

GCSE SPANISH

100 AI PROMPTS

for Smarter Revision and Exam Prep

*Active recall, exam technique, and mark-scheme thinking —
without cheating.*



by James R. Martin

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The author has made use of artificial intelligence tools to assist with drafting, structuring, and generating example material. All educational guidance, explanations, and exam-related advice have been reviewed, edited, and curated by the author. Any resemblance to specific published materials is unintentional.

This book is intended to support revision and exam preparation. It does not replace formal teaching, textbooks, or official specifications. Students are responsible for ensuring that all work submitted for assessment is their own.

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How to Use This Book

For a long time, high-quality tutoring has been a major contributor to elite academic achievement. Used well, AI can now act as a powerful tutor that most students and parents could not previously afford.

This book is a **starting point**, not a rulebook. Each prompt is designed to help you revise, test your understanding, and think more clearly — not to give perfect answers. You are encouraged to **adapt, improve, and remix** these prompts.

You are learning how to think carefully about the questions you ask — a skill that will matter far beyond these exams.

Note on Exam Boards and Syllabi

This collection of 100 AI prompts has been designed to support GCSE Spanish revision across all major UK exam boards, including AQA, Edexcel (Pearson), and OCR. While each board structures its specification slightly differently, all three assess the same four key language skills: Listening, Speaking, Reading, and Writing. The prompts in this book are designed to be universally applicable regardless of which board your school follows.

All GCSE Spanish specifications cover a common set of themes and topics. These typically include identity and culture (family, relationships, free time, technology), local and global communities (town, region, environment, social issues), and current and future study and employment (school, work, ambitions). AQA organises these into three broad themes, Edexcel uses five overarching themes, and OCR groups them into similar topic areas. The vocabulary and grammar practised through these prompts align with the overlapping content found across all boards.

Grammar requirements are broadly consistent across AQA, Edexcel, and OCR at both Foundation and Higher tiers. All boards expect students to understand and use key tenses including the present, preterite, imperfect, future, and conditional. Higher-tier candidates are also expected to recognise and use more complex structures such as the present subjunctive, the pluperfect, the passive voice using *se*, and a range of connectives and subordinate clauses. These prompts address grammar at both tiers, with clear progression from foundational to advanced work.

Assessment formats vary slightly between boards. AQA includes a Foundation and Higher tier for each

skill, with role plays, photo cards, and general conversation in the speaking exam. Edexcel similarly uses tiered papers and includes a read-aloud task in speaking. OCR also assesses all four skills with role plays and picture-based tasks. Despite these structural differences, the underlying skills being tested — comprehension, communication, accuracy, and range of language — are the same, and these prompts target all of them.

You can use these prompts with any AI chatbot to create a personalised revision experience. Each prompt includes guidance on how to use it effectively and suggestions for further practice. We recommend working through the sections in order during your revision programme, but you can also dip into specific sections to target areas where you need the most improvement. Always check AI-generated Spanish against your textbook or teacher's guidance to ensure accuracy.

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Section 1

Core Vocabulary and Theme-Based Recall

A strong vocabulary is the foundation of success in GCSE Spanish. Without a broad and reliable bank of words and phrases, it becomes very difficult to understand reading and listening texts or to express yourself clearly in speaking and writing tasks. This section focuses on building, consolidating, and testing your vocabulary across all the major GCSE themes, from family and relationships to the environment and social issues.

The prompts in this section are designed to help you move beyond simple word lists and engage with vocabulary in context. You will practise recalling key words under timed conditions, grouping vocabulary by theme, exploring synonyms and antonyms, and using phrases in complete sentences. This mirrors the way vocabulary is tested in the exam, where you rarely need to translate single words in isolation but instead need to understand and produce language in meaningful contexts.

Work through these prompts regularly rather than trying to learn everything in one session. Spaced repetition — revisiting vocabulary at increasing intervals — is one of the most effective strategies for long-term retention. Use these prompts to identify gaps in your knowledge, then focus your revision on the areas where you are weakest. Remember that both Foundation and Higher tiers reward a wide range of vocabulary, so aim to go beyond the basics wherever possible.

Prompt 1: Family and Relationships Vocabulary Builder

Copy this prompt into your AI tool:

Set me a challenge: Test me on 30 key vocabulary items related to the topic of family and relationships (la familia y las relaciones). Include nouns (e.g. el hermano, la madrastra, el marido), adjectives to describe personality and appearance (e.g. cariñoso, egoísta, pelirrojo), and useful verbs (e.g. llevarse bien con, discutir, casarse). Give me the Spanish word and ask me to provide the English meaning, then give me the English and ask me to translate to Spanish. Correct any mistakes and explain common errors.

What this helps you practise:

Constructing accurate Spanish sentences using key vocabulary and grammatical structures in context.

How to use it well:

Establish a vocabulary baseline, then revisit a week later to track improvement. Keep a list of words you get wrong for targeted review.

Prompt 2: Free Time and Leisure Activities

Recall

Copy this prompt into your AI tool:

Act as my GCSE Spanish tutor. Quiz me on vocabulary related to free time and leisure (el tiempo libre y el ocio). Cover sports (e.g. el atletismo, el ciclismo, hacer natación), hobbies (e.g. dibujar, tocar la guitarra, coleccionar sellos), entertainment (e.g. una película de ciencia ficción, una serie, las redes sociales), and opinions about activities (e.g. me mola, me flipa, me resulta aburrido). Mix up the order and include both Foundation and Higher-level vocabulary. After testing, give me a list of any words I got wrong with example sentences.

