

# Spanish

## Assessment

Year 8 Spanish

Term 2 assessments

**Please print this resource if you are able to and use it to record your answers. The audio for the listening section of the test is available in the online worksheet.**



This test checks your knowledge of **sounds of the language, vocabulary, and grammar.**

The test is in four sections:

Section A: Listening (26 minutes)

Section B: Reading (11.5 minutes)

Section C: Writing (11.5 minutes)

Section D: Speaking (11 minutes)

This makes a total of **60 minutes** to complete the entire test.

Remember – always have a go! If you know some words, **just do what you can!**



# SECTION A - LISTENING



# Sounds of the language

## PART A: phonics

You will hear the 15 Spanish words listed on the next slide. You will hear each word twice.

Complete the spelling of each word by filling in the missing letters. Each dash ( \_ ) represents one missing letter.

The aim is to see how you write the sounds that you hear. You won't know these words because they are very rare. Don't worry – just do your best!



**You can find the assessment audio for this section on the matching page of your online worksheet.**

1. \_ mprecar

2. \_ amuro

3. \_ \_ anta

4. emb \_ \_ n

5. \_ rta

6. ca \_ \_ ete

7. \_ \_ nsar

8. ased \_ \_

9. \_ eraz

10. \_ \_ \_ na

11. \_ eque

12. \_ ato

13. \_ \_ star

14. \_ ada

15. car \_ \_



# Sounds of the language

## PART B: stress and spelling

The words on the next two slides currently have no accents. Using your knowledge of Spanish spelling rules, write an accent above the final vowel if it is needed. You will hear the words too – but in fact you can add accents without hearing the words, as long as you are told which syllable is stressed!

You won't know these words because they are very rare. Don't worry – just do your best!



**You can find the assessment audio for this section on the matching page of your online worksheet.**

1. These six words all have stress on the final syllable. After hearing all the words, you then have 1 minute to work out whether an accent is needed or not, and where to put it.

**Look at the final letter to decide if an accent is needed on the final syllable!**

1. foton

4. supli

2. tambor

5. batey

3. Charala

6. maltes



**You can find the assessment audio for this section on the matching page of your online worksheet.**

2. These six words all have stress on the penultimate syllable – that is, the second-to-last syllable. After hearing all the words, you then have 1 minute to work out whether an accent is needed or not, and where to put it.

**Look at the final letter to decide if an accent is needed on the penultimate syllable!**

1. polen

4. martir

2. buzo

5. futil

3. abones

6. reclusa



# Vocabulary

## PART A: meaning

On the next slide, you will hear ten Spanish words.

Put a **cross (x)** under the **English word or words** that best match what you hear.

Some have **only one correct answer**. Some have **two correct answers**.

You will hear each word Spanish **twice**.



<b>1</b>	<b>thirteen</b>	<b>fourteen</b>	<b>fifteen</b>	<b>twenty</b>
	[ ]	[ ]	[ ]	[ ]
<b>2</b>	<b>country</b>	<b>stroll, outing</b>	<b>page</b>	<b>prize</b>
	[ ]	[ ]	[ ]	[ ]
<b>3</b>	<b>to know</b>	<b>to break</b>	<b>to earn</b>	<b>to win</b>
	[ ]	[ ]	[ ]	[ ]
<b>4</b>	<b>from</b>	<b>to</b>	<b>without</b>	<b>of</b>
	[ ]	[ ]	[ ]	[ ]
<b>5</b>	<b>strange</b>	<b>intelligent</b>	<b>ready</b>	<b>calm</b>
	[ ]	[ ]	[ ]	[ ]

You can find the assessment audio for this section on the matching page of your online worksheet.



6	to do	to have	to speak	to make
	[ ]	[ ]	[ ]	[ ]
7	dark	blue	yellow	green
	[ ]	[ ]	[ ]	[ ]
8	grandmother	tree	cousin (f)	bird
	[ ]	[ ]	[ ]	[ ]
9	to play	to try	to teach	to understand
	[ ]	[ ]	[ ]	[ ]
10	for	in order to	above	during
	[ ]	[ ]	[ ]	[ ]

You can find the assessment audio for this section on the matching page of your online worksheet.



