the audio extracts within the overall time limit for the paper (2½ hours). For the reading section, the questions will be based on up to four reading passages taken from newspapers, magazines and advertisements, followed by a grammatical exercise and an essay based on a choice of two questions set for each of the Cultural Topics.

The question-types will assess understanding of general sense and specific detail and will include:

- responding to questions about the audio material in English
- responding to questions about the audio and reading material in Spanish
- non-verbal responses (e.g. true/false, multiple choice, filling in numbers)

The grammar exercise will require you to complete sentences by putting the correct form and spelling of a verb or adjective into a gap in the sentence.

The essay question will be a written task in Spanish (no word limit) based on an essay question; there will be two questions set for each of the five Cultural Topics.

### **SPAN 4 Speaking Test 35 minutes** (including 20 minutes preparation time)

Part 1 Discussion of a stimulus card

Before you start, you will be offered two stimulus cards, each offering two opposing points of view on an aspect of one of the A2 topics. You choose one to prepare for 20 minutes, adopting one of the points of view on the card. You will be allowed to make notes to take into the actual exam. The examiner will take the opposite viewpoint to the one you choose; when you present your point of view, you will need to defend and justify it to the examiner.

Part 2 Conversation on two Cultural Topics

The second part of the test will consist of ten minutes of conversation on both of the Cultural Topics you have studied. Approximately 5 minutes will be spent discussing each of your two cultural two topics.

All oral tests are recorded and sent away for marking.

# A2 Spanish

## 3. Your programme of study

Your 37 units of study are intended to prepare you directly for your exam in terms of general skills and topics and in terms of question-types. Here is a summary of the contents:

Unit	Topics	Topic objectives	Grammar	Skills	page no.
Intro Unit	Getting to know the A2 Spanish course				
1	<b>El medio ambiente</b> 1 La polución Preliminary material A Un mundo contaminado	Describe and discuss types, causes and effects of pollution	Use impersonal verb constructions to make general statements		9
2	<b>B Un mundo más limpio</b>	Consider individual and collective measures to reduce pollution	Use expressions followed by an infinitive		12
3	<b>C El transporte</b> End material	Discuss transport issues		Use a variety of negative expressions	14
4	<b>El medio ambiente</b> 2 La energía Preliminary material A La crisis energética	Discuss traditional energy sources and related problems	Use the future perfect tense		17
5	<b>B Las energías alternativas</b>	Discuss renewable and alternative energy sources	Use the conditional perfect tense		20
6	<b>C El consumo responsable de energía</b> End material	Consider and describe collective and individual responsibilities in relation to energy		Use a range of constructions to express your opinion	22
7	<b>El medio ambiente</b> 3 Proteger el planeta Preliminary material A Las actividades de grupos ecologistas	Describe and comment on the role of pressure groups		Structure an argument	25
8	<b>B Todos podemos colaborar</b>	Discuss individual environmental awareness and responsible behaviour	Use possessive pronouns and adjectives		28
9	<b>Una responsabilidad global</b> End material	Describe global environmental issues and responsibilities	Use imperative forms		30
10	<b>La sociedad multicultural</b>	Find out about and explain reasons for	Use <i>por</i> and <i>para</i>		33

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	<b>4 La inmigración</b> Preliminary material <b>A Las causas de la inmigración</b>	immigration			
11	<b>B Los beneficios y los problemas de la inmigración</b>	Discuss the benefits and problems of migration	Use the conditional perfect tense with the pluperfect subjunctive		36
12	<b>C La inmigración en España y en la UE</b> End material	Describe the extent of, and curbs on, immigration in Spain and in the EU		Express doubt using the subjunctive	38
13	<b>La sociedad multicultural</b> <b>5 La integración</b> Preliminary material <b>A El arraigo en el país de acogida</b>	Understand and describe the problems faced by immigrants, and to discuss policies and attitudes that are helpful		Give instructions and make suggestions	41
14	<b>B Convivencia de culturas</b>	Discuss to which culture immigrants should show allegiance	Use the subjunctive after expressions of possibility, probability or necessity		44
15	<b>C Los nuevos vecinos</b> End material	Report on real experiences of immigration and integration	Use the subjunctive with verbs in different tenses		46
16	<b>La sociedad multicultural</b> <b>6 El racismo</b> Preliminary material <b>A ¿Racista, yo?</b>	Discuss reasons for racism and what it means	Use <i>ser</i> and <i>estar</i>		49
17	<b>B Las víctimas del racismo</b>	Describe the experiences of victims of racism		Avoid using the passive	52
18	<b>C ¿Jamás se eliminará el racismo?</b>	Discuss measures to eliminate racism, and their effectiveness	Recognise the passive form in different tenses		54
19	<b>Asuntos sociales de hoy día</b> <b>7 La riqueza y la pobreza</b> Preliminary material <b>A Las causas de la pobreza</b>	Discuss causes of poverty in Europe and developing countries		Use prepositions appropriately	57
20	<b>B La riqueza y la pobreza: actitudes y acción</b>	Describe attitudes to wealth and poverty and the work of charities and governments	Use indefinite adjectives and shortened adjectives		60
21	<b>C La pobreza y la salud</b>	Discuss the link between poverty and health	Use demonstrative adjectives and pronouns		62

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22	<b>Asuntos sociales de hoy día</b> 8 El orden público Preliminary material A El comportamiento incívico	Explore and discuss types of antisocial and criminal behaviour		Use appropriate language to express value judgements in a debate	65
23	<b>B La delincuencia juvenil</b>	Discuss young people's attitudes to and reasons for crime and antisocial behaviour	Use different tenses and <i>soledad</i> to describe habitual actions in the past and present		68
24	<b>C La justicia en beneficio de la comunidad</b> End material	Consider ways to reduce and prevent crime, and types of deterrent and punishment	Use relative pronouns and expressions		70
25	<b>Asuntos sociales de hoy día</b> 9 El impacto de avances científicos y tecnológicos Preliminary material A El impacto de la tecnología en el hogar y en el trabajo	Discuss the impact of technology in the home and workplace	Use the subjunctive in future references and conditional <i>si</i> constructions		73
26	<b>B Asuntos médicos y científicos</b>	Discuss the impact of medical and scientific research	Use the subjunctive appropriately after certain conjunctions		76
27	<b>C Cuestiones éticas</b> End material	Discuss ethical issues linked to scientific and technological progress		Use reading techniques for understanding new constructions, e.g. the past anterior	78
28	<b>Dossier Cultural</b> Introduction	An introduction to the Cultural Topic, and help to enable you to decide which topics to study and research		Selection, evaluation and decision-making skills	81
29	<b>Dossier Cultural</b> A Una región del mundo hispanoparlante 1 Galicia	The concepts and vocabulary needed to study a region in Spain		Research, Planning, Speaking and Writing skills	82
30	<b>A Una región del mundo hispanoparlante</b> 2 México	The concepts and vocabulary needed to study a Spanish-speaking region in Latin America		Research, Planning, Speaking and Writing skills	84
31	<b>Dossier Cultural</b> B Una época de la historia del	The concepts and vocabulary needed to study a period of the		Research, Planning,	86