What this helps you practise:

Expressing and justifying opinions using a range of opinion phrases and connectives in Spanish.

How to use it well:

Check your recall of activity vocabulary and opinion phrases. Seeing words in context is more effective than memorising isolated word lists.

Prompt 3: Technology and Social Media Vocabulary

Copy this prompt into your AI tool:

Test me on this Spanish topic. Test me on vocabulary related to technology and social media (la tecnología y las redes sociales). Include words for devices (e.g. el móvil, el portátil, la tableta), online activities (e.g. descargar, compartir, subir fotos, chatear en línea), advantages and disadvantages vocabulary (e.g. la ventaja, el inconveniente, es útil, es una pérdida de tiempo), and internet safety terms (e.g. el ciberacoso, la contraseña, los datos personales). Ask me to translate in both directions and provide corrections with explanations.

What this helps you practise:

Expressing and justifying opinions using a range of opinion phrases and connectives in Spanish.

How to use it well:

Learn specific Spanish terms rather than guessing from English cognates. Watch out for false friends that look similar but mean something different.

Prompt 4: Holiday and Travel Essential Phrases

Copy this prompt into your AI tool:

Set me a challenge: Test me on essential holiday and travel vocabulary (las vacaciones y los viajes). Cover types of accommodation (e.g. un albergue juvenil, una pensión, un parador), transport (e.g. el vuelo, el ferry, el AVE), holiday activities (e.g. tomar el sol, hacer senderismo, visitar monumentos), booking and problems (e.g. reservar una habitación, hacer una queja, el aire acondicionado no funciona), and

weather (e.g. hace sol, está lloviendo, hay tormenta). Present 25 items in Spanish for me to translate to English, then 25 in English for me to translate to Spanish.

What this helps you practise:

Demonstrating a range of tenses in written or spoken Spanish for higher exam marks.

How to use it well:

Pay particular attention to booking and problems vocabulary, which often appears in role-play tasks in the speaking exam.

Prompt 5: School and Education Vocabulary Challenge

Copy this prompt into your AI tool:

Give me a GCSE-style question about Spanish. Give me a thorough vocabulary test on the topic of school and education (el instituto y la educación). Include school subjects (e.g. las ciencias, la informática, el dibujo), school facilities (e.g. el laboratorio, la biblioteca, el patio), describing teachers and lessons (e.g. estricto, exigente, las clases son pesadas), school rules (e.g. está prohibido, hay que llevar uniforme, no se permite), and future study plans (e.g. estudiar una carrera, hacer un curso de formación profesional, tomar un año sabático). Test me in random order and provide feedback.

What this helps you practise:

Building spoken fluency and confidence through oral practice with varied structures and tenses.

How to use it well:

This tests a wide range of school vocabulary including Higher-tier future plans. Use it to prepare for general conversation questions about school.

Prompt 6: Work and Future Plans Vocabulary

Copy this prompt into your AI tool:

Test me on this Spanish topic. Test me on vocabulary for work, careers, and future plans (el trabajo y los planes para el futuro). Include job titles (e.g. abogado/a, enfermero/a, ingeniero/a, fontanero/a), workplace vocabulary (e.g. la oficina, la fábrica, el sueldo, el horario), qualities for work (e.g. trabajador/a, organizado/a, tener don de gentes), and phrases about ambitions (e.g. me gustaría ser, tengo la intención de, mi sueño es, espero conseguir). Test 30 items and provide corrections with tips on gender agreement for job titles.

What this helps you practise:

Constructing accurate Spanish sentences using key vocabulary and grammatical structures in context.

How to use it well:

Pay close attention to gender agreement of job titles, a common error at GCSE. Practise using five different future expressions in your answers.

Prompt 7: Environment and Global Issues Vocabulary

Copy this prompt into your AI tool:

Act as my GCSE Spanish tutor. Give me a comprehensive vocabulary test on the environment and global issues (el medio ambiente y los problemas globales). Cover environmental problems (e.g. la contaminación, el calentamiento global, la deforestación, los residuos), solutions (e.g. reciclar, ahorrar energía, usar transporte público, reducir el consumo), and campaigning language (e.g. hay que proteger, es imprescindible que, debemos actuar, no se puede ignorar). Include 25 items and test me in both directions. Highlight any Higher-tier vocabulary that would impress examiners.

What this helps you practise:

Producing extended written Spanish using topic vocabulary with varied structures and opinions.

How to use it well:

Persuasive language practised here is directly useful for writing exam tasks where giving and justifying opinions is heavily rewarded.

Prompt 8: Health and Healthy Living Vocabulary

Copy this prompt into your AI tool:

Present me with a Spanish language challenge. Quiz me on health and healthy living vocabulary (la salud y la vida sana). Include body parts (e.g. la garganta, el estómago, la espalda), illnesses and symptoms (e.g. me duele la cabeza, tengo fiebre, estoy resfriado/a), healthy and unhealthy habits (e.g. hacer ejercicio, comer de forma equilibrada, fumar, emborracharse), and doctor/pharmacy vocabulary (e.g. la receta, las pastillas, una cita con el médico). Test 25 items and provide example sentences for any I get wrong.

What this helps you practise:

Practising transactional spoken Spanish for real-world scenarios using polite forms and topic vocabulary.