# Vocabulary

## PART B: categories

On the following slide you can see ten 'categories'. You will hear each category read out to you. Then, you will **hear** four words in Spanish.

Put a **cross (x)** under **one** word (A, B, C or D) that is the best example of the category.

You will hear each set of four Spanish words **twice**.



You can find the assessment audio for this section on the matching page of your online worksheet.

## Which Spanish word is the best example of ...?

	A	B	C	D
1. Something you can read	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. A place in town	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A colour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. A season	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. A feeling or emotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. A day of the week	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. A part of the body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Something involving money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. A geographical place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. A time phrase, when something happens	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# Grammar

## PART A: verb forms

On the following slide you will hear nine sentences.

Put a **cross (x)** next to the person or people the sentence is about.

You will hear each Spanish sentence **twice**.



1	I <input type="checkbox"/>	you <input type="checkbox"/>	he/she <input type="checkbox"/>	we <input type="checkbox"/>
2	you <input type="checkbox"/>	he/she <input type="checkbox"/>	they <input type="checkbox"/>	we <input type="checkbox"/>
3	we <input type="checkbox"/>	they <input type="checkbox"/>	he/she <input type="checkbox"/>	I <input type="checkbox"/>
4	he/she <input type="checkbox"/>	you <input type="checkbox"/>	I <input type="checkbox"/>	they <input type="checkbox"/>
5	we <input type="checkbox"/>	they <input type="checkbox"/>	you <input type="checkbox"/>	he/she <input type="checkbox"/>
6	I <input type="checkbox"/>	you <input type="checkbox"/>	he/she <input type="checkbox"/>	we <input type="checkbox"/>
7	we <input type="checkbox"/>	he/she <input type="checkbox"/>	I <input type="checkbox"/>	they <input type="checkbox"/>
8	they <input type="checkbox"/>	we <input type="checkbox"/>	you <input type="checkbox"/>	I <input type="checkbox"/>
9	you <input type="checkbox"/>	I <input type="checkbox"/>	he/she <input type="checkbox"/>	they <input type="checkbox"/>

**You can find the assessment audio for this section on the matching page of your online worksheet.**



# Grammar

## PART B: pronouns

On the following slide you will hear two sentences.

Decide **who** completes each action. The verb is missing, so listen carefully for the pronoun.

You will hear each Spanish sentence **twice**.



You can find the assessment audio for this section on the matching page of your online worksheet.

1.	Who makes the shoes? <i>(hacer los zapatos)</i>	<input type="checkbox"/> <b>I</b> <input type="checkbox"/> <b>they</b>	Who makes the music? <i>(hacer la música)</i>	<input type="checkbox"/> <b>I</b> <input type="checkbox"/> <b>they</b>
2.	Who does many things? <i>(hacer muchas cosas)</i>	<input type="checkbox"/> <b>you</b> <input type="checkbox"/> <b>she</b>	Who does little? <i>(hacer poco)</i>	<input type="checkbox"/> <b>you</b> <input type="checkbox"/> <b>she</b>



# SECTION B - READING



# Vocabulary

## PART A: synonyms

On the next two slides, write the letter (**a-f**) of the **word on the right** that **best matches** the definition on the left.



	<b>Definition</b>	<b>Word</b>
<b>1</b>	<p>___ compartir</p> <p>___ esconder</p> <p>___ elegir</p>	<p>a. cubrir</p> <p>b. preparar</p> <p>c. decidir</p> <p>d. repartir</p> <p>e. montar</p> <p>f. responder</p>
<b>2</b>	<p>___ pensar</p> <p>___ hacer ejercicio a pie</p> <p>___ estar con otras personas</p>	<p>a. recibir</p> <p>b. correr</p> <p>c. quedar</p> <p>d. dar</p> <p>e. dividir</p> <p>f. creer</p>