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	<b>siglo 20 de un país hispanoparlante</b> <b>1 Los últimos años de la dictadura del Generalísimo Franco</b>	20 Century history of Spain	Speaking and Writing skills	
<b>32</b>	<b>B Una época de la historia del siglo 20 de un país hispanoparlante</b> <b>2 Los años de la dictadura de Pinochet en Chile 1973–1988</b>	The concepts and vocabulary needed to study a period of the 20 Century history of a Spanish-speaking country in Latin America	Research, Planning, Speaking and Writing skills	88
<b>33</b>	<b>Dossier Cultural</b> <b>C La obra de un(a) novelista de un país hispanoparlante</b> <b>1 La obra de un novelista español: Luis de Castresana</b>	The concepts and vocabulary needed to study a Spanish novelist or short-story writer	Research, Planning, Speaking and Writing skills	90
<b>34</b>	<b>C La obra de un(a) novelista de un país hispanoparlante</b> <b>2 La obra de una novelista latinoamericana: Isabel Allende</b>	The concepts and vocabulary needed to study a novelist or short-story writer from a Spanish-speaking country in Latin America	Research, Planning, Speaking and Writing skills	92
<b>35</b>	<b>Dossier Cultural</b> <b>D La obra de un(a) dramaturgo/a o un(a) poeta de un país hispanoparlante</b> <b>1 La obra de un dramaturgo español: Federico García Lorca</b>	The concepts and vocabulary needed to study a Spanish dramatist or poet	Research, Planning, Speaking and Writing skills	94
<b>36</b>	<b>D La obra de un(a) dramaturgo/a o un(a) poeta de un país hispanoparlante</b> <b>2 La obra de un dramaturgo latinoamericano: Pablo Neruda</b>	The concepts and vocabulary needed to study a dramatist or poet from a Spanish-speaking country in Latin America	Research, Planning, Speaking and Writing skills	96
<b>37</b>	<b>Dossier Cultural</b> <b>La obra de un(a) artista de un país hispanoparlante</b> <b>1 La obra de un pintor: Salvador Dalí</b>	The concepts and vocabulary needed to study a Spanish artist, architect, musician or film director	Research, Planning, Speaking and Writing skills	98
<b>38</b>	<b>La obra de un(a) artista de un país hispanoparlante</b> <b>1 La obra de un cineasta: Guillermo del Toro</b>	The concepts and vocabulary needed to study an artist, architect, musician or film director from a Spanish-speaking country in Latin America	Research, Planning, Speaking and Writing skills	100

# A2 Spanish

## 4. Grammar

This is the grammar you will be expected to know by the end of your year of study: (This is taken from the AQA 2009 specification booklet.)

### Spanish Advanced Subsidiary (all of these, plus see below\*)

The examples in italics are given as examples and are not exclusive (not the only structures you need to learn). For structures marked I, receptive knowledge only is required.

**Nouns:** gender  
singular and plural forms

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

**Adjectives:** agreement  
position  
apocopation (*buen, mal*)  
comparative and superlative  
demonstrative (*este, ese, aquel*)  
indefinite (*alguno, cualquiera, otro*)  
possessive (short and long forms) (*mi, mío*)  
interrogative (*cuánto, qué*)  
relative (*cuyo*)  
exclamatory (*qué*)

**Adverbs:**  
comparative and superlative  
interrogative (*cómo, cuándo, dónde*)

**Quantifiers/Intensifiers:** (*muy, bastante, poco, mucho*)

**Pronouns:** subject  
object: direct and indirect  
position and order  
reflexive  
relative (*que, quien, el que, el cual*)  
disjunctive/emphatic  
demonstrative (*éste, ése, aquél, esto, eso, aquello*)  
indefinite (*algo, alguien*)  
possessive (*el mío, la mía*)  
interrogative (*cuál, qué, quién*)

**Verbs:** regular and irregular forms of verbs, including reflexive verbs  
modes of address (*tú, usted*)  
radical-changing verbs  
impersonal verbs  
verbs followed by an infinitive (with or without a preposition)  
perfect infinitive  
negative forms  
interrogative forms

# A2 Spanish

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

use of *ser* and *estar*

**tenses:** present  
preterite  
imperfect  
future  
conditional  
perfect  
future perfect I  
conditional perfect I  
pluperfect

passive voice: present and preterite tenses  
other tenses I

continuous tenses

imperative

gerund

past participle

**subjunctive mood:** present  
perfect  
imperfect  
pluperfect

**uses of subjunctive:** polite commands  
negative commands  
after verbs of wishing, command, request, emotion  
to express purpose (*para que*)  
to express possibility/impossibility  
after conjunctions of time (*cuando lleguemos*)  
in conditional sentences after *si*

all other common uses (R)

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

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

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

**Interrogative**

**Negative**

\* In addition, for A2:

## Spanish Advanced

As well as all the grammar and structures listed above for AS:

**Verbs:** future perfect tense  
conditional perfect tense  
passive voice: all tenses  
subjunctive mood: all common uses

# A2 Spanish

## 5. Your course materials

For your course, you will need:

- Spanish Student Course Materials (Student File) which you are reading at the moment
- Your Nelson Thornes *AQA Spanish A2 Student's Book*
- Access to *kerboodle!* (the Nelson Thornes online Learning Space) for the listening and video material, online worksheets and interactive activities; this will be provided through your school.
- *Practice in Spanish Grammar*
- *¡Acción Gramática!* (Hodder Education)
- A good bilingual dictionary
- Regular access to the Internet
- Your own reliable e-mail address
- Access to the online interactive materials

Always start with the Student Course Materials, which will guide you through the various materials listed above. At the back of it, you will find transcripts to the audio recordings and translations of rubrics.

For the oral exercises it would be good to work with another student in your learning group, but if this is not possible then you should find a place on your own and develop the knack of talking aloud in Spanish. This may feel strange at first, but you'll get used to it and you do need to practise your oral skills in your independent study time and not just during the video conference sessions. You may like to get a Spanish-speaking pen-friend. Contact your tutor for suggestions on how to do this.

You cannot learn a language just from a few schoolbooks. It is essential to read as widely as possible – books, newspapers and magazines in Spanish can often be found in bookshops, public libraries or the school library or in e-form on the Internet. The *Authentik en español* magazines and audio tapes/CDs, which your school may subscribe to, will provide very useful extra reading listening. You should, of course, make the most of web resources recommended by your tutor; for a start, follow the news by logging on regularly to a good Spanish newspaper website. For example, the website <http://www.elmundo.es> given below is excellent, not just Spanish and world news and sport, but also to enable you to keep up with the latest gossip on your favourite stars! By clicking on the 'Fotos' button you can access photos and the latest news and gossip about your favourite stars, and short snippets of information from news and current affairs. You may also find the following resources useful for developing your language skills:

### GENERAL

<a href="http://www.cilt.org.uk">http://www.cilt.org.uk</a>	National Centre for Languages
<a href="http://www.all-languages.org.uk">http://www.all-languages.org.uk</a>	Assoc. for Language Learning
<a href="http://europa.eu/">http://europa.eu/</a>	EU website
<a href="http://news.bbc.co.uk/2/hi/europe/country_profiles/">http://news.bbc.co.uk/2/hi/europe/country_profiles/</a>	country profiles – basic info
<a href="http://www.hull.ac.uk/ict4lt">http://www.hull.ac.uk/ict4lt</a>	univ site, material + links
<a href="http://www.bbc.co.uk/languages/">http://www.bbc.co.uk/languages/</a>	language & culture info, BBC
<a href="http://education.guardian.co.uk/language/resources/">http://education.guardian.co.uk/language/resources/</a>	articles, etc. from The Guardian
<a href="http://www.linguanet-europa.org/plus/en/home.jsp">http://www.linguanet-europa.org/plus/en/home.jsp</a>	language & language learning
<a href="http://www.well.ac.uk/">http://www.well.ac.uk/</a>	using IT in language learning

# A2 Spanish

<a href="http://sol.ultralab.anglia.ac.uk/pages/schools_online/anguages/mflhome.html">http://sol.ultralab.anglia.ac.uk/pages/schools_online/anguages/mflhome.html</a>	activities & communication
<a href="http://www.languagesonline.org.uk">http://www.languagesonline.org.uk</a>	language exercises, etc.
<a href="http://zut.languageskills.co.uk/index.html">http://zut.languageskills.co.uk/index.html</a>	(except Italian): language exercises
<a href="http://en.wikipedia.org/wiki/Main_Page">http://en.wikipedia.org/wiki/Main_Page</a>	(search by lang) – grammar/culture
<a href="http://www.verbs-online.com/">http://www.verbs-online.com/</a>	conjugation trainer (all langs)
<a href="http://www.vocabulix.com/">http://www.vocabulix.com/</a>	conjugation trainer
<a href="http://babelfish.altavista.com/">http://babelfish.altavista.com/</a>	online translator... use with care!
<a href="http://www.worldlingo.com/en/">http://www.worldlingo.com/en/</a>	an alternative one

