

A Level Spanish



Year 12

Knowledge Organiser

Nombre y apellido:



Useful websites and resources for learning Spanish

| | |
|---|--|
| <p>Duolingo</p>   | <p>BBC World News in Spanish</p>   |
| <p>El País (News from Spain)</p>  | <p>20minutos (Spanish news site with lots of short videos)</p>  |
|  <p>News in Slow Spanish Podcast</p> |  <p>RTVE Spanish Radio (Live or catch-up)</p> |
| <p>El Mundo (Spanish News)</p>  | <p>Spanish with James YouTube lessons</p>  |

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Theme 1: Aspects of Hispanic Society: Current Trends

Unit 1: Los valores tradicionales y modernos

1:1 Los cambios en la familia

| | | |
|----|--|--|
| 1 | Según (mis abuelos) | According to (my grandparents) |
| 2 | (no) me sorprende (que...) | It (doesn't) surprise(s) me (that...) |
| 3 | Mi madre dice/ diría que... | My mother says/ would say that... |
| 4 | Lo bueno/ lo malo es (que)... | The good think/ the bad thing is (that)... |
| 5 | Se divorciaron | They got divorced |
| 6 | Se casaron | They got married |
| 7 | Están divorciados/ separados/ casados | They are divorced/ separated/ married |
| 8 | Leí en una revista que... | I read in a magazine that... |
| 9 | Estaba saliendo cuando sonó el teléfono | I was leaving when the phone rang |
| 10 | La tasa (de paro) | The (unemployment) rate |
| 11 | Envejecer / el envejecimiento/ la vejez | To age (verb)/ ageing (noun)/ old age (noun) |
| 12 | Dejar el nido | To 'leave the nest' (i.e. to leave home). |

1:2 Actitudes hacia el matrimonio y el divorcio

| | | |
|----|--|--|
| 1 | Un año escaso | Barely a year |
| 2 | El cariño | The affection |
| 3 | El número de ____ está por las nubes | The number of ____ is 'through the roof' |
| 4 | Cuesta un ojo de la cara | It costs an arm and a leg (lit: an eye of the face) |
| 5 | Las percepciones tradicionales | Traditional views/ perceptions |
| 6 | Los prejuicios | Prejudices |
| 7 | El miedo a lo desconocido | Fear of the unknown |
| 8 | Las objeciones religiosas/morales/culturales | Religious /moral/cultural objections |
| 9 | Es imprescindible que sea/ que tenga... | It is essential that it is/ that it has... |
| 10 | Confiar en/ compartir con/ respetar a (alguien) | To trust/ to share with/ to respect (someone) |
| 11 | A mí me da igual que... | I couldn't care less that... |
| 12 | Engañar / sentir celos | To deceive or cheat on someone/ to be jealous |

1:3 La influencia de la Iglesia Católica

| | | |
|----|---|---|
| 1 | El aborto | Abortion |
| 2 | La anticoncepción | Contraception |
| 3 | apoyar | To support |
| 4 | El desarrollo (de) | The development (of) |
| 5 | Fundar (una asociación caritativa) | To found (a charity association) |
| 6 | Los judíos | The Jews |
| 7 | La norma | The norm/ the rule |
| 8 | Si no me equivoco... | If I am not wrong... (a way of saying 'I believe') |
| 9 | (No) estoy de acuerdo con... | I (do not) agree with... |
| 10 | (No) es algo que me preocupa | It is (not) something that worries me |
| 11 | (No) es una opinión que comparto | It is (not) an opinion / attitude that I share |
| 12 | Poco a poco desde el fin de la dictadura ... | Little by little since the end of the dictatorship |

Theme 1: Aspects of Hispanic Society: Current Trends

Unit 2: El ciberespacio

2:1 La influencia de Internet

| | | |
|----|---|---|
| 1 | Acosar / el (ciber)acoso | To bully or harass / (cyber)bullying |
| 2 | Amenazar/ la amenaza | To threaten/ the threat |
| 3 | Los datos personales | Personal data |
| 4 | Bloquear (a alguien) | To block someone |
| 5 | Se puede ver contenido inapropiado | Inappropriate content can be seen |
| 6 | La cuenta bancaria | The bank account |
| 7 | Recibir/ mandar/ revisar correo(s) electrónicos | Receive/ send/ check email(s) |
| 8 | Se puede usar para leer las noticias | It can be used to read the news |
| 9 | Se puede chatear con amigos en el extranjero | One can chat with friends (who are) abroad |
| 10 | Comparar los precios de muchas cosas | Compare the prices of lots of things |
| 11 | Navegar por la red para buscar información | To surf the net to look for information |
| 12 | Las (des)ventajas que aporta el Internet | The (dis)advantages that the Internet contributes |