	<b>Definition</b>	<b>Word</b>
<b>3</b>	<p>___ hermoso</p> <p>___ alegre</p> <p>___ un poco loco</p>	<p>a. guapo</p> <p>b. contento</p> <p>c. triste</p> <p>d. blanco</p> <p>e. claro</p> <p>f. tonto</p>
<b>4</b>	<p>___ algo para comprar cosas</p> <p>___ un pueblo grande</p> <p>___ un mensaje</p>	<p>a. la fruta</p> <p>b. el tren</p> <p>c. el dinero</p> <p>d. la carta</p> <p>e. la ciudad</p> <p>f. el dibujo</p>



# Vocabulary

## PART B: association and collocation

On the next two slides, Put a cross (x) next to:

- **At least one word** in **column 1** with a **meaning** that is **related to the word in bold on the left**
- **At least one word** in **column 2** that could appear **beside the word in bold in a sentence**

**In total, you must put four crosses (x) for each question.** You could tick two boxes in both columns, or you could tick three boxes in one column and one box in the other column!



	<b>Column 1</b> <b>(has a closely related meaning)</b>		<b>Column 2</b> <b>(could appear beside)</b>	
1) <b>hablar</b>	a) el billete	<input type="checkbox"/>	a) alemán	<input type="checkbox"/>
	b) hay	<input type="checkbox"/>	b) frontera	<input type="checkbox"/>
	c) pero	<input type="checkbox"/>	c) chino	<input type="checkbox"/>
	d) el diálogo	<input type="checkbox"/>	d) bien	<input type="checkbox"/>
2) <b>beber</b>	a) la botella	<input type="checkbox"/>	a) agua	<input type="checkbox"/>
	b) la basura	<input type="checkbox"/>	b) sur	<input type="checkbox"/>
	c) el mensaje	<input type="checkbox"/>	c) regalo	<input type="checkbox"/>
	d) la copa	<input type="checkbox"/>	d) café	<input type="checkbox"/>



	<b>Column 1</b> <b>(has a closely related meaning)</b>		<b>Column 2</b> <b>(could appear beside)</b>	
<b>3) la risa</b>	a) el lunes	<input type="checkbox"/>	a) nerviosa	<input type="checkbox"/>
	b) hoy	<input type="checkbox"/>	b) cosa	<input type="checkbox"/>
	c) la alegría	<input type="checkbox"/>	c) graciosa	<input type="checkbox"/>
	d) feliz	<input type="checkbox"/>	d) lava	<input type="checkbox"/>
<b>4) el museo</b>	a) la entrada	<input type="checkbox"/>	a) interesante	<input type="checkbox"/>
	b) fuerte	<input type="checkbox"/>	b) luego	<input type="checkbox"/>
	c) el río	<input type="checkbox"/>	c) tarde	<input type="checkbox"/>
	d) el edificio	<input type="checkbox"/>	d) famoso	<input type="checkbox"/>



# Grammar

## PART A: verb forms

**Read** the sentences on the following slide.

Put a **cross (x)** next to the person or people the sentence is about.



1.	<input type="checkbox"/> I <input type="checkbox"/> you <input type="checkbox"/> we <input type="checkbox"/> they	<b>Dan la flor a la profesora.</b>
2.	<input type="checkbox"/> you <input type="checkbox"/> we <input type="checkbox"/> I <input type="checkbox"/> they	<b>Entendemos la pregunta.</b>
3.	<input type="checkbox"/> he/she <input type="checkbox"/> we <input type="checkbox"/> they <input type="checkbox"/> you	<b>Describes la sociedad.</b>
4.	<input type="checkbox"/> they <input type="checkbox"/> we <input type="checkbox"/> I <input type="checkbox"/> he/she	<b>Somos alegres.</b>

5.	<input type="checkbox"/> you <input type="checkbox"/> he/she <input type="checkbox"/> we <input type="checkbox"/> they	<b>No estudia alemán los jueves.</b>
6.	<input type="checkbox"/> I <input type="checkbox"/> you <input type="checkbox"/> we <input type="checkbox"/> they	<b>Hago un plan.</b>
7.	<input type="checkbox"/> he/she <input type="checkbox"/> we <input type="checkbox"/> you <input type="checkbox"/> they	<b>Está alegre.</b>



# Grammar

## PART B: present or future

Does each sentence describe a **routine event** (nowadays) or a **future plan**?