How to use it well:

After the test, prepare a role-play scenario at a Spanish pharmacy using polite forms like quisiera and podria for describing symptoms.

Prompt 9: Town and Local Area Description

Copy this prompt into your AI tool:

Test me on this Spanish topic. Test me on vocabulary for describing my town and local area (mi ciudad y mi zona). Cover places in town (e.g. el ayuntamiento, la comisaría, la panadería, el

polideportivo), descriptions (e.g. animado, ruidoso, tranquilo, industrial, turístico), location phrases (e.g. en las afueras, en el centro, cerca de, a las afueras de), and things to do (e.g. se puede ir de compras, hay mucho que hacer, no hay nada para los jóvenes).

Test me on 25 items and identify which are Foundation and which are Higher level.

What this helps you practise:

Writing descriptive Spanish using varied vocabulary, adjective agreement, and appropriate structures.

How to use it well:

Build a bank of descriptive vocabulary and location phrases. Include opinions, comparisons, and conditional sentences in your town description.

Prompt 10: Social Issues and Citizenship Vocabulary

Copy this prompt into your AI tool:

Present me with a Spanish language challenge. specialising in Higher-tier content. Test me on vocabulary related to social issues and citizenship (los problemas sociales y la ciudadanía). Include topics such as poverty and homelessness (e.g. la pobreza, los sin techo, la desigualdad), crime (e.g. el robo, el vandalismo, la delincuencia juvenil), volunteering and charity (e.g. hacer voluntariado, una ONG, recaudar fondos, donar), and equality (e.g. la igualdad de género, los derechos humanos, la discriminación). Provide 20 items and give me model sentences showing each word in context.

What this helps you practise:

Planning and structuring extended written responses with opinions, justifications, and varied vocabulary.

How to use it well:

Social issues vocabulary is primarily Higher-tier content. Using it well can significantly boost your grade if you are aiming for grades 7-9.

Prompt 11: Synonyms and Antonyms Vocabulary Expansion

Copy this prompt into your AI tool:

Give me a GCSE-style question about Spanish. Help me expand my vocabulary by testing me on synonyms and antonyms for 20 common GCSE Spanish words. For example, give me the word contento and ask me for a synonym (alegre, feliz) and an antonym (triste, descontento). Cover adjectives (e.g. grande/enorme vs pequeño/diminuto), verbs (e.g. hablar/charlar vs callarse), and nouns (e.g. el coche/el vehículo). Explain how using synonyms in writing and speaking exams can help me access higher marks for range of language.

What this helps you practise:

Upgrading basic vocabulary and structures to more sophisticated alternatives for higher marks.

How to use it well:

Replace basic words with impressive synonyms to boost your range of language mark. Upgrade bueno to estupendo, malo to horroroso throughout your work.

Prompt 12: Key Phrases for Opinions and Justifications

Copy this prompt into your AI tool:

You are a GCSE Spanish examiner. Teach me and then test me on 25 key phrases for giving opinions and justifications in Spanish. Include basic opinion phrases (e.g. creo que, pienso que, en mi opinión, a mi parecer, desde mi punto de vista), ways to agree and disagree (e.g. estoy de acuerdo, no estoy de acuerdo, tienes razón, no lo veo así), justification phrases (e.g. porque, ya que, dado que, puesto que, debido a que), and ways to add nuance (e.g. depende

de, por una parte, no cabe duda de que, aunque reconozco que). Test me by giving me a statement and asking me to respond using a specific phrase.

What this helps you practise:

Expressing and justifying opinions using a range of opinion phrases and connectives in Spanish.

How to use it well:

Learn a range of opinion and justification phrases to vary your language and avoid repetition. Higher-tier phrases like *dado que* will impress examiners.

Prompt 13: Numbers, Dates, and Time Expressions Drill

Copy this prompt into your AI tool:

Give me a GCSE-style question about Spanish. Drill me on numbers, dates, and time expressions in Spanish. Test me on cardinal numbers up to 1000 (including tricky ones like 500 = quinientos, 700 = setecientos), ordinal numbers (primero to décimo), dates (e.g. el tres de marzo de dos mil veinticinco), telling the time (e.g. son las tres y cuarto, a las ocho menos diez, a mediodía), and key time expressions (e.g. hace dos años, dentro de una semana, el mes que viene, anteayer, pasado mañana). Give me 20 quick-fire questions where I have to either write the Spanish or interpret a Spanish time/date expression.

What this helps you practise:

Accurately using numbers, dates, and time expressions in Spanish across different contexts.

How to use it well:

Practise saying numbers aloud as well as writing them, since you need to recognise them aurally in the listening exam.

Prompt 14: Themed Vocabulary Speed Round
Copy this prompt into your AI tool:

*Ask me to demonstrate my Spanish knowledge. Run a speed vocabulary test across all GCSE themes. Give me 50 words one at a time — a mix of Spanish-to-English and English-to-Spanish — drawn from all major topics: family, free time, technology, holidays, school, work, environment, health, town, and social issues. I should try to answer each one within 5 seconds. After the test, tell me my score out of 50, identify which themes I was weakest on, and give me a targeted list of 10 words to revise from my weakest areas. Include some Higher-tier vocabulary like *aprovechar*, *destacar*, *lograr*, *sin embargo*, and *a pesar de*.*

What this helps you practise:

Systematic proofreading and error correction to improve accuracy in written Spanish.

How to use it well:

Use this as a regular warm-up during revision sessions. Speed builds confidence and reveals which topic areas have gaps in your vocabulary.

