

2 Supported focus – Spanish routine, time and purposeful messages

Name: _____ Class: _____ Date: _____

Total: 10 marks

KEY WORDS purposeful message • word count • biblioteca
• location • a las

Objective

- Describe a routine and ask for practical information
- Write a short message with an appropriate greeting, details and closing

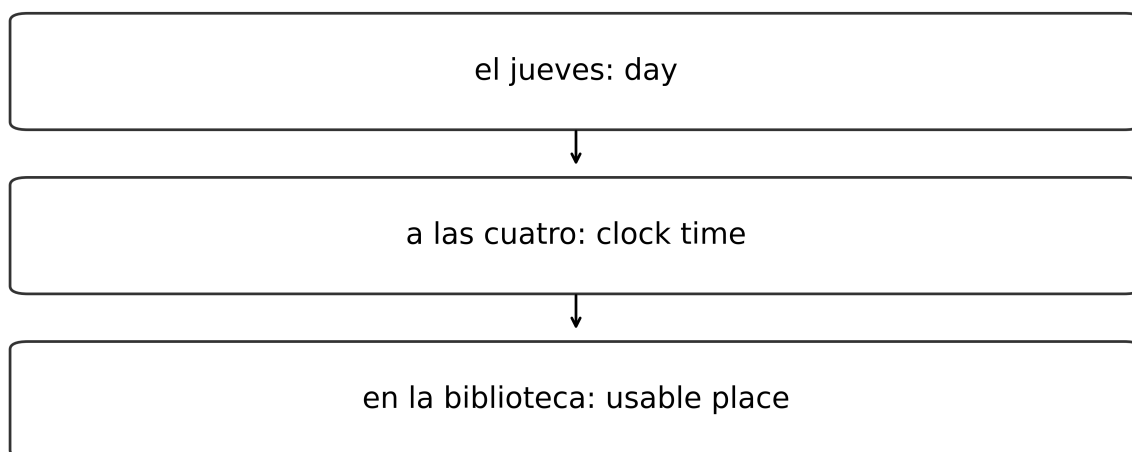
Original public practice; marks below are classroom self-check points, not official criteria.

1 Key knowledge and worked examples

Present-tense verbs describe routines: estudio, vivo, tengo. A las ocho gives a clock time.

A simple message should state why you write, the arrangement and any action needed from the reader.

A purposeful message gives the reader usable arrangements. Include why, day, time, place, needed items and a question or request. “A las cuatro” gives a clock time; “el jueves” gives a day. Two complete original 70–150-word models are in the writing companion. The short phrase alone is not an exam-length response.



Original diagram of the worked relationship; read the full wording and qualifications.

Worked example from the native lesson: Hola, Ana. Nos vemos el jueves a las cuatro en la biblioteca . ¿Puedes traer el libro? gives day, time, place and a request. For the current exam, expand the relevant task content within the 70–150-word range instead of repeating the greeting.

■ Complete original case context

Original task A: Write a message to Ana inviting her to a study meeting. Describe your usual routine, give day/time/place, say what to bring, and ask her to confirm. Write 70–150 Spanish words.

Original task B: Write a short blog entry for classmates about a small neighbourhood market visit. Describe what you see, when you go, one preference with a reason, and one practical plan to reduce waste. Write 70–150 Spanish words. These are original practice tasks, not official prompts.

2 Practice

2.1 Where will the meeting take place in the model? Explain using the worked method.^[1]

3 Exam-style questions

Use the complete original case context in section 1.

3.1 Plan task A, then write the whole message. Check greeting, routine, arrangement, request and closing. [3]

3.2 Write task B. Underline the visible description, preference and reason, and practical waste plan. [3]

3.3 Repair “Nos vemos jueves cuatro biblioteca” into a usable arrangement and add a polite request for a book. [3]

Solutions

Authored self-check guidance: accept equivalent correct methods and supported interpretations. The points check reasoning, not an official grade.

2.1 En la biblioteca: in the library. Hola, Ana. Nos vemos el jueves a las cuatro en la biblioteca. ¿Puedes traer el libro? gives day, time, place and a request. For the current exam, expand the relevant task content within the 70–150-word range instead of repeating the greeting.

Correct response linked to the given case.

3.1 The companion gives a complete original model with all five content cues and a checked word count . Alternatives can use different plausible arrangements if they remain consistent and answer every cue in 70–150 words.

Hola, Ana:

¿Cómo estás? Normalmente tengo clase por la mañana y estudio en casa por la tarde. El jueves quiero estudiar contigo porque tenemos un ejercicio de español. Nos vemos a las cuatro en la biblioteca. La biblioteca está al lado de la escuela y es un lugar tranquilo. Puedes traer tu libro y un lápiz, por favor. Yo llevo mi cuaderno y una lista de preguntas. Después podemos hablar de nuestra rutina y practicar las horas. ¿Puedes venir? Escribe un mensaje para confirmar. Si el jueves no puedes, podemos vernos el viernes a la misma hora.

Hasta pronto, Elena

Classroom model: 100 words. Greeting and closing; usual routine; study purpose; Thursday four o'clock library; book/pencil request; own materials; confirmation; consistent Friday alternative.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence . Accurate conditions, checks or qualification.

3.2 The companion model describes people, fruit and a table; gives Saturday morning; prefers apples because they are easy to carry; and proposes a bag from home and a list to buy only needed food. Other accurate, coherent beginner responses are acceptable.

El sábado voy al mercado de mi barrio por la mañana. En el mercado hay una mesa con fruta y tres personas. Me gusta visitar este lugar porque puedo hablar con los vendedores y comprar comida para mi familia. Prefiero las manzanas porque son fáciles de llevar. Normalmente llevo una bolsa de casa para usar menos plástico. También preparo una lista antes de salir. Así compro solo la comida que necesitamos. La próxima semana quiero ir con mi amiga Ana. Después de comprar, podemos caminar hasta la biblioteca. Es una rutina sencilla, pero para mí es agradable y útil.

Classroom model: 99 words. Saturday morning; market description; preference and reason; bag/list waste plan; coherent next-week arrangement. Original personal scenario; no national cultural claim.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence. Accurate conditions, checks or qualification.

3.3 “Nos vemos el jueves a las cuatro en la biblioteca. ¿Puedes traer el libro, por favor?”
It supplies day, clock-time phrase, location preposition and a clear request. Do not
assume a reader can reconstruct every missing relationship.

Sound conclusion or proposed method. Relevant supporting steps or textual evidence.
Accurate conditions, checks or qualification.