Put a **cross (x)** next to the correct answer.

1. Vamos a aprender chino.       Routine event       Future plan

2. Va al oeste de España.       Routine event       Future plan



# Grammar

## PART C: modal verbs

Decide whether **a modal verb is missing** or **nothing is missing** from the start of the sentence.

Put a **cross (x)** next to the correct answer.

<b>1</b>	<input type="checkbox"/> Queremos <input type="checkbox"/> Nothing is missing	<b>... montar a caballo.</b>
<b>2</b>	<input type="checkbox"/> Pueden <input type="checkbox"/> Nothing is missing	<b>¿ ... sacan la basura?</b>
<b>3</b>	<input type="checkbox"/> Debes <input type="checkbox"/> Nothing is missing	<b>... publicar tus opiniones.</b>



# Grammar

## PART D: present or past

Does each sentence describe something **happening in the present** or something that **happened yesterday**?

Put a **cross (x)** next to the correct answer.

1. Cubriste la copa con la tapa.     happening in present     happened yesterday
2. Rompo la ventana.     happening in present     happened yesterday



# Grammar

## PART E: use of 'para'

Should '**para**' be translated as '**in order to**' or '**for**'?

Put a **cross (x)** next to the correct answer.

1. Voy al cine para ver la película.       in order to       for

2. Compras las entradas para los amigos.       in order to       for



# Grammar

## PART F: state or trait

Decide what these sentences mean.

Put a **cross (x)** next to the correct answer.

1. Somos muy simpáticos.     We are very friendly (now).     We are very friendly (in general).

2. Estoy alegre.     I am cheerful (now).     I am cheerful (in general).



# Grammar

## PART G: gender agreement

Decide which noun completes the sentence.

Put a **cross (x)** next to the correct answer.

- |                                |  |  |
|--------------------------------|--|--|
| 1. Subo a la ...               | <input type="checkbox"/> edificio (masculine)  | <input type="checkbox"/> estación (feminine) |
| 2. La foto está encima del ... | <input type="checkbox"/> ordenador (masculine) | <input type="checkbox"/> pared (feminine)    |



# Grammar

## PART H: articles

Choose which word could *replace* the **underlined word**.

Put a **cross (x)** next to the correct answer.

1. Llevas la camisa.       un       una       unos       unas

2. Da un regalo.       el       la       los       las



# Grammar

## PART I: word order

**Write** the words in each box in the **correct order**.

mismos los animales	Correct order:_____
pequeña una ventana	Correct order:_____



# SECTION C - WRITING



# Vocabulary

## PART A: meaning

On the next two slides, **translate** the **English words in brackets** to complete the Spanish sentence.



- 1) Vamos a la costa \_\_\_\_\_. **(sometimes)** (write **two** words)
- 2) \_\_\_\_\_ es negro. **(the cat)** (write **two** words)
- 3) Quiere ir al concierto \_\_\_\_\_. **(now)** (write **one** word)
- 4) \_\_\_\_\_ es bastante largo. **(the trip, journey)** (write **two** words)
- 5) Yo trabajo \_\_\_\_\_ Hugo canta. **(while)** (write **one** word)
- 6) Mi compañero llega \_\_\_\_\_. **(soon)** (write **one** word)
- 7) Hay \_\_\_\_\_ voluntarios aquí. **(ten)** (write **one** word)
- 8) ¿ \_\_\_\_\_ habla? **(who)** (write **one** word)