## NEWSPAPERS (TEXT AND AUDIO)

<a href="http://ww.abc.es">http://ww.abc.es</a>	ABC (Spain)
<a href="http://www.elpais.es">http://www.elpais.es</a>	El País (Spain)
<a href="http://www.elmundo.es">http://www.elmundo.es</a>	El Mundo (Spain)
<a href="http://www.clarin.com">http://www.clarin.com</a>	Clarín (Argentina)
<a href="http://www.noticias.co.uk">http://www.noticias.co.uk</a>	Noticias Latin America (based in London)
<a href="http://www.bbc.co.uk/languages/spanish/news/">http://www.bbc.co.uk/languages/spanish/news/</a>	Current and ongoing news from BBC Mundo with notes and audio files for intermediate language learners
<a href="http://www.bbc.co.uk/mundo">http://www.bbc.co.uk/mundo</a>	World service news in Spanish (text, video and podcasts)

## MAGAZINES

<a href="http://www.lingualearn.co.uk">http://www.lingualearn.co.uk</a>	Authentik en español: info on buying the magazines
<a href="http://www.hola.com">http://www.hola.com</a>	Hola
<a href="http://www.quo.es">http://www.quo.es</a>	Quo
<a href="http://www.diezminutos.es">http://www.diezminutos.es</a>	Diez Minutos

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## GRAMMAR WEBSITES

<http://www.languagesonline.org.uk>

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

<http://www.trinity.edu/mstroud/grammar/index.html>

[http://www.ashcombe.surrey.sch.uk/Curriculum/modlang/shared/vod\\_sp.htm](http://www.ashcombe.surrey.sch.uk/Curriculum/modlang/shared/vod_sp.htm)

## GENERAL SPANISH RESOURCE SITES

<http://www.sussex.ac.uk/languages/1-6-4-7.html>

<http://www.donquijote.org>

<http://www.lingolex.com/spanish.htm>

## ONLINE DICTIONARIES

<http://www.diccionarios.com/>

<http://www.elmundo.es/diccionarios/>

<http://www.wordreference.com>

<http://www.babelfish.altavista.com/>

## AQA SITE FOR EXAM INFORMATION

<http://www.aqa.org.uk>

All the resources and websites listed are intended as a useful starting-point for you, but you should experiment and pursue your own research to find suitable and helpful websites.

# A2 Spanish

## 6. Your video conference tutorials

In section 1 we said that this course is based around 8 hours of your work a week. Now to explain this in more detail... Well, each week you will have two tutorials (each of 1 hour) with your tutor on a distance learning video conference link. It will seem unusual at first, talking to a camera and having a 'talking head' respond to you (your tutor may live hundreds of miles away!), but you will very quickly become used to it, and it will become second nature to you. It is also an excellent skill to develop your confidence and put on your CV in the future.

As you work through each week's *Actividades*, you will come across quite a few that ask you to:

- prepare answers to set questions
- prepare a text
- present a brief oral exposé.

You will be **expected to prepare these thoroughly before** you go through them with your tutor during **the video conference (VC) session**. If for some reason you need help during the week to carry out these activities, then contact your tutor via e-mail. Arriving at the VC session with the excuse of 'I didn't understand so I haven't done it' is not good enough!

Some of the tasks ask you to access the Nelson Thornes online worksheet materials or other web pages on the Internet. You should always print these off either at home or in school and keep them in your folder, as you may need to refer to them during VC sessions. If for whatever reason you cannot get access to the Internet, get a friend to print one off for you or photocopy a classmate's copy. There is no excuse for not getting hold of resource material.

You will have two VC tutorials per week. You should not see these as 'taught' lessons in the traditional sense. They will be characterised as follows:

- your opportunity to ask non-urgent questions and for explanations of tricky grammar points
- your opportunity to ask for help or advice on your own research, for example in connection with your oral exam topics
- your opportunity to get together with the group and compare notes
- your opportunity to show your understanding of the week's work
- your opportunity to show off your oral Spanish in the context of what you have learnt that week
- your opportunity to hear spontaneous Spanish and practise your listening skills
- our opportunity to monitor your own progress via the feedback you receive from the tutor
- The tutor's opportunity to monitor your progress, check your understanding, and give you feedback and encouragement

Essentially, as you can see, video conferencing is **your** time and as such you must make the most of it. Take note of the following:

### Do

- Do make sure that you speak loudly enough for the tutor to hear you clearly.
- Do participate fully; you will learn little by being a 'passenger'!
- Do be extrovert – your tutor prefers you to be outgoing rather than a mouse!
- Do come to the VC session dying to talk (in Spanish of course!) about your prepared work.
- Do sit as close as you can to the VC microphone and web-cam.

# A2 Spanish

## **Don'ts**

- Don't be shy.
- Don't speak in a quiet voice.
- Don't treat it like a lecture where you just listen.

# A2 Spanish

## 7. Visits









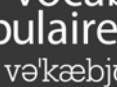
Your tutor will be visiting you twice during the school year. These visits are an important part of the course, so you must make every effort to be there when your tutor visits; when your tutor mentions that s/he is planning a visit soon, do tell him/her of any days you expect to be away from school, such as visiting a university; your tutor will then try to avoid those days when planning his/her itinerary of visits. These visits are an excellent opportunity for you and your tutor to meet and get to know each other, and they should be enjoyable for you and your tutor. There will also be the opportunity for you to speak to your tutor in confidence if you want to. The visits will usually last for two to three hours and during this time your tutor will want to do the following:

- Review your progress. Your tutor will want to look over your unit work to make sure that you are completing the activities thoroughly. So you must bring all of your unit work to date with you, including any extra notes or resources you have discovered.
- Find out how you are enjoying the course. People learn best when they enjoy what they are learning. For this reason your tutor will want to find out how much you enjoy the subject and the VC tutorials. Hopefully you will enjoy studies through distance learning. If however you do have any problems, don't be afraid to tell your tutor how you feel – he/she will want to know the truth so that any issues can be sorted out before they become problems.
- Sometimes your tutor will go through some work with you during the visit, or may show you a video or get you to do a group activity of some kind. These visits will be more than just a chat – be prepared to do some work as well.
- In some cases your tutor will conduct your oral exam during a visit to your school.

# A2 Spanish

## 8. Course activities (actividades)

Here is a list of the types of activities that feature throughout the course:

(Icon)	Activity
	This activity needs to be especially well prepared for the video conference sessions.
	You need to link to the Internet to do this activity. The website will most likely be given or you may have to research pages yourself.
	Reading. Read the text and do the written activity if there is one.
	Listening activity. Listen to the appropriate audio clip on <i>kerboodle!</i>
	You will need to write/keyboard your answers and...
	... e-mail/post them to your tutor when you see this icon.
	Oral work. An oral activity that you need to practise in your self-study time and then be prepared to demonstrate over the VC.
	Grammar revision, explanation, practice.
	This activity is designed to help you to learn and remember the new words and expressions.

# A2 Spanish

## 9. Work schedule

Use this chart to plan your work in accordance with what your tutor sets week by week.