Section 2

Grammar Foundations

Grammar is the structural framework that holds your Spanish together. Without solid grammar, even extensive vocabulary cannot be used effectively in the exam. This section covers the essential grammar points that every GCSE Spanish student needs to master, from the core tenses to pronouns, agreements, and common structural patterns. Whether you are aiming for a grade 4 or a grade 9, these foundations must be secure.

The prompts in this section progress from the most fundamental grammar points — present tense regular verbs, articles, and basic adjective agreement — through to the full range of tenses required at Higher tier, including the preterite, imperfect, future, and conditional. Each prompt explains the grammar point, tests your understanding, and provides practice in applying the rule. You will also work on tricky areas like *ser* versus *estar*, *por* versus *para*, and the correct use of direct and indirect object pronouns.

Grammar is best learned through practice rather than simply reading rules. Use these prompts actively: attempt every exercise before checking your answers, and when you make mistakes, make sure you understand why the correct answer is what it is. Return to any prompts where you scored poorly after a few days and try again. Building grammar confidence takes time, but the payoff in the exam is significant — accurate grammar is rewarded in both the writing and speaking assessments, and understanding grammatical structures helps enormously with reading and listening comprehension.

Prompt 15: Present Tense Regular Verbs

Mastery

Copy this prompt into your AI tool:

Act as my GCSE Spanish tutor. Teach me and then test me on the present tense (el presente) of regular -ar, -er, and -ir verbs. First, clearly explain the conjugation patterns for each type using hablar, comer, and vivir as models. Then give me 20 sentences where I need to conjugate a regular verb in the correct present tense form. Include all persons (yo, tú, él/ella/usted, nosotros, vosotros, ellos/ellas/ustedes). Correct my answers and explain any mistakes.

What this helps you practise:

Constructing accurate Spanish sentences using key vocabulary and grammatical structures in context.

How to use it well:

The present tense must be completely secure before you move on. Test yourself under time pressure to build automatic recall of verb endings.

Prompt 16: Present Tense Irregular Verbs

Practice

Copy this prompt into your AI tool:

Give me a GCSE-style question about Spanish. Test me on the most important irregular verbs in the present tense. Cover the key irregulars: ser (soy, eres, es...), estar (estoy, estás...), ir (voy, vas...), tener (tengo, tienes...), hacer (hago, haces...), poder (puedo, puedes...), querer (quiero, quieres...), decir (digo, dices...), venir (vengo, vienes...), saber (sé, sabes...), conocer (conozco, conoces...), and dar (doy, das...). Give me 20 gap-fill sentences where I must choose and conjugate the correct irregular verb. Explain patterns where they exist, such as the go-go verbs (tengo, vengo, pongo, salgo).

What this helps you practise:

Producing extended written Spanish using topic vocabulary with varied structures and opinions.

How to use it well:

Irregular verbs include the most common verbs in the language. Prioritise ser, estar, ir, tener, hacer, and poder as they appear constantly.

Prompt 17: Stem-Changing (Radical-Changing) Verbs

Copy this prompt into your AI tool:

You are a GCSE Spanish examiner. Explain and test me on stem-changing verbs (verbos con cambio de raíz), also known as radical-changing verbs. Cover all three patterns: e > ie (e.g. pensar → pienso, querer → quiero, preferir → prefiero), o > ue (e.g. poder → puedo, dormir → duermo, volver → vuelvo), and e > i (e.g. pedir → pido, seguir → sigo, repetir → repito). Explain which persons are affected (all except nosotros and vosotros — the boot pattern). Give me 15 sentences to complete with the correct stem-changed form. Include a mix of all three patterns.

What this helps you practise:

Identifying and distinguishing between different tenses in written Spanish to ensure range.

How to use it well:

Stem-changing verbs are a common error source. Remember the stem only changes in certain persons and learn the patterns by verb group.

Prompt 18: Preterite Tense — Regular and Key Irregulars

Copy this prompt into your AI tool:

Act as my GCSE Spanish tutor. Act as a GCSE Spanish grammar teacher. Teach me the preterite tense (el pretérito indefinido) for talking about

completed actions in the past. First explain the regular endings for -ar verbs (hablé, hablaste, hablé, hablamos, hablasteis, hablaron) and -er/-ir verbs (comí, comiste, comió, comimos, comisteis, comieron). Then cover the most important irregular preterites: ir/ser (fui, fuiste, fue...), hacer (hice, hiciste, hizo...), tener (tuve...), estar (estuve...), poder (pude...), poner (puse...), venir (vine...), decir (dije...), and dar (di, diste, dio...). Give me 20 sentences to translate from English to Spanish using the preterite tense, mixing regular and irregular verbs.

What this helps you practise:

Demonstrating a range of tenses in written or spoken Spanish for higher exam marks.

How to use it well:

Preterite irregulars like fui, hice, and tuve appear constantly. Practise until switching between regular and irregular forms feels automatic.

Prompt 19: Imperfect Tense for Descriptions and Habits

Copy this prompt into your AI tool:

Test me on this Spanish topic. Teach me the imperfect tense (el pretérito imperfecto) and how it differs from the preterite. Explain that the imperfect is used for descriptions in the past, habitual/repeated actions, ongoing actions, and setting the scene. Show me the regular endings for -ar verbs (hablaba, hablabas, hablaba, hablábamos, hablabais, hablaban) and -er/-ir verbs (comía, comías, comía, comíamos, comíais, comían). Cover the three irregular imperfections: ser (era), ir (iba), and ver (veía). Give me 15 sentences and ask me to decide whether each one requires the preterite or the imperfect, then conjugate the verb correctly. Explain the reasoning for each answer.