- 9) La mesa está a \_\_\_\_\_. **(the right)** (write **two** words)
- 10) ¿\_\_\_\_\_ está mi cámara? **(where)** (write **one** word)
- 11) No voy a pintar. \_\_\_\_\_, voy a limpiar. **(however)** (write **two** words)
- 12) \_\_\_\_\_ escondí la moneda entre las flores. **(yesterday)** (write **one** word)
- 13) Sevilla es una ciudad \_\_\_\_\_. **(better)** (write **one** word)
- 14) Es importante \_\_\_\_\_ **(to rest)**. (write **one** word)
- 15) Debo trabajar \_\_\_\_\_ no quiero **(although)**. (write **one** word)
- 16) ¿Salimos \_\_\_\_\_ por la noche? **(together)** (write **one** word)





# Grammar

## PART A: verb forms

Write the Spanish for the English given in brackets. Use the clues to help you.

1.	_____ el mensaje. (we receive)	<b>to receive</b> = <i>recibir</i>
2.	Los profesores _____ la traducción al director. (they give)	<b>to give</b> = <i>dar</i>
3.	_____ el uso de los teléfonos. (I allow)	<b>to allow</b> = <i>permitir</i>
4.	_____ una planta para tu amigo. (you buy)	<b>to buy</b> = <i>comprar</i>



# Grammar

## PART B: past

Write the Spanish for the English given in brackets. Use the clues to help you.

Remember to use **the past tense** (preterite).

1.	_____ con Roberta. (you ate)	<b>to eat</b> = <i>comer</i>
2.	Sebastián _____ tiempo con su familia el martes pasado. (spent)	<b>to spend</b> = <i>pasar</i>



# Grammar

## PART C: possessives

Write the Spanish for the English given in brackets.

1. \_\_\_\_\_ libro está en el suelo. (my)

2. Escribes \_\_\_\_\_ mensajes en español. (your)



# Grammar

## PART D: pronouns

Complete these sentences by writing the missing **subject pronouns** in Spanish.

1. \_\_\_\_\_ (they [f.]) hacen las bebidas y \_\_\_\_\_ (he) hace la comida.

2. \_\_\_\_\_ (we [m.]) hacemos ejercicio mientras \_\_\_\_\_ (you) haces la actividad.



# Grammar

## PART E: future

Complete these sentences by writing the **Spanish** for the English given in brackets. Use the clues to help you.

1.	Las chicas _____ en el parque. (are going to run)	<b>to go</b> = <i>ir</i> <b>to run</b> = <i>correr</i>
2.	_____ el periódico. (I am going to sell)	<b>to go</b> = <i>ir</i> <b>to sell</b> = <i>vender</i>



# Grammar

## PART F: modals

Complete these sentences by writing the **Spanish** for the English given in brackets. Use the clues to help you.

1.	_____ ánimo a tu grupo. (You can give)	<b>can, to be able to</b> = <i>poder</i> <b>to give</b> = <i>dar</i>
2.	_____ en la clase. (They want to participate)	<b>to want</b> = <i>querer</i> <b>to participate</b> = <i>participar</i>



# Grammar

## PART G: prepositions

Use **Spanish prepositions** 'a' or 'de' to complete these sentences.

Remember how 'a' and 'de' change to match the gender of the noun that follows them.

1. Vamos \_\_\_\_\_ (to the) playa [feminine].      **[Use 'a']**

2. Ana está cerca \_\_\_\_\_ (the) banco [masculine].      **[Use 'de']**



# Grammar

## PART H: negations

Rewrite each Spanish sentence in the **negative**.

1.	<b>Quieres un trabajo.</b>	Negative: _____.
2.	<b>Escucha música.</b>	Negative: _____.



# SECTION D - SPEAKING



**Before you start** this section of the test, please go to this website: [vocaroo.com](https://vocaroo.com).

It will open in a new tab. **Click** the red record button, then come back to this test.



# Sounds of the language

This part of the test will take around **2 minutes**. That's 6 seconds per word – you have time to think about each one carefully.

Read the list of Spanish words on the next slide aloud. You won't know the words – they are rare.

Just say them as you think they should sound.

You will get marks for pronouncing the **bold, underlined** parts of each word correctly.

If you're not sure, don't worry – just have a go and do your best.