Study week	Unit start date	Student File Unit	Externally Assessed Assignment	Work due date
1		Introduction		
		Unidad 1		
		Unidad 2		
		Unidad 3		
		Unidad 3		
		Unidad 4		
		Unidad 5		
		Unidad 6		
		Unidad 7		
		Unidad 8		
		Unidad 9		
		Unidad 10		
		Unidad 11		
		Unidad 12		
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		Unidad 29		
		Unidad 30		
		Unidad 31		
		Unidad 32		
		Unidad 33		
		Unidad 34		
		Unidad 35		
		Unidad 36		
		Unidad 37		
		Unidad 38		

## 10. Contact Details

### Nelson Thornes Distance Learning

(Tel) 01242 267111 (Fax) 01242 267294

**Your Tutor's contact details** (*check these when you first speak to your tutor*):

Address	Mike Zollo 1 Dartside Totnes, Devon TQ9 5HL
E-mail address	mike.zollo@nelsonthornes.com
Home telephone	01803 865759
Mobile telephone	07866 115955

## Study Skills for language students

### A. Some handy hints about learning verb forms and vocabulary:

We all learn in different ways, and most of us use a combination of learning methods without realising it: visual learners learn by seeing, auditory learners by hearing, and kinesthetic learners by doing. You can help yourself by thinking about how you learn best and giving yourself the best chance. Here are some suggestions which combine different learning styles:

- Copy wordlists into your notebook in Spanish and English in two columns.
- Say each word aloud, cover up one column, try to say the word in the other.
- After a time doing something different, see how many words you can remember.
- Set yourself a target of a number of words, or a topic group, each day/week.
- Check your list to see how many words you know already; tick them off.
- Write out a list of those you didn't know, and set yourself a realistic target.
- Copy them onto A4 paper in large letters with a felt-tip.
- Use colours to pick out e.g. verb endings, genders, odd spellings.
- Stick your list on the wall next to your mirror, and learn them while brushing your hair, shaving, or just getting ready (this does not take time from other work!).
- For objects in the house, write the word on a post-it note and stick it on the object
- Write a new word with dots replacing some letters, then see if you can complete the word.
- Write out a word with the letters jumbled, then try to unscramble it later.
- Try to find an 'association' for words, e.g. similarities to English or French.
- Try to 'picture' words or what they represent, perhaps even linking them with situations you have experienced.
- Split long words into sections, some of which you know already;
- Learn the 'value' of typical prefixes and suffixes; most have the same meaning as in English.
- Try to 'undress' long words to get at their core meaning. e.g.  
*in-compar-able* from *comparar*; *almacenar* from *almacén* (store)  
*envejecimiento* from *viejo* (old) > *envejecer* (to grow old) > *envejecimiento* (process of growing old).
- Bear in mind the spelling peculiarities of Spanish such as:  
 with words starting with *esc*, *esp* or *est* – take off the *e*:

*España* – Spain, *estudiante* – student      for words beginning with *ll* – try *cl*, *fl* or *pl*:  
*llama* – flame

words beginning with *f* + a vowel, try *ph*: *farmacia* – pharmacy

for words starting with *t*, try *th*: *teatro* – theatre

words with *ie* in the middle, replace them with just *e*: *diez* – (ten = decimal)

words with *ue* in the middle, replace them with *o*: *puerto* – port

# A2 Spanish

## B. Word patterns in Spanish

Remember:

- most words in Spanish ending in *-o* (except verbs) are masculine, belonging to the same group of words as real masculine words such as *chico* (boy) and *toro* (bull)
- most words in Spanish ending in *-a* (except verbs) are feminine, belonging to the same group of words as real feminine words such as *chica* (girl) and *vaca* (cow)
- most masculine words end in *-o*
- most feminine words end in *-a*
- words ending in *-aje*, *-or*, and *-án* are masculine
- words ending in *-ión* and *-dad* are feminine; look for other common feminine endings
- most words ending in *-ma* are masculine (seems odd, but true!)
- almost all verb forms end in a vowel, *n* or *s*, *r* or *d*: *-a*, *-e*, *-i*, *-o*; *-as*, *-es*, *-áis*, *-éis*, *ís*, *-mos*; *-an*, *-en*, *-ron*, *-rán*; *-ar*, *-er*, *-ir*; *-ad*, *-ed*, *-id*
- Words ending in *-mente* (adverbs) are similar to English words ending in *-ly*, such as *rápidamente* – rapidly, *normalmente* – normally
- Words saying what people do follow patterns:
  - ero = -er                      *granja* – farm, *granjero* – farmer
  - or = -er                        *conducir* – to drive, *conductor* – driver
  - ista = -ist                     *guitarra* – guitar, *guitarrista* – guitarist
- Many Spanish words have a syllable added at the beginning, and most work the same as in English, for example:
  - con-* = con-                    *tener* – to have, hold, *contener* – to contain implies *within*
  - re-* = re-                        *inventar* – to invent, *reinventar* – to reinvent
- the following syllables added to the beginning of a word give it the opposite or negative meaning:
  - dis-/des-* = dis-                *aparecer* – to appear, *desaparecer* – to disappear
  - il-* = il-                         *posible* – possible, *imposible* – impossible
  - in-* = in-                        *tolerante* – tolerant, *intolerante* – intolerant

# A2 Spanish

## C. The alphabet

This is the **ENGLISH** alphabet with Spanish pronunciation, useful if you need to spell out your name, surname, address and so on. See below the letters peculiar to the Spanish alphabet.

- a - **a** as in **cat**
- b - **be** as in **berry**
- c - **the** as in **thespian** (soft)
- d - **de** as in **den**, or **the** as in **then**
- e - **e** as in **egg**
- f - **efe** as in **effective**
- g - **je** - rough h sound as in clearing your throat
- h - **atche**
- i - **ee** as in **peep**
- j - **hota** starting with rough **h** sound
- k - **ca** as in **cat**
- l - **ele** as in **elephant**
- m - **eme** as in **emery** board
- n - **ene** as in **enemy**
- o - **o** as in **cot**
- p - **pe** as in **pear**
- q - **cu** as in **cuckoo**
- r - **erre** as in **heretic**, with rolled r
- s - **ese** as in **essence**
- t - **te** as in **terrible**
- u - **oo** as in **cuckoo**
- v - **oove**: **oo** as in **cuckoo** and e as in **e** above
- w - **oovedoble**: **oove** as in the above, plus **dobblei**
- x - **eckeess**
- y - **ee greyega** (Greek i)
- z - **theta** as in **thespian** and **ta** (thanks)

The following are letters peculiar to the Spanish alphabet, though only *ñ* appears separately in the dictionary.

- ch - **che** as in **cherry**
- ll - **ellye**
- ñ - **enye**

# A2 Spanish

## D. Spelling and pronunciation

If you wish to speak Spanish with a good accent, the following tips will be useful.

1. Vowels: all are pure and always sound the same - as in the alphabet. Where two or more vowels occur together, each is pronounced with its normal value and in the correct order.

e.g. **bu**enos **dí**as = **boo**enos **dee**as  
**adi**ós, hasta **lue**go = **ade**eos, hasta **loo**ego

2. **All** consonants are **always** pronounced, wherever they occur in a word with one notable exception: **h**, which is **NEVER** pronounced. Most of the consonants are pronounced as indicated in the alphabet, but note that some have sounds different from English. It is easiest to learn them in a model word.

3. Note and learn the pronunciation of the following consonants:

**c**: hard **c** before **a**, **o** and **u**: **ca**sa, **co**mo, **cu**lebra  
**BUT**: soft **th** (**ceceo**) before **e** and **i**: **ce**ro, **do**ce, **ci**ne, **vi**cio  
(pronounced the same as **z**, **but** replaced by **seseo** in Southern Spain and all of Latin America)

**g**: hard **g** before **a**, **o** and **u**: **ga**to, **go**rra, **gu**erra  
**BUT**: rough **h** sound before **e** and **i**: **ge**neral, **Gi**nebra  
(this is pronounced the same as **j**)

NB In verb forms, to preserve hard **c** sound, the **c** is changed to **qu** before **e**:

e.g. sacar > **saqué**;

Similarly, to preserve hard **g** before **e** and **i**, Spanish inserts a **u** to protect the **g**:

e.g. cargar > **cargué**

Also, note that **z** is often used for the soft **th** sound where verb forms would otherwise affect the **c**, and **j** replaces **g** where necessary.

4. Note the following consonants and combinations of consonants and their pronunciation.

**cc** - as in **acci**ón: pronounced as **acthi**ón  
**ll** - as in **ll**ave and **ca**lle, pronounced as **-ly-**: **ly**ave, **caly**e  
**nn** - each **n** is pronounced with normal value  
**rr** - pronounced as a double + trill of the tongue [compare **pero** and **perro**]  
**ch** - pronounced as in English: **ch**ico, **azabache**

5. Finally, one or two further hints:

**q** is always followed by **u**, together pronounced as **k**  
**que** = **ke**; **NEVER** as in English **quick**

**g** followed by **u** simply is a hard **g** as in **gu**erra, as in English **gu**ess

6. Spanish intonation: the voice rises towards a comma, but falls towards the end of a statement; however, it rises towards the end of a question.