2:2 Los móviles inteligentes en nuestra sociedad

| | | |
|----|--|--|
| 1 | El alcance de | The reach of |
| 2 | Chantajear (a alguien) | To blackmail (someone) |
| 3 | Un chivato | A snitch |
| 4 | Un delito | A crime / criminal offence |
| 5 | La formación | Training |
| 6 | El/la portavoz | The spokesperson |
| 7 | Paso más tiempo en mi móvil que... | I spend more time on my phone than... |
| 8 | WhatsApp es lo mejor para hablar con... | WhatsApp is the best for speaking with... |
| 9 | Es una herramienta de comunicación útil | It's a useful tool for communication |
| 10 | Hacer llamadas (en caso de emergencia) | To make calls (in case of emergency) |
| 11 | Se puede usar para acceder a Internet | It can be used to access the internet |
| 12 | Es importante poder establecer un diálogo con la gente cara a cara | It's important to be able to establish a dialogue with people face to face |

2:3 Las redes sociales: beneficios y peligros

| | | |
|----|---|---|
| 1 | Aumentar/ subir | To increase/ to go up |
| 2 | Disminuir/ bajar | To decrease/ to go down |
| 3 | Los internautas | Internet users ('Internauts' like astronauts) |
| 4 | El perfil | The profile (on social media) |
| 5 | Tener una cuenta de... | To have an account on... (Twitter, TikTok etc). |
| 6 | El entorno | The environment (not in a natural sense) |
| 7 | Una estafa | A scam/ fraud |
| 8 | Invadir/ hackear | To invade/ to hack |
| 9 | Publicar una foto/ un estado | To post a photo/ a status |
| 10 | Hay que tener cuidado a la hora de... (inf. verb) | We have to be careful when... (-ing) |
| 11 | Las redes sociales más exitosas son... | The most successful social networks are... |
| 12 | Hoy en día | Nowadays |

Theme 1: Aspects of Hispanic Society: Current Trends

Unit 3: La igualdad de los sexos

3:1 La mujer en el mercado laboral

| | | |
|----|--------------------------------------|---|
| 1 | Agravar las penas | To impose heavier sentences |
| 2 | En aras de consenso | In the interests of achieving consensus |
| 3 | mandar | To be in charge |
| 4 | Percibir | To perceive |
| 5 | El reto | The challenge |
| 6 | El cargo | The post / position |
| 7 | Jalonar | To make your mark in |
| 8 | Tener mayor profundización educativa | To have a higher level of education |
| 9 | El título | University degree |
| 10 | La brecha de género | The gender gap |
| 11 | Coincidir | To agree/ coincide |
| 12 | Elaborar / realizar | To carry out |

3:2 El machismo y el feminismo

| | | |
|----|---|---|
| 1 | El chiste | The joke |
| 2 | Extraño/a | Strange |
| 3 | Inculcar | To instil/ to teach |
| 4 | El grupo etario | The age group |
| 5 | Un noviazgo violento | A violent relationship |
| 6 | El machismo siempre ha existido | Machismo has always existed |
| 7 | La sociedad ha cambiado mucho | Society has changed a lot |
| 8 | Diría que... | I would say that |
| 9 | La violencia de género/ contra la mujer | Gender violence (aka violence against women) |
| 10 | Es importante destacar... | It is important to point out... |
| 11 | Las manifestaciones | Protests |
| 12 | Esto subraya la importancia de... | This underlines/highlights the importance of... |