What this helps you practise:

Producing extended written Spanish using topic vocabulary with varied structures and opinions.

How to use it well:

The preterite vs imperfect distinction is one of the most tested grammar points. Master the rule: actions use preterite, descriptions use imperfect.

Prompt 20: Future Tense Formation and Practice

Copy this prompt into your AI tool:

Act as my GCSE Spanish tutor. Teach me the future tense (el futuro simple) in Spanish. Explain that the future tense is formed by adding endings to the full infinitive: -é, -ás, -á, -emos, -éis, -án. Demonstrate with hablar (hablaré, hablarás...), comer (comeré...), and vivir (viviré...). Then cover the key irregular stems: tener (tendr-), poder (podr-), hacer (har-), decir (dir-), salir (saldr-), poner (pondr-), venir (vendr-), querer (querr-), saber (sabr-), and haber (habr-). Give me 15 sentences to translate into Spanish using the future tense, including some with irregular stems. Also remind me of the near future (ir a + infinitive) as an alternative.

What this helps you practise:

Producing extended written Spanish using topic vocabulary with varied structures and opinions.

How to use it well:

The future tense demonstrates your ability to use a range of tenses. Practise forming it from the infinitive with added endings.

Prompt 21: Conditional Tense for Wishes and Hypotheticals

Copy this prompt into your AI tool:

Set me a challenge: Teach me the conditional tense (el condicional) in Spanish. Explain that the

conditional uses the same stems as the future tense but with imperfect -er/-ir endings: -ía, -ías, -ía, -íamos, -íais, -ían. So hablar becomes hablaría, and tener (with irregular stem tendr-) becomes tendría.

Cover when to use the conditional: wishes (me gustaría), polite requests (¿podría...?), hypothetical situations (sería mejor si...), and what you would do (yo iría, yo haría). Give me 15 sentences to translate using the conditional. Include a mix of regular and irregular stems.

What this helps you practise:

Demonstrating a range of tenses in written or spoken Spanish for higher exam marks.

How to use it well:

The conditional tense is a Higher-tier requirement. Using it well significantly boosts your grade in both writing and speaking exams.

Prompt 22: Reflexive Verbs Across All Tenses

Copy this prompt into your AI tool:

You are a GCSE Spanish examiner. Act as a GCSE Spanish grammar teacher. Explain reflexive verbs (los verbos reflexivos) in Spanish — verbs where the subject performs the action on themselves, using reflexive pronouns (me, te, se, nos, os, se). Give examples of common reflexive verbs: levantarse, acostarse, ducharse, vestirse, llamarse, sentirse, divertirse, preocuparse, quejarse. Show me how to conjugate reflexive verbs in the present tense, preterite, imperfect, and future. Then give me 15 sentences where I must conjugate a reflexive verb in a specified tense, placing the pronoun correctly. Include examples with infinitives where the pronoun can attach (voy a levantarme / me voy a levantar).

What this helps you practise:

Upgrading basic vocabulary and structures to more sophisticated alternatives for higher marks.

How to use it well:

Reflexive verbs appear constantly in topics like daily routine, health, and relationships. Practise placing the pronoun correctly across all tenses.

Prompt 23: Ser vs Estar — Knowing the Difference

Copy this prompt into your AI tool:

Set me a challenge: Act as a GCSE Spanish grammar expert. Explain the difference between ser and estar, both of which mean 'to be' in English. Teach me the key rules: ser is used for identity, nationality, origin, profession, time, characteristics, and possession (Soy inglés, es profesor, son las tres). Estar is used for location, temporary states, emotions, and results of actions (Estoy en casa, estoy cansado, la puerta está abierta). Cover adjectives that change meaning depending on which verb is used (e.g. ser aburrido = to be boring vs estar aburrido = to be bored; ser listo = to be clever vs estar listo = to be ready). Give me 20 sentences where I must choose between ser and estar and conjugate correctly.

What this helps you practise:

Constructing accurate Spanish sentences using key vocabulary and grammatical structures in context.

How to use it well:

Ser vs estar is tricky because English uses one verb for both. Learn the core rules: ser for permanent, estar for temporary and location.

Prompt 24: Por vs Para — Usage and Practice

Copy this prompt into your AI tool:

Quiz me on GCSE Spanish. Explain the difference between por and para, which can both translate as 'for' in English but have distinct uses. Teach me the main uses of para: purpose/goal (para aprobar el

examen), recipient (un regalo para ti), deadline (para el lunes), destination (salgo para Madrid), opinion (para mí, es importante). Then the main uses of por: cause/reason (por la lluvia), duration (por dos horas), exchange (gracias por tu ayuda), means (por correo electrónico), movement through (caminar por el parque), per (dos veces por semana). Give me 15 sentences where I must choose between por and para, then explain each answer.

What this helps you practise:

Constructing accurate Spanish sentences using key vocabulary and grammatical structures in context.

How to use it well:

Por and para are frequently confused. While not every use case appears in exams, knowing the core rules prevents costly comprehension errors.