# A2 Spanish

7. Stress: all words of more than one syllable have one stressed more than the rest. There are three hard and fast rules, but it is worth noting new words correctly and learning them with their stress pattern:

1. Words ending with a <b>vowel, -n</b> or <b>-s</b> have the stress on the <b>last but one</b> syllable. e.g. <b>niño, hacen, consejo, diccionario, posesiones</b>
2. Words ending with a <b>consonant, except -n</b> or <b>-s</b> have the stress on the <b>last</b> syllable. e.g. <b>Madrid, mujer, papel, reloj, conocer, desayunar</b>
3. Words which break rules 1 and 2 have a <b>written accent</b> to show where the stress falls. e.g. <b>miró, champán, pájaro, condición, champú, hacéis</b>

**N.B.** When a word gains a syllable when made plural, an accent may either be lost or gained to keep the stress in the right place.  
e.g. **condición** > **condiciones**; **autobús** > **autobuses**  
**examen** > **exámenes**  
Needless to say, this happens a great deal with verb forms.

**N.B.** Accents are also used to distinguish between pairs of otherwise identical words.  
e.g. (object) you *te – té* tea  
your *tu – tú* you (subject)  
if *sí – sí* yes

Once you are familiar with all of the above rules, Spanish spelling and pronunciation are very reliable. Of course you won't learn them overnight, and it may be best to concentrate on learning and practising one at a time. Another useful method is to record and listen to spoken Spanish as often as possible. Here are some ideas as to how you can make recordings of natural spoken Spanish:

1. Take every opportunity to listen to Spanish, on the Internet, TV, films or better still talking to Spanish or Spanish-speaking people.
2. Transfer recordings onto your MP3 player.
3. If you have Spanish friends, ask them to make recordings for you, with their news, or giving their views on the topics you are studying.
4. If you have Internet access, try to find Spanish radio broadcasts via the Internet, sometimes possible via a radio station website.
5. When listening to recorded Spanish try to repeat what you hear, imitating the sounds.
6. When speaking to Spanish people, ask them to correct your pronunciation.

# A2 Spanish

E. Working with Words: Train yourself to be a 'Vocabulary Detective'

## AN INTRODUCTION TO SPANISH VOCABULARY

### 1. What Spanish is like

#### A. The origins of Spanish

Modern Castilian Spanish (*castellano*) is derived from Vulgar Latin, the Latin spoken by ordinary Romans. The half-way stage, Romance, also gave rise to other languages and dialects of the Iberian Peninsula. The Castilians won political and military dominance over much of Spain, so it was their "dialect" which eventually became the national language of Spain. Thus, Spanish comes from the same source as Italian, French, Portuguese and so on, and almost all other Iberian Peninsular languages, such as *catalán*, *valenciano* and *gallego*. Much vocabulary in English also comes from Latin, either via Norman French, from other Romance languages, or direct from Latin in more recent times (largely in the fields of science or culture). Hence, Spanish and English have a lot of vocabulary in common, and many words new to you in Spanish will be recognisable via English or any other Romance language you happen to know.

Spanish has also imported words from many other languages over the centuries, among them Arabic (e.g. *algodón* – cotton), French (e.g. *boutique*), English (e.g. *marketing*) and Latin American Indian languages (e.g. *tomate* – tomato). Many of the more recent importations are from English, mostly in the fields of sport, pop music, business, science and computing. Some imported words keep more or less their original spelling, but with pronunciation adapted to Spanish: this is usually the case with words adopted in written form (e.g. *iceberg*). Words imported through spoken language on the other hand tend to do the opposite, and have spelling adapted to keep the pronunciation similar to the original (e.g. *fútbol*). It is interesting to compare two words with similar meanings - **jersey** and **suéter**: the former was probably adopted from written English and is now usually pronounced in a Spanish way as something like *hersei*; the latter was obviously adopted in spoken form, and a form of spelling was evolved which produces the right sound when said aloud. It is worth noting that verbs based on imported words tend to be in the **-ar** verb family, (e.g. *dopar*, *esnifar*, *xerocopiar*).

#### B. Types of word

It helps to understand the different 'types' of words; a good GCSE course or grammar book should provide the basics of e.g. *nouns*, *adjectives*, *adverbs*, *pronouns*, *prepositions*, *verbs and main tenses* etc. Awareness of the main grammatical features of Spanish will help you to categorise words and get to their base form. If you need more information, consult a grammar practice book, e.g. **¡Viva la Gramática!** or **¡Acción Gramática!** (both Hodder and Stoughton).

### 2. Survival Skills in Spanish

#### A. Making sensible guesses

New words should not always send you rushing for a dictionary, even if they are not in this book! Often, you will be able to work out the likely meaning for yourself from your own resources, i.e. from experience, especially if you already know the base word at the core of the new word, or recognise it through English or another language you know. (But beware of "*falsos amigos*", which look the same but are not!) Clearly, it is easier to make sensible guesses at written words - you are in control, and can look at them again

# A2 Spanish

and again - than at spoken words; you may not hear the spoken words more than once, and in any case it is often difficult in a piece of speech to tell where one word ends and another begins, as Spanish is such a flowing language. Practice helps, especially if you are able to spend time listening to recorded material and following a written transcript at the same time. Sometimes the sound or appearance of a word will help, sometimes it will hinder; this is the case with two examples of imported words: **jersey** is easy to read but difficult if heard - unless you can "visualise" its spelling (a useful technique), whilst **suéter** (= sweater) is easy to hear and understand, but difficult to grasp in written form unless you try saying it aloud or imagining its sound (again, a useful technique).

In both written and spoken Spanish, it often helps to "undress" a new word to get at its core, which may then be recognisable. First, some basic principles:

- generally speaking, Spanish likes singular nouns to end in a vowel
- many nouns have both masculine and feminine forms
- adjectives match nouns they describe in gender and number
- plurals of nouns, pronouns, adjectives and articles which have plural forms end in -s
- verbs have different forms for each person referred to
- words are often built up from core words, adding prefixes and/or suffixes
- Spanish, like English, makes great use of affixes to alter the meaning of words or to make new words: prefixes are put at the beginning of a word and suffixes at the end; removing them helps you identify the core of the word, which you may then recognise
- like English, Spanish has many compound words made up of two base words; whilst in English these are mostly made up of two nouns, in Spanish many are made from a verb and a noun; English compound words consisting of two nouns have to be expressed in Spanish as two nouns linked by *de*

The next section will help you develop the necessary "feel" for Spanish to make the most of these techniques.

## B. Guessing made easier

Spanish has certain common features of pronunciation and spelling: once you have dealt with them, you will clear the way to easier "sensible" guessing of the meaning of new words:

### 1. Pronunciation:

When listening, be aware that most Spaniards pronounce **ce** and **ci** as **the** and **thi** (**ceceo**), whilst some Spaniards, and all Latin Americans use an **s** sound (**seseo**). Many sometimes leave out final **s** and **d** between vowels.

### 2. Spelling quirks of Castilian Spanish:

For various reasons, several letters or combinations of letters changed in written form in the transition from Latin to modern Castilian Spanish. If you are aware of these, you can quite easily work out the meanings of many words which are similar in English but not otherwise easily recognisable.

N.B. often the changed Castilian form and a form closer to Latin, without the change, exist side by side, though sometimes with slightly different meanings.