3:3 Los derechos de los gays y las personas transgénero

| | | |
|----|---|---|
| 1 | Comprometerse | To be involved/ to get engaged (with someone) |
| 2 | Cuyo(s)/cuya(s) | Whose |
| 3 | El gobierno necesita/ debería... | The government needs to / should... |
| 4 | No se debe olvidar (que)... | One should not forget (that)... |
| 5 | No se debería descartar la idea (que)... | One shouldn't dismiss/ rule out the idea (that)... |
| 6 | Los gays habrán logrado la igualdad cuando... | Gay people will have achieved equality when... |
| 7 | El orgullo gay / El orgullo LGBT | Gay/ LGBT pride |
| 8 | La concienciación/ sensibilización | Awareness (being made aware of something) |
| 9 | Homófobo/a(s) | Homophobic (adj. to describe thing or person) |
| 10 | La iglesia había prohibido los matrimonios gay | The church had banned gay marriages |
| 11 | Hay que enfrentar el problema de... | We (one) must face/stand up to the problem of... |
| 12 | ¡Basta de excusas! | Enough excuses! |

Theme 2: Artistic culture in the Hispanic world

Unit 4: La influencia de los ídolos

4:1 Cantantes y músicos

| | | |
|----|--|---|
| 1 | Componer | To compose |
| 2 | Desarrollarse | To develop (oneself or itself) |
| 3 | Destacado | Renowned/ well-known |
| 4 | En segundo plano | In the background |
| 5 | La lista oficial de ventas | The charts |
| 6 | Tocar un instrumento | To play an instrument |
| 7 | A lo largo de su carrera profesional... | Throughout their professional career |
| 8 | Ha vendido más de ___ copias | He/she/they(s) has/have sold more than ___ copies |
| 9 | Su primer disco fue un éxito total | Their first album was a total success |
| 10 | Su música te hace reflexionar sobre... | Their music makes you reflect about... |
| 11 | X ha sido tildado como ___ por... | X has been stigmatised/ labelled as ___ for... |
| 12 | Si pudiera, me gustaría asistir un concierto de... | If I could, I would like to attend a ___ concert. |

4:2 Estrellas de televisión y cine

| | | |
|----|---|--|
| 1 | Shakira me da mucha inspiración | Shakira gives me lots of inspiration |
| 2 | Le respeto mucho | I respect him/her a lot |
| 3 | A nivel mundial | On a global scale/ worldwide level |
| 4 | Convertirse en / se convirtió en | To become // he/she became |
| 5 | Saltó a la fama en el 2000 | He/she rose to fame in the year 2000 |
| 6 | La dama | The lady |
| 7 | La polémica / es una persona polémica | The controversy / they're a controversial person |
| 8 | Ha recibido mucha crítica | He/she has received a lot of criticism |
| 9 | el que calla otorga | Idiom meaning 'silence in consent' |
| 10 | El cómico | The comedian |
| 11 | Las redes sociales se incendiaron cuando... | The social networks were set ablaze when... |
| 12 | Algunos famosos se han hecho populares por... | Some celebrities have become popular by... |

4:3 Modelos

| | | |
|----|--|--|
| 1 | La admiro mucho porque... | I admire her a lot because... |
| 2 | Acordar con... / (No) Estoy de acuerdo con... | To agree with / I (do not) agree with... |
| 3 | Ajustar | To tighten |
| 4 | El desfile | The fashion show |
| 5 | Escuálido/a | Emaciated/ skinny |
| 6 | El negocio | Business |
| 7 | Tomar el toro por las astas | To take the bull by the horns |
| 8 | Estoy harto/a de ver modelos delgadas | I am sick and tired (fed up) of seeing skinny models |
| 9 | Se presenta la juventud como ideal de belleza | Youth is presented as an ideal of beauty |
| 10 | Las imágenes de 'belleza' nos hacen daño | Images of 'beauty' harm us |
| 11 | Las canas y las arrugas pueden ser bonitas | Grey hairs and wrinkles can be pretty |
| 12 | Vivimos en un mundo masculinizado | We live in a masculinised world |

Theme 2: Artistic culture in the Hispanic world

Unit 5: La identidad regional en España

5:1 Tradiciones y costumbres

| | | |
|----|--|---|
| 1 | Bajo el calor | In the heat |
| 2 | Dependiendo de | Depending on |
| 3 | La ofrenda | The offering / gift (to gods or spirits) |
| 4 | Recoger | To collect |
| 5 | Refrescarse | To cool down |
| 6 | Seco/a | Dry |
| 7 | Sustituir | To replace |
| 8 | Participamos con ganas | We participate eagerly |
| 9 | Alrededor de | Around / approximately |
| 10 | El desfile / la cabalgata | The parade |
| 11 | El disfraz / los disfraces | The costume(s) |
| 12 | Te recomiendo que no llesves ropa blanca a la Tomatina | I recommend you don't wear white clothes to the Tomatina festival |