Prompt 25: Direct and Indirect Object Pronouns

Copy this prompt into your AI tool:

Act as my GCSE Spanish tutor. Act as a GCSE Spanish grammar teacher. Explain direct object pronouns (me, te, lo/la, nos, os, los/las) and indirect object pronouns (me, te, le, nos, os, les) in Spanish.

Show me where they are placed in a sentence — before the conjugated verb (lo compro), attached to infinitives (quiero comprarlo / lo quiero comprar), and attached to gerunds (estoy comprándolo / lo estoy comprando). Give me 15 sentences in Spanish using full nouns and ask me to rewrite them replacing the noun with the correct pronoun in the correct position. For example: Compro el libro → Lo compro.

What this helps you practise:

Completing exam-style tasks under timed conditions to build exam stamina and technique.

How to use it well:

Object pronouns are tested in reading and listening

comprehension. Using them correctly in writing demonstrates grammatical range for higher marks.

Prompt 26: Adjective Agreement and Position

Copy this prompt into your AI tool:

Quiz me on GCSE Spanish. Explain the rules for adjective agreement in Spanish: adjectives must agree in gender (masculine/feminine) and number (singular/plural) with the noun they describe. Cover regular patterns (alto/alta/altos/altas), adjectives ending in -e (inteligente/inteligentes), adjectives ending in consonants (fácil/fáciles, trabajador/trabajadora), and irregular adjectives (bueno/buen, malo/mal, grande/gran). Also explain adjective position — most adjectives come after the noun in Spanish (un coche rojo), but some common ones come before (buen, mal, gran, primer, tercer).

Give me 15 sentences where I need to make the adjective agree correctly and place it in the right position.

What this helps you practise:

Accurately using numbers, dates, and time expressions in Spanish across different contexts.

How to use it well:

Adjective agreement errors are extremely common at GCSE and cost marks. Always check gender and number agreement when proofreading your work.

Prompt 27: Negation Structures and Patterns

Copy this prompt into your AI tool:

Ask me to demonstrate my Spanish knowledge. Teach me the full range of negation structures in Spanish. Start with basic negation using no before the verb (no hablo). Then cover the paired negation structures: no...nada (No como nada — I don't eat anything), no...nunca/jamás (No voy nunca — I never go), no...nadie (No conozco a nadie — I don't know

anyone), *no...ninguno/ninguna* (*No tengo ningún problema — I don't have any problem*), *no...ni...ni* (*No tengo ni hermanos ni hermanas — I have neither brothers nor sisters*), *no...tampoco* (*No me gusta tampoco — I don't like it either*), and *no...ya no* (*Ya no vivo allí — I no longer live there*). Explain that *nada, nunca, nadie* can also go before the verb without *no* (*Nunca voy, Nadie sabe*). Give me 15 sentences to negate using the specified structure.

What this helps you practise:

Upgrading basic vocabulary and structures to more sophisticated alternatives for higher marks.

How to use it well:

Using negation structures beyond simple 'no' shows grammatical range. The *no...ni...ni* construction is particularly impressive in writing tasks.

Prompt 28: Comparatives and Superlatives

Copy this prompt into your AI tool:

Quiz me on GCSE Spanish. Teach me how to form comparatives and superlatives in Spanish. Cover comparatives of superiority (*más...que — more...than*), inferiority (*menos...que — less...than*), and equality (*tan...como — as...as, tanto/a/os/as...como — as much/many...as*). Then teach superlatives: *el/la más + adjective* (*el más alto — the tallest*), *el/la menos + adjective*, and the absolute superlative (*-ísimo/a: rapidísimo = extremely fast*). Cover irregular forms: *mejor* (*better/best*), *peor* (*worse/worst*), *mayor* (*older/biggest*), *menor* (*younger/smallest*). Give me 15 sentences to translate using comparatives and superlatives, mixing all types.

What this helps you practise:

Completing exam-style tasks under timed conditions to build exam stamina and technique.

How to use it well:

Comparatives and superlatives demonstrate grammatical range and are useful across many topics. Learn the irregular forms mejor, peor, mayor, menor.

Prompt 29: Articles and Determiners — Definite, Indefinite, and Demonstrative

Copy this prompt into your AI tool:

Act as my GCSE Spanish tutor. Act as a GCSE Spanish grammar teacher. Explain the use of articles and determiners in Spanish. Cover definite articles (el, la, los, las) and when they are used differently from English (e.g. with general nouns: Me gusta el chocolate, with days: el lunes, with titles: el señor García). Cover indefinite articles (un, una, unos, unas) and when they are omitted (after ser with professions: soy profesor, after negation with no: no tengo hermanos). Then cover demonstrative adjectives: este/esta/estos/estas (this/these), ese/esa/esos/esas (that/those nearby), aquel/aquella/aquellos/aquellas (that/those far away). Give me 15 sentences where I must fill in the correct article or demonstrative.

What this helps you practise:

Writing descriptive Spanish using varied vocabulary, adjective agreement, and appropriate structures.

How to use it well:

Articles seem simple but cause frequent errors, especially when Spanish and English usage differs. Pay attention to definite articles with abstract nouns.

Prompt 30: Tense Overview — Recognising and Using All Five Core Tenses

Copy this prompt into your AI tool:

Give me a GCSE-style question about Spanish. Act as a GCSE Spanish grammar examiner. Test my ability

to recognise and use all five core GCSE tenses: present, preterite, imperfect, future, and conditional. Give me 20 Spanish sentences and ask me to identify which tense is used in each one and explain why that tense was chosen. Then give me 10 English sentences and ask me to translate them into Spanish, choosing the correct tense. Include sentences that require me to distinguish between preterite and imperfect, and between future and conditional. After I answer, provide detailed feedback on any errors and explain the reasoning.