- a) "**vowel stretching**" of **e** and **o**: Many Latin words which contain these two letters in a stressed situation have undergone a spelling change in the transition into Spanish; you should be familiar with this in Radical/Stem Changing Verbs; effectively, the stressed **e** or **o** has "stretched" as follows:

## A2 Spanish

**e > ie, and o > ue;** and in addition, sometimes **e > i, o > u** and **u > ue**.

**e > ie:** *bien* = well; c.f. Latin/Italian *bene*, English *beneficial*

**o > ue:** *bueno* = good; c.f. French *bon*, English *bonus*

**e > i:** *pido* = I ask for, from *pedir*; c.f. *petition*

**o > u:** *durmió* = he slept, from *dormir*; c.f. *dormitory*

**u > ue:** *agüero* = augur

**N.B.** Some of these can work the other way round:

e.g. *precio* = price; *descuento* = discount

- b) **esc-, esp-, est-:** You may notice that some native speakers of Spanish speaking English have problems pronouncing words beginning **sc-, sp-, st-**; they tend to begin them with an **e** sound instead - with **esc-, esp-, est-**; it just happens that many such words in English, French etc. tend to begin in Spanish with **esc-, esp-, est-**; so, to help our “guess” at new words with these beginnings, simply take off the **e-**. You'll be surprised at how many new words you will now be able to “guess sensibly”.

**e + sc:** *escuela* = school

**e + sp:** *español* = Spanish

**e + st:** *estudiante* = student

- c) **i/y:** Spanish replaces **y** with an **i**, and **-ía** or **-ia** at the end of a word.

*sistema* = system; *ritmo* = rhythm; *síntoma* = symptom

*biología* = biology; *farmacia* = pharmacy; *Italia* = Italy

- d) **double consonants:** Spanish has fewer double consonants, and such combinations in e.g. English are usually simplified in Spanish. However, **cc, ll, rr** are all very common, and **ll** even has its own section in the dictionary (**ch** also is listed separately, though these are now changing as a result of an agreement made between Spanish speaking countries in 1994). **nn** occurs in a few words, usually ones beginning with the prefix **in-**.

*abadía, aceptar, efecto, balón, mamut, opresor, profesor, psicología, melancólico, caótico, ciencia, conciencia*

N.B. **innecesario** – unnecessary (**in-** negating/opposite);

**innovar** – to innovate (**in-** meaning into)

N.B. **cc = ct:** *acción, diccionario, elección*

- e) **f/ph:** Spanish does not have **ph** spellings, and uses **f** instead.

*atmósfera, farmacia, filosofía, geografía, profeta, semáforo*

- f) **f/h:** Castillian Spanish often uses **h** instead of **f**, and two words with similar meanings but different spellings often coexist.

**h <> f:** *hogar* = hearth + *fuego* = fire; c.f. *focus*

*hijo* = son + *filial* = *filial*; c.f. French *films*

- g) **g/h:** Spanish sometimes begins words with **h** instead of **g**.

**h < g:** *hermano* = brother c.f. *germane*

**N B** in Latin American pronunciation, **g** with **e** and **i** sounds like **h** (also **j**)

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**h) g/w:** Spanish has problems with **w** sounds, especially at the beginning of words; it tends to use **g** (**g** or **gu**) instead.

**w > g:** (el País de) **Gales** = **Wales**; c.f. *Galicia*  
**guerra** = **war**; c.f. **guerrilla/ guerrillero**  
N.B. also **whisky** is often pronounced or written **güisky**

**i) j/x:** Spanish usually uses **j** where English uses of **x**.

**j < x:** *Méjico* = **Mexico**; *fijo* = **fixed**

**j) ll:** Castillian Spanish often uses **ll** instead of **cl**, **fl**, and **pl** at the beginning of words.

**cl > ll:** *llamar* = to call; c.f. **claim** (call)  
**fl > ll:** *llama* = **flame** (also the S. Am. animal)  
**pl > ll:** *llano* = flat, **plain**

**k) t/th:** Spanish does not have **th** spellings, using **t** instead.

*teología, terapia, teatro, ateo, simpatía*

### 3. Cognates and Derivatives:

Many Spanish words can be identified in a straightforward way, and for various reasons, either as a result of obvious similarity to known words in Spanish or other languages (coming from the same origin - Cognates), or through being derived from known words, with bits added at the beginning or end of the word. In the case of the latter, you can often predict the existence of a word by knowing how similar words are built up from a base word; you can work out the meaning of a word by "undressing" it to get back to the base word at its core.

#### i. Cognates:

a. English words absorbed into Spanish without change of meaning:

e.g. *álbum, récord, líder, fútbol, mánager*

N.B. many have spellings that have been "adapted" into Spanish.

b. Spanish words with English equivalent or which English has borrowed:

e.g. *paella, matador, fiesta, aficionado*

c. Words identical in form to their English equivalent and with comparable pronunciation:

e.g. *casual, panorama*

d. Words similar in form to their English equivalent and with comparable pronunciation:

e.g. *documento, militar, sistema, clima, movimiento, millón*

e. Verbs whose stem is identical or similar in form to English equivalent:

e.g. *admirar, contener, consistir, aplaudir*

f. Words containing certain frequently occurring Spanish orthographic features which,

# A2 Spanish

once known, allow ready identification with English equivalents:

e.g. *libertad, turismo, indicación, potencia*

Note the equivalent English – Spanish suffixes:

-dad = -ty e.g. *ciudad* – city; *capacidad* – capacity

-ción = -tion e.g. *acción* – action; *elección* – election

-ía, -ia = -y e.g. *energía* – energy; *farmacia* – pharmacy

g. Castilian forms parallel to forms closer to Latin, both of which exist side by side, sometimes with a slightly different meaning:

e.g. *fuego* – *hueco*; *clave* – *llave*; *plano* – *llano*

## ii. Derivatives: word-building and undressing

h. Words whose meaning is determined by common prefixes or suffixes, but whose base element is already known or easily identifiable:

e.g. *con-*: *contener*

*des-*: *deshacer, desnudo*

*dis-*: *disuadir*

*in-/im-*: *incorrecto, imposible*

*re-*: *revolver*

*sub-*: *submarino, subcontinente*

*-able*: *salud* > *saludable*

*-ería*: *zapatero* > *zapatería*

*-miento*: *pensar* > *pensamiento*

*-oso*: *arena* > *arenoso*

i. Nouns denoting people and other concepts, which are characterised by endings such as *-ero/a, -or/a, -ista*:

e.g. *-ero/-era*: *zapatero, niñera*

*-ista*: *pianista, taxista*

*-or/-ora*: *pintora, pescador*

These are mostly based on another noun or a verb.

j. Adverbs formed by adding the ending *-mente* to known or easily identifiable adjectives:

e.g. *totalmente, activamente*

N.B. it can be seen that in Spanish most adverbs end in *-mente*, just as in English most end in *-ly*.

k. Adjectives with ending *-able* or *-ible* which compare with English equivalents ending in *-able* or *-ible* deriving from easily known or identifiable words:

e.g. *imaginable, admirable*

l. Adjectives with ending *-oso/-osa* comparable with English equivalents ending in *-ous*, and which are easily identifiable:

e.g. *religioso, furioso, vigoroso, vicioso*

m. Adjectives with ending *-és/esa, -(i)ense, -eno/a, -eño/a* comparing with English *-ese* or *-(i)an*, usually indicating place of origin:

e.g. *inglés, japonesa, canadiense, chileno, brasileña*

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- n. Diminutives ending in *-ito*, *-illo*, *-ico* deriving from known words or other easily identifiable words:  
e.g. *señorito*, *panecillo*, *casita*, *perico*
- o. Augmentative and pejorative suffixes such as *-ón/ona*, *-azo*, *-ucho*:  
e.g. *hombrón*, *mujerona*, *manotazo*, *casucha*
- p. Compound nouns, consisting of combinations of known words:  
e.g. *abrelatas*, *sacacorchos*, *cortacésped*
- q. Words derived from adjectives,  
e.g. *tranquilizar*, *ensuciar*, *limpieza*
- r. Words mainly derived from verbs, with endings *-ante* or *-ente*:  
e.g. *cantante*, *oyente*
- s. Place names with identical or similar spelling to English equivalent:  
e.g. *Italia*, *América*, *Brasil*
- t. Common acronyms and initials, often in a different order:  
e.g. UNO = ONU – *Organización de las Naciones Unidas*  
NATO = OTAN – *Organización del Tratado del Atlántico Norte*  
N.B. USA = EE. UU. – *los Estados Unidos* (plural words have doubled-up letters when given as acronyms)

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## F. Essay planning and writing

As in the AS Span 1 exam, it is the essay question in A2 Span 3 which carries a large proportion of the overall marks for the paper, in this case 40/110. Of those marks, the largest chunk is awarded for Content (25/40) (see criteria below); this relates to performance in the following elements:

- understanding and knowledge of the task
- examples and evidence
- evaluation and personal reaction
- structure and progression

This last factor depends on appropriate planning of your essay, which should contain at least 250 words. You also need to bear in mind that the language marks are limited to the 'band' of the Content mark, so if your essay is vague and muddled but in perfect Spanish, you will not be able to score highly for language!