5:2 La gastronomía

| | | |
|----|--|------------------------------------|
| 1 | Un café solo | A black coffee |
| 2 | Un cortado | A coffee with just a drop of milk |
| 3 | Un tentempié | A snack |
| 4 | Suele consistir en | It usually consists of |
| 5 | No me lo puedo creer | I can't believe it |
| 6 | A la hora de comer | At dinner time/ when eating |
| 7 | Engordar / adelgazar | To get fat(ter) / to get thin(ner) |
| 8 | Ponerse a dieta / régimen | To go on a diet / to diet |
| 9 | Un experto en alimentación y nutrición | A diet and nutritional expert |
| 10 | Tener sobrepeso | To be overweight |
| 11 | La dieta mediterránea | The Mediterranean diet |
| 12 | Proporcionar | To provide |

5:3 Las lenguas

| | | |
|----|-------------------------------------|--|
| 1 | Un hablante/ los hablantes | A speaker/ speakers |
| 2 | La diversidad lingüística | Linguistic diversity |
| 3 | Es un idioma amenazado | It is a threatened (endangered) language |
| 4 | Los antepasados | Ancestors |
| 5 | Emitir | To broadcast |
| 6 | Por fin recibieron reconocimiento | At last they received recognition |
| 7 | Expresarse con fluidez | To express oneself fluently |
| 8 | Desde una edad temprana | From a young age |
| 9 | Hay varios idiomas cooficiales | There are numerous co-official languages |
| 10 | La gente tiene el derecho a decidir | People have the right to decide |
| 11 | Tampoco es justo perder las raíces | Nor is it fair to lose the roots |
| 12 | No me queda otro remedio | I don't have any other choice |

Theme 2: Artistic culture in the Hispanic world

Unit 6: El patrimonio cultural

6:1 Sitios históricos y civilizaciones prehispánicas

| | | |
|----|--|--|
| 1 | El arco de triunfo | The arch of triumph |
| 2 | Dejar (una) huella | To leave a footprint/ mark |
| 3 | Entre | Amongst / between |
| 4 | En la época de los romanos | In the age/period of the Romans |
| 5 | El manantial | The spring / source |
| 6 | Recorrer | To travel / to cover an area |
| 7 | En todo el mundo hispánico / hispanohablante | In all of the Hispanic / Spanish-speaking world |
| 8 | Las civilizaciones prehispánicas | Pre-Hispanic civilizations |
| 9 | La América precolombina | Pre-Columbian America (before Columbus 1492) |
| 10 | La huella de los conquistadores | The footprint of the (European) colonisers |
| 11 | Siglo tras siglo | Century after century |
| 12 | Forzar el cristianismo (en el pueblo indígena) | To force Christianity (upon the indigenous people) |

6:2 Arte y arquitectura

| | | |
|----|--|--|
| 1 | Las acuarelas | Watercolours |
| 2 | Pinturas al óleo | Oil paintings |
| 3 | Un (autor)retrato | A (self-) portrait |
| 4 | Un bodegón | A still-life |
| 5 | Una pintura de paisajes | A landscape painting |
| 6 | El arte abstracto/moderno/surrealista | Abstract/modern/surrealist art |
| 7 | Su obra es intensa/conmovedora/emotiva | Their art is intense/ moving/ emotive |
| 8 | El pincel | The paintbrush |
| 9 | Transitorio | Transitory/ fleeting |
| 10 | Cuyo/ cuya/ cuyos/ cuyas | Whose |
| 11 | Mudéjar | Muslim style (of those who remained in Spain). |
| 12 | La arquitectura | Architecture |

6:3 El patrimonio musical y su diversidad

| | | |
|----|---------------------------------------|---|
| 1 | Un barrio de chabolas | A neighbourhood of shacks/ a shanty town |
| 2 | Hay muchos problemas sociales | There are lots of social problems |
| 3 | La pobreza y la miseria | Poverty and misery |
| 4 | Animar a los jóvenes | To encourage/ liven up young people |
| 5 | Es un baile típico de la región de... | It is a typical dance from the region of... |
| 6 | Facultativo | Optional |
| 7 | Ganar la confianza (de alguien) | To gain (someone's) confidence/ trust |
| 8 | Calmante | Calming |
| 9 | Relajante | Relaxing |
| 10 | La música me ayuda a concentrarme | Music helps me to concentrate |
| 11 | Un compositor clásico | A classical composer |
| 12 | Mi cantante favorito/a es... | My favourite singer is... |