What this helps you practise:

Producing extended written Spanish using topic vocabulary with varied structures and opinions.

How to use it well:

Use this as a consolidation exercise once you have studied all five tenses individually. It reveals which tenses you confuse under pressure.

Section 3

Advanced Grammar and Complex Structures

Once you have mastered the core tenses and basic grammar structures, the next step towards achieving the highest grades is to incorporate more complex and sophisticated language. This section covers advanced grammar points that are primarily assessed at Higher tier, including the subjunctive mood, conditional sentences, the pluperfect tense, and complex connectives. Using these structures accurately demonstrates a high level of control and range.

The subjunctive mood is often considered the most challenging aspect of GCSE Spanish grammar, but at this level you only need to know a few key uses and forms. Similarly, the pluperfect tense, passive constructions with *se*, and complex sentence structures are not as daunting as they might seem when broken down into manageable pieces. These prompts are designed to introduce each structure clearly before testing your understanding and application.

Do not attempt this section until you are confident with the material in Grammar Foundations. These advanced structures build directly on your knowledge of the core tenses — for example, you need to know the present tense to form the present subjunctive, and you need the imperfect to understand the pluperfect. Work through these prompts methodically, and remember that even using one or two advanced structures correctly in your writing or speaking exam can make a significant difference to your grade.

Prompt 31: Introduction to the Present Subjunctive

Copy this prompt into your AI tool:

Act as my GCSE Spanish tutor. Act as a GCSE Spanish grammar expert. Introduce the present subjunctive (el presente de subjuntivo) at GCSE level. Explain that the subjunctive is a mood used after certain triggers. Cover the formation: take the yo form of the present tense, drop the -o, and add opposite endings (-ar verbs get -e endings: hable, hables, hable, hablemos, habléis, hablen; -er/-ir verbs get -a endings: coma, comas, coma, comamos, comáis, coman). Cover key irregular subjunctives: sea (ser), vaya (ir), tenga (tener), haga (hacer), pueda (poder). Teach the GCSE-level triggers: quiero que, espero que, es importante que, es necesario que, no creo que, cuando + future meaning. Give me 12 sentences to complete using the correct subjunctive form.

What this helps you practise:

Constructing accurate Spanish sentences using key vocabulary and grammatical structures in context.

How to use it well:

The subjunctive is the most impressive grammar structure at GCSE. Learn three trigger phrases with example sentences for maximum exam impact.

Prompt 32: Subjunctive After Cuando with Future Meaning

Copy this prompt into your AI tool:

Test me on this Spanish topic. Teach me the specific rule that when cuando introduces a future action, it must be followed by the subjunctive, not the indicative. In English we say 'When I am older, I will travel' — in Spanish this becomes 'Cuando sea mayor, viajaré' (NOT cuando soy). Explain that this applies whenever cuando refers to something that has not happened yet. Give me 10 sentences in English with 'when' + future meaning, and ask me to

translate them using cuando + subjunctive + future tense main clause. For example: When I finish school → Cuando termine el instituto. Include both regular and irregular subjunctive forms.

What this helps you practise:

Producing extended written Spanish using topic vocabulary with varied structures and opinions.

How to use it well:

This is one of the most accessible subjunctive structures for GCSE. It naturally combines tenses, demonstrating range of language to examiners.

Prompt 33: Si Clauses — Conditional Sentences

Copy this prompt into your AI tool:

You are a GCSE Spanish examiner. Act as a GCSE Spanish grammar teacher. Teach me how to form conditional sentences (oraciones condicionales) using si (if). At GCSE level, focus on two patterns. Pattern 1 — real/possible conditions: Si + present tense, + present or future tense (Si llueve, me quedo en casa / Si tengo dinero, compraré un coche). Pattern 2 — hypothetical/unlikely conditions: Si + imperfect subjunctive, + conditional (Si tuviera más dinero, viajaría por el mundo — but note that the imperfect subjunctive is beyond GCSE scope, so at GCSE level students often use Si + imperfect indicative + conditional as an approximation: Si tenía más tiempo, leería más). Explain what is expected at GCSE level and give me 10 sentences to practise Pattern 1, translating from English to Spanish.

What this helps you practise:

Completing exam-style tasks under timed conditions to build exam stamina and technique.

How to use it well:

Si clauses are extremely useful for discussing hypothetical situations in speaking and writing.

Master the si + imperfect subjunctive + conditional pattern.

Prompt 34: The Pluperfect Tense

Copy this prompt into your AI tool:

Ask me to demonstrate my Spanish knowledge.

Teach me the pluperfect tense (el pluscuamperfecto), used to say what had happened before another past action. Explain the formation: imperfect of haber (había, habías, había, habíamos, habíais, habían) + past participle. Cover regular past participles (-ar → -ado: hablado; -er/-ir → -ido: comido, vivido) and irregular past participles (hecho, dicho, escrito, visto, puesto, vuelto, abierto, roto, muerto, cubierto). Give me 12 sentences to translate from English to Spanish using the pluperfect. For example: I had never visited Spain → Nunca había visitado España.

What this helps you practise:

Writing narrative Spanish using preterite and imperfect tenses with time markers and descriptive language.