So, here is a suggested approach to essay planning. Get into the habit of using it; try just planning a series of essays to help you choose which is most promising, and write up that one in full. To practise, you could even try sketching plans for random subjects such as 'Is the banana the best fruit to take to school?' or 'We need chairs: discuss'.

**Planning a discursive essay**

- Step 1: Sketch overall structure using one of the models below – A or B
- Step 2: ‘Brainstorm’ using a spider diagram or mind-mapping: put down all the facts/knowledge and arguments which are relevant to the subject of the question
- Step 3: Write the essay, following the overall structure chosen and the ‘internal structure’ of each paragraph, paying particular attention to the intro and the conclusion

STRUCTURE A for and against	STRUCTURE B step by step
<b>INTRODUCTION</b>	
<ol style="list-style-type: none"> <li>1. General scene setting</li> <li>2. Focus on precise issue</li> <li>3. Ask the question</li> <li>4. <u>State how the essay will examine the subject</u></li> </ol>	
<p style="text-align: center;"><b>PARAGRAPHS</b></p> <p>a series of paras <b>for</b> the suggestion in the question/intro, followed by a series of paras <b>against</b> (or <i>vice-versa</i>)</p> <ol style="list-style-type: none"> <li>1. Topic sentence, introducing element of the problem</li> <li>2. Explanation, definition, exploration</li> <li>3. Evaluation – for or against</li> <li>4. Concluding sentence</li> </ol>	<p style="text-align: center;"><b>PARAGRAPHS</b></p> <p>a series of paras exploring various aspects of the subject, each containing arguments <b>for</b> and <b>against</b> and a conclusion</p> <ol style="list-style-type: none"> <li>1. Topic sentence, introducing element of the problem</li> <li>2. Explanation, definition, exploration</li> <li>3. Arguments for</li> <li>4. Arguments against (or <i>vice-versa</i>)</li> <li>5. Concluding sentence</li> </ol>
<b>CONCLUSION</b>	
<ol style="list-style-type: none"> <li>1. Repetition of the subject and question</li> <li>2. Summary of points <b>for</b></li> <li>3. Summary of points <b>against</b> (or <i>vice-versa</i> –try to finish with <b>your</b> view)</li> <li>4. Final statement of your conclusion (‘As has been shown/as this essay has demonstrated/as an examination of the various aspects of ... proves)</li> </ol>	

## G. Internet research

The following should give you some useful ideas, information and websites for your A2 Spanish studies:

## Internet use for Sixth Formers

### 1. REASONS FOR USING THE INTERNET IN LANGUAGE STUDYING

- The Internet provides a fantastic range and variety of resources: you will almost always find something useful.
- It costs little or nothing to find resources on the Internet for your study or for your coursework - much cheaper than buying printed material.
- Using the Internet in your study language is very good reading practice. Some sites allow you to switch from the foreign language back to English if you get stuck!
- The Internet allows you to pursue your own interests and to find material your teacher can't provide; this helps make your work original.
- Internet use gives you an enormous amount of experience of reading and thinking about your foreign language.
- Examiners use the Internet as a source for exam material: if you don't use it, you will be lacking experience of the sort of material they use: if it is good enough for them, it should be good enough for you!

### 2. DON'Ts

- Don't use the Internet if you can get better info elsewhere.
- Don't spend hours on fruitless surfing if unsure what you are looking for.
- Don't write long e-mail messages while online.
- Don't print out direct from the net while on line: download onto hard disc first.
- Don't lose data by forgetting to save it.
- Don't rely on online translators - they can be rubbish! a machine can't understand everything! try one just for fun and see how wrong they can be.
- Don't get distracted, and don't give up too soon.
- Don't run up enormous telephone bills needlessly!

### 3. DOs

- Enter as many relevant words as possible in the search box to help your search; sometimes it helps to rearrange the words if you don't get the results you want; you can also use a + sign before a word to restrict a search to this aspect of your general topic; a - sign can be used to re-try and ignore an area of the topic.
- Try to be accurate about use of higher and lower case; if you use lower case, most search engines will give you all matches with both higher and lower case; if you use higher case, some search engines will restrict matches to higher case ones.
- Inverted commas can be used to search for known quotations.
- If you want foreign language sites, use a search engine which lets you specify, the country/language; sometimes it is best to use a foreign search engine - good reading practice!

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- Remember that each search engine is restricted to its own previously compiled databases: if at first you don't find what you want, try another search engine.
- Keep a note of useful site addresses you might wish to return to, if possible saving them in your 'favourites' file.

### 3. SUGGESTIONS FOR USING E-MAIL

- When sending long e-mails write them off line, adding attachments, then go online, sending them in batches if sending several.
- Use for contacts with school/class/student in target language country, and to exchange information and materials.
- Use e-mail contacts e.g. foreign students for personal research on issues on and seeking opinions, by sending appropriate questionnaires.
- Use to contact foreign institutions such as animal rights and environmental organisations to request hard-copy materials.
- If you use an e-mail friend to check/correct your written work, ask your teacher first!

### 4. GLOSSARY OF BASIC INTERNET TERMINOLOGY

**bookmarks/favourites** - list of favourite sites

**browser** - software on your computer which links you to the World Wide Web

**home page** - the first page of a website, with links to the listed pages

**HTML** - the computer language that 'shapes' the page (HyperText Mark-up Language)

**HTTP** - the common language for web computers to communicate with each other (Hyper-Text Transfer Protocol)

**hyperlink** - text in blue which, when you click on it, connects you to other pages

**portal** - a sort of gateway into a range of related websites

**search engine** - software which searches its associated database

**server** - your link to the Internet - you may pay for this, unless you use a free service

**URL** - the letters and numbers which make up the Internet address of a website (Uniform Resource Locator)

For more definitions, try:

<http://www.matisse.net/files/glossary.html>

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## 5. USEFUL WEBSITES

### GENERAL

<a href="http://www.cilt.org.uk">http://www.cilt.org.uk</a>	National Centre for Languages
<a href="http://www.all-languages.org.uk">http://www.all-languages.org.uk</a>	Assoc. for Language Learning
<a href="http://europa.eu/">http://europa.eu/</a>	EU website
<a href="http://news.bbc.co.uk/2/hi/europe/country_profiles/">http://news.bbc.co.uk/2/hi/europe/country_profiles/</a>	country profiles – basic info
<a href="http://www.hull.ac.uk/ict4lt">http://www.hull.ac.uk/ict4lt</a>	univ site, material + links
<a href="http://www.bbc.co.uk/languages/">http://www.bbc.co.uk/languages/</a>	language & culture info, BBC
<a href="http://education.guardian.co.uk/languageresources/">http://education.guardian.co.uk/languageresources/</a>	articles, etc. from The Guardian
<a href="http://www.linguanet-europa.org/plus/en/home.jsp">http://www.linguanet-europa.org/plus/en/home.jsp</a>	language & language learning
<a href="http://www.well.ac.uk/">http://www.well.ac.uk/</a>	using IT in language learning
<a href="http://sol.ultralab.anglia.ac.uk/pages/schools_online/anguages/mflhome.html">http://sol.ultralab.anglia.ac.uk/pages/schools_online/anguages/mflhome.html</a>	activities & communication
<a href="http://www.languagesonline.org.uk">http://www.languagesonline.org.uk</a>	language exercises, etc.
<a href="http://zut.languageskills.co.uk/index.html">http://zut.languageskills.co.uk/index.html</a>	(except Italian): language exercises
<a href="http://en.wikipedia.org/wiki/Main_Page">http://en.wikipedia.org/wiki/Main_Page</a>	(search by lang) – grammar/culture
<a href="http://www.verbs-online.com/">http://www.verbs-online.com/</a>	conjugation trainer (all langs)
<a href="http://www.vocabulix.com/">http://www.vocabulix.com/</a>	conjugation trainer
<a href="http://babelfish.altavista.com/">http://babelfish.altavista.com/</a>	online translator...use with care!
<a href="http://www.worldlingo.com/">http://www.worldlingo.com/</a>	an alternative one