Film Study

| | | |
|----|---|--|
| 1 | El argumento narra... | The plot narrates... |
| 2 | El/la protagonista es... | The protagonist (main character) is... |
| 3 | Al principio/ final de la película... | At the start/ end of the film |
| 4 | En esta escena se ve... | In this scene one sees... |
| 5 | Esta escena muestra... | This scene shows... |
| 6 | El vestuario... | The costume |
| 7 | La utilería | The props |
| 8 | La banda sonora | The soundtrack |
| 9 | Rodar un plano | To shoot a scene/shot |
| 10 | El maquillaje | The makeup |
| 11 | Los efectos especiales | The special effects |
| 12 | El sonido | The sound |
| 13 | El montaje | The editing |
| 14 | Una toma | A 'take' |
| 15 | El encuadre | The framing |
| 16 | El director emplea varias técnicas para... Por ejemplo... | The director employs various techniques in order to... for example |
| 17 | El personaje principal | The main character |
| 18 | El personaje secundario | The secondary character |
| 19 | Este personaje es un arquetipo de... | This character is an archetype of... |
| 20 | La identidad cultural | Cultural identity |
| 21 | Durante la posguerra | During the post-(civil)-war period |
| 22 | Encontré esta escena muy conmovedora porque... | I found this scene very moving because... |
| 23 | Hay una yuxtaposición entre... | There is a juxtaposition between... |
| 24 | | |
| 25 | | |
| 26 | | |
| 27 | | |
| 28 | | |
| 29 | | |
| 30 | | |
| 31 | | |
| 32 | | |
| 33 | | |
| 34 | | |
| 35 | | |

Tips for Structuring Essays

Your essay should consist of three main sections:

1. The introduction

- a) Put the question in context. E.g. why are people talking about this issue? Why is it important? Has a recent event made it topical? How about starting with an interesting fact or statistic?
- b) Then say what you are going to do in your essay – stick to the essay title!

2. The main body of the essay

Depending on the essay question, you may need to divide this section into an “arguments pro” part and “arguments cons” part. Remember, 2 or 3 arguments for each part is generally enough.

For each argument, remember, one idea per paragraph and for each paragraph:

1. What is my point?
2. Where is my evidence?
3. How does this answer the question?
4. How can I link this to the next point?

Keep your reader with you. You are taking them for a walk - don't let them go!

3. The conclusion

Sum up the main points you have made throughout the essay – **don't** introduce new ideas. Give your opinion if possible. Finish, if you can, with something that could be important to your topic in the future.

Finally...

1. Do a **systematic error check** using the checklist on the next page of this booklet
2. Does your language read above GCSE level? Can you bring more interest and complexity to your language?

Writing Success Checklist

| FECHA: | | | | | | |
|---|--|--|--|--|--|--|
| TEMA: | | | | | | |
| 1. Planned an outline (essays: intro, main body of 2-4 points for pros and for cons, opinions, conclusions, solutions) | | | | | | |
| 2. Tenses (pret/ imp/ plup/ perf/ past cont/ pres cont/ pres/ fut perf/ cond perf/ fut/ fut cont/ cond..) | | | | | | |
| 3. Person of verb (yo/ tú..) | | | | | | |
| 4. la mayoría/ la gente/ la ciudad= singular | | | | | | |
| 5. Personal A (But not when it is doing action: el hombre hacía... Vi al hombre) | | | | | | |
| 6. Prepositions after verbs (a/ con/ de/ sobre...) | | | | | | |
| 7. Adjectival agreements (la chica <u>g</u> uapa) | | | | | | |
| 8. Correct gender for nouns (<u>e</u> l hombre/ <u>l</u> a participación/ <u>e</u> l problema/ <u>e</u> l sistema) | | | | | | |
| 9. Por/ para (para + inf, por + time..) | | | | | | |
| 10. Passive (ser + past participle agreeing: fue matado por...- he was killed by...) | | | | | | |
| 11. Avoidance of passive using 'se' (<u>se</u> bebe el vino- Wine is drunk*) | | | | | | |
| 12. Accents (la declaración/ las declaraciones) | | | | | | |
| 13. Spellings (use dictionary to help you) | | | | | | |
| 14. Appropriate register of language used (high/ technical/ complicated for essays) | | | | | | |
| 15. Essay expressions (se debe mencionar que/ es imprescindible que se mencione...) | | | | | | |
| 16. Subjunctives (checked endings: regular/ irregular) | | | | | | |
| 17. Subjunctives (used correctly with phrase in correct tense) | | | | | | |
| 18. Checked work thoroughly before handing in? | | | | | | |
| 19. How long did I take to do it? | | | | | | |