1. apiñar

2. unte

3. cegato

4. zapote

5. motea

6. impreso

7. acallo

8. amueble

9. **j**arana

10. **h**ampa

11. aserr**ar**

12. apeee

13. ale**ve**

14. er**igen**

15. tuque\*

\*this is a letter Q, not a  
letter G



# Vocabulary

## PART A: meaning

**Say** the **Spanish** for the words on the next two slides.

**Remember** to say the word for **'the'** if needed!



1. the left (**two** Spanish words, include the word for 'the')
2. next (m) (**one** Spanish word, to describe a masculine, singular noun)
3. to say, saying (**one** Spanish word)
4. according to (**one** Spanish word)
5. the question (**two** Spanish words, include the word for 'the')
6. science (**two** Spanish words)
7. only (**one** Spanish word)
8. the party (**two** Spanish words, include the word for 'the')



9. to print (one Spanish word)
10. to see (one Spanish word)
11. first (one Spanish word)
12. when? (one Spanish word)
13. the week (two Spanish words, include the word for 'the')
14. behind (one Spanish word)
15. the people (two Spanish words, include the word for 'the')
16. each, every (one Spanish word)



# Vocabulary

## PART B: word patterns

**Translate** these words **into Spanish**. You might not know these Spanish words. Use the **patterns** you have learnt to work out what the most likely translation is.

- |                    |        |                               |
|--------------------|--------|-------------------------------|
| 1. sensibility     | la...  | ( <b>one</b> Spanish word)    |
| 2. satisfaction    | la ... | ( <b>one</b> Spanish word)    |
| 3. category        | la ... | ( <b>one</b> Spanish word)    |
| 4. cinema festival | el...  | ( <b>three</b> Spanish words) |

*cinema = cine (m); festival = festival (m)*



# Grammar

## PART A: present or future

Say these sentences in Spanish. Use the clues to help you.

1.	She goes to the coast.	<b>to go</b> = <i>ir</i> <b>the coast</b> = <i>la costa</i>
2.	You are going to paint the house.	<b>to go</b> = <i>ir</i> <b>to paint</b> = <i>pintar</i> <b>the house</b> = <i>la casa</i>



# Grammar

## PART B: past

Say the **Spanish** for the English in brackets. The clue tells you which **verb** to use.

Remember to use the **past tense** (preterite).

1.	(you played) _____ con el perro.	<b>to play</b> = <i>jugar</i>
2.	(I took) _____ el autobús.	<b>to take</b> = <i>tomar</i>



# Grammar

## PART C: word order

Say these sentences in Spanish. Use the clues to help you.

Remember to think about word order!

1.	He wants the last present.	<b>to want</b> = <i>querer</i> <b>last</b> = <i>ultimo</i> <b>present</b> = <i>regalo (masculine)</i>
2.	I have some old coins.	<b>to have</b> = <i>tener</i> <b>old</b> = <i>antiguo</i> <b>coin</b> = <i>moneda (feminine)</i>



# Grammar

## PART D: verb forms

Say the **Spanish** for the English in brackets, using the **correct form** of the verb. The clue tells you which **verb** to use. The gaps tell you how many words to use.

1.	_____ español los miércoles. (we teach)	<b>to teach</b> = <i>enseñar</i>
2.	_____ por la ciudad. (I run)	<b>to run</b> = <i>correr</i>
3.	_____ el juego. (she opens)	<b>to open</b> = <i>abrir</i>
4.	_____ _____ las palabras. (they must learn)	<b>must, to have to</b> = <i>deber</i> <b>to learn</b> = <i>aprender</i>
5.	¿_____ _____ en el mercado? (can you help)	<b>can, to be able to</b> = <i>poder</i> <b>to help</b> = <i>ayudar</i>



**When you have finished,** go back to the Vocaroo window.

Click on the **red button**. Click on "**Save & Share**".

**Copy & paste / write the URL** for your Vocaroo recording **here**:

**Vocaroo link:**

**END OF ASSESSMENT**