### SPANISH

#### Spanish search engines

<a href="http://terra.es">http://terra.es</a>	access to Spanish sites
<a href="http://www.rediris.es/">http://www.rediris.es/</a>	access to Spanish sites
<a href="http://www.brujula.com.ar/">http://www.brujula.com.ar/</a>	Argentina
<a href="http://www.nosaltres.cat/">http://www.nosaltres.cat/</a>	Spanish search engine

#### News/Politics

<a href="http://www.elpais.es/">http://www.elpais.es/</a>	Spanish online newspaper
<a href="http://www.el-mundo.es/">http://www.el-mundo.es/</a>	Spanish online newspaper

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<a href="http://www.abc.es/">http://www.abc.es/</a>	Spanish online newspaper
<a href="http://www.lavanguardia.es/">http://www.lavanguardia.es/</a>	Spanish online newspaper
<a href="http://www.rtve.es/television/">http://www.rtve.es/television/</a>	Spanish national TV (incl live)
<a href="http://www.rtve.es/radio/">http://www.rtve.es/radio/</a>	Spanish national radio (incl live)
<b>Culture</b>	
<a href="http://www.casareal.es/">http://www.casareal.es/</a>	info on Royal Family
<a href="http://www.sp.san.gva.es/">http://www.sp.san.gva.es/</a>	info on health service
<a href="http://spanish.about.com/">http://spanish.about.com/</a>	culture/language
<b>Spanish language</b>	
<a href="http://www.bbc.co.uk/schools/gcsebitesize/spanish/">http://www.bbc.co.uk/schools/gcsebitesize/spanish/</a>	revision advice and tests *
<a href="http://turingmachine.org/compjugador/">http://turingmachine.org/compjugador/</a>	verb practice
<a href="http://www.diccionarios.com/">http://www.diccionarios.com/</a>	Span-Engl dictionary
<a href="http://www.vox.es/">http://www.vox.es/</a>	dictionary advice/info
<a href="http://www.studyspanish.com">http://www.studyspanish.com</a>	Spanish practice
<a href="http://www.mec.es/sgci/uk/es/tecla/tecla.shtml">http://www.mec.es/sgci/uk/es/tecla/tecla.shtml</a>	articles + exercises
<a href="http://www.elcastellano.org">http://www.elcastellano.org</a>	news on language
<a href="http://www.cvc.cervantes.es/aula/lecturas">http://www.cvc.cervantes.es/aula/lecturas</a>	literature extracts + vocab
<a href="http://www.sispain.org/">http://www.sispain.org/</a>	Span culture, history, etc.
<a href="http://education.guardian.co.uk/">http://education.guardian.co.uk/</a>	access to Spanish sites
<a href="http://www.spaleon.com/">http://www.spaleon.com/</a>	verb conjugation trainer

1A La polución

**Unidad 1 - Un mundo contaminado**

On completion of this unit, you should be able to:

- Describe and discuss types, causes and effects of pollution
- Use impersonal verb constructions to make general statements

**Useful vocabulary and phrases**

la superficie	surface
el medio ambiente	environment
medioambiental	environmental
la sequía	drought
el efecto invernadero	greenhouse effect
la quema	burning
el petróleo crudo	crude oil
el informe	report
el crecimiento demográfico	population growth
el consumo energético	energy consumption
el combustible	fuel
el enfriamiento	cooling
el ahorro	saving
la hambruna	starvation, famine
el período cálido interglacial	warm period between ice ages
suavizar	to soften
tremendista	alarmist
agotar	to exhaust
nocivo	harmful
florecer	to flourish
frenar	to brake, slow down



**Actividad 1**



**Páginas 9, 10 y 11**

Dedica tiempo a aprender bien el vocabulario y las expresiones claves de esta unidad, usando el método que te parezca más efectivo. Siempre puedes pedir recomendaciones a tu tutor(a), o usar las técnicas recomendadas en la sección 'Study Skills'.

En las listas de las páginas 10 y 11, busca al menos 5 cognados, es decir, 5 palabras derivadas de otras palabras que conoces. Discútelos en la próxima videoconferencia.

**Actividad 2**



**Página 9, ¿Lo sabías?**

Lee el texto de ¿Lo sabías?, y prepárate para hablar del medio ambiente y sus problemas con tus compañeros/as y con tu tutor(a). Sería una buena idea traducir este texto al inglés, pues una sección del examen de A2 incluye traducciones del español al inglés y viceversa. También podríais buscar y apuntar los aspectos positivos (¡si los hay!) y los aspectos negativos de la información del texto, y hablar de lo que deberíamos hacer para resolver los problemas.

Aspectos positivos	Aspectos negativos

**Actividad 3**



**Página 9, Actividad Preliminar**

Estudia y prepara tus respuestas para la Actividad Preliminar de la página 9, escogiendo tus respuestas. Durante la clase por videoconferencia, puedes comparar tus resultados con los de tus compañeros/as, y hacer las preguntas a vuestro tutor(a). ¡A ver quién de vosotros es más consciente de los problemas del medio ambiente!

**Actividad 4** **Página 10, Actividad 1**



Busca el español en la gráfica; manda tu trabajo a tu tutor(a):

- a the atmosphere
- b solar radiation
- c the earth's surface
- d to pass through
- e greenhouse gases
- f to heat up
- g to absorb



**Actividad 5** **Página 11, Actividad 2a**



Lee los textos *Lo que dice WWF* y *Lo que dice Francisco Capella*, y haz la Actividad 2a, buscando en el texto las palabras o frases que corresponden a las definiciones. Manda tu trabajo a tu tutor(a) y luego discútelo en la próxima videoconferencia.



- |     |      |
|-----|------|
| i   | vi   |
| ii  | vii  |
| iii | viii |
| iv  | ix   |
| v   | x    |



**Actividad 6** **Página 11, Actividad 2b**



Lee otra vez los textos *Lo que dice WWF* y *Lo que dice Francisco Capella*, y haz la Actividad 2b, identificando las frases verdaderas, las falsas y las que no se mencionan. Manda tu trabajo a tu tutor(a) y luego discútelo en la próxima videoconferencia.



- |     |      |
|-----|------|
| i   | vi   |
| ii  | vii  |
| iii | viii |
| iv  | ix   |
| v   | x    |



**Actividad 7**    **Página 11, Actividad 3a**

Escucha lo que dicen cuatro jóvenes sobre los problemas medioambientales, e identifica quién piensa qué.

i

ii

iii

iv

**Actividad 8**    **Página 11, Actividad 3b**

Escucha otra vez lo que dicen los jóvenes y haz las actividades en *Kerboodle*.

**Actividad 9**    **Página 11, Actividad 4**

Haz las actividades en la sección 4 de la hoja de trabajo en *Kerboodle*: El medio ambiente – La polución, 1A: Un mundo contaminado (4 & 5) con tu compañero/a. Tienes que preparar una entrevista, tomando en cuenta los aspectos

**Actividad 10**    **Página 11, Actividad 5**

Luego haz las tareas escritas de la sección 5, y manda tus esfuerzos a tu tutor(a).



### Actividad 11 Página 11, Gramática



Estudia la sección de Gramática en la página 11, y la sección 4.20 en la página 118. Luego estudia en *Kerboodle* la Hoja de Trabajo: **El medio ambiente – La contaminación, 1A: Un mundo contaminado (Gramática)**. Haz las actividades y manda tu trabajo a tu tutor(a).