Useful Tips for Improving Essay Writing

- Avoid phrases like *pienso que.../creo que...*. If you want to make clear you are expressing a personal opinion use: ***en mi opinión, desde mi punto de vista*** or ***a mi modo de ver***; or a more sophisticated expression like: ***estimo que...*** or ***considero que...*** or even ***tengo que admitir que...or quisiera añadir que...***
- Avoid phrases like *mucha gente piensa que*. If you want to express a commonly held view, say: ***como se sabe, teniendo en cuenta(consideración) que, como es bien conocido por todos, considerando que***
- Do not overuse the word *problema*. Try ***el tema (en cuestión)*** (issue) or ***el tópico*** (topic) or ***la polémica*** (debate) or ***el asunto*** (matter)
- Use good sentence starters: ***se puede notar que, no se puede negar que..., es obvio que..., lo primero que hace falta decir es que, no cabe duda de que....***
- Use linking phrases to start new paragraphs: ***siendo eso así ..., dicho eso..., no se debe olvidar que ..., lo que demuestra que...***
- Try to include subjunctives
- Use rhetorical devices:

Rule of three – ***la televisión es informativa, omnipresente , pero adictiva***

Contrast – ***por un lado..., por otro lado.../por una parte...por otra parte...***

Interjections – ***¡Qué horror! ¡Qué desastre!***

Rhetorical questions – ***¿Quién puede dudar eso?***

Proverbs or sayings –***poner algo patas arriba, la mejor defensa es un ataque, más vale prevenir que luego lamentar, más vale tarde que nunca...***

Emotional appeal – ***imagina si estuvieras desempleada, ponte en el lugar de...***

Imagery –

- Don't use *decir* – try ***afirmar/declarar/pretender/comprobar***
- Don't use *ser/estar* – try ***representar/constituir/encontrarse***
- Don't use *tener* – try ***disponer de/poseer/ofrecer/ejercer***
- Don't use *causar* – try ***provocar/acarrear/producir/llevar a***
- Do not overuse the phrase *hay*. Try ***existe/se encuentra***
- Don't use *mucho/a(s)* – try ***un buen número de/una cantidad importante de***
- Avoid weak and vague adjectives like *bueno/malo/fuerte/interesante/importante*. Try ***favorable/dañino/persuasivo/fascinante/indispensable/prejudicial/beneficioso***

Useful Terminology to include in your Essay Writing

★ INTRODUCTORY REMARKS

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

★ PERSONAL COMMENTS

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

★ IMPERSONAL EXPRESSIONS

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

★ CAUSE AND EFFECT RELATIONSHIPS

| | |
|------------------------------|-------------------------------------|
| Por consiguiente | <i>Consequently</i> |
| Así que | <i>Therefore</i> |
| Por lo tanto | <i>Thus</i> |
| Por esta razón | <i>For this reason</i> |
| Es decir | <i>That is to say / namely</i> |
| Además | <i>Besides</i> |
| Entonces | <i>Then</i> |
| Esta es la razón por la que | <i>That's why</i> |
| Se piensa que | <i>It is thought that...</i> |
| Se puede entender que | <i>It can be understood that...</i> |
| Podemos interpretar que | <i>We can interpret this as...</i> |
| Este estudio revela que | <i>This study reveals that...</i> |
| Este ejemplo prueba que | <i>This example proves that...</i> |
| Este párrafo nos muestra que | <i>This passage shows that...</i> |

★ **CONTRADICTING**

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

★ **CONCLUDING**

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