How to use it well:

The pluperfect demonstrates sophisticated use of past tenses. It is relatively straightforward to form and hugely impressive when used correctly.

Prompt 35: Passive Voice with Se

Copy this prompt into your AI tool:

Give me a GCSE-style question about Spanish. Act as a GCSE Spanish grammar teacher. Explain the passive construction using se + verb (la pasiva refleja), which is more common in Spanish than the English-style passive. Teach me that se + third person verb is used to express general actions without specifying who does them: se habla español (Spanish is spoken), se venden pisos (flats are sold),

se prohíbe fumar (smoking is prohibited), se necesitan camareros (waiters needed). Explain the agreement rule: the verb agrees with the noun (se vende singular vs se venden plural). Give me 10 sentences in English using the passive voice and ask me to translate them using se + verb. Also give me 5 examples of se constructions commonly seen on signs and notices in Spain.

What this helps you practise:

Completing exam-style tasks under timed conditions to build exam stamina and technique.

How to use it well:

The se passive is very common in real Spanish and appears frequently in reading comprehension.

Recognising it prevents misunderstanding exam texts.

Prompt 36: The Gerund and Continuous Tenses

Copy this prompt into your AI tool:

Ask me to demonstrate my Spanish knowledge. Teach me about the gerund (el gerundio) in Spanish — the -ing form: -ar verbs → -ando (hablando), -er/-ir verbs → -iendo (comiendo, viviendo). Cover irregular gerunds: leyendo (leer), durmiendo (dormir), pidiendo (pedir), diciendo (decir), yendo (ir). Explain its uses: with estar to form continuous tenses (estoy hablando — I am speaking, estaba comiendo — I was eating), and after seguir (sigo estudiando — I keep studying). Give me 10 sentences to translate using estar + gerund in the present and imperfect, and 5 using seguir + gerund. Explain that the gerund does NOT change for gender or number.

What this helps you practise:

Describe what is happening in your home right now using the present continuous (estar + gerund) for each family member. Then describe what everyone

was doing at a specific moment in the past using the imperfect continuous (estaba + gerund).

How to use it well:

The imperative appears in reading texts like recipes and instructions. Practise both positive and negative commands in tu and usted forms.

Prompt 37: The Imperative — Giving Commands

Copy this prompt into your AI tool:

Quiz me on GCSE Spanish. Act as a GCSE Spanish grammar teacher. Teach me the imperative mood (el imperativo) for giving commands and instructions.

Cover the tú form for informal commands: regular -ar verbs drop the -s from the present tense (hablas → habla), -er/-ir verbs also drop the -s (comes → come, escribes → escribe). Cover key irregular tú imperatives: ven (venir), pon (poner), sal (salir), haz (hacer), di (decir), sé (ser), ten (tener), ve (ir).

Briefly explain the usted form (uses the subjunctive: hable, coma, escriba) and negative commands using no + subjunctive (no hables, no comas). Give me 12 sentences to translate into Spanish using the correct imperative form.

What this helps you practise:

Forming imperative commands and instructions in Spanish with correct verb forms.

How to use it well:

Relative pronouns create longer, more complex sentences. Using que, donde, and lo que correctly pushes your writing into Higher-tier territory.

Prompt 38: Relative Pronouns — Que, Quien, Donde, Lo Que

Copy this prompt into your AI tool:

Present me with a Spanish language challenge. Teach me the main relative pronouns used at GCSE level. Cover que (that, which, who — the most

common: El chico que habla es mi amigo, La película que vi fue genial), quien/quienes (who — used after prepositions: La persona con quien hablo), donde (where: La ciudad donde vivo es pequeña), and lo que (what/that which: Lo que más me gusta es la música, No entiendo lo que dices). Explain that que is by far the most versatile and commonly used. Give me 12 sentences where I must fill in the correct relative pronoun, then ask me to write 5 of my own sentences using different relative pronouns.

What this helps you practise:

Producing extended written Spanish using topic vocabulary with varied structures and opinions.

How to use it well:

Connectives are one of the easiest ways to boost your grade. Examiners specifically reward linking words that join ideas logically across paragraphs.

Prompt 39: Complex Connectives for Extended Writing

Copy this prompt into your AI tool:

Quiz me on GCSE Spanish. Teach me and test me on a range of complex connectives and linking phrases that will improve my writing and speaking. Cover contrast (sin embargo — however, no obstante — nevertheless, aunque — although, a pesar de que — despite the fact that, en cambio — on the other hand), cause and effect (por lo tanto — therefore, por eso — that's why, ya que — since, dado que — given that, de modo que — so that), addition (además — moreover/also, aparte de eso — apart from that, incluso — even/including, asimismo — likewise), and structuring arguments (por un lado...por otro lado — on one hand...on the other, en primer lugar...en segundo lugar — firstly...secondly, en conclusión — in conclusion, en resumen — in summary). Give me 10 sentences where I must

insert the most appropriate connective from a choice of three.

What this helps you practise:

Upgrading basic vocabulary and structures to more sophisticated alternatives for higher marks.

How to use it well:

These structures are easy to learn because they always use the infinitive. Memorise five and deploy them across different topics for maximum impact.

Prompt 40: Antes de / Después de + Infinitive and Other Complex Structures

Copy this prompt into your AI tool:

You are a GCSE Spanish examiner. Teach me useful complex structures that go beyond basic sentence patterns. Cover: antes de + infinitive (antes de salir — before leaving), después de + infinitive (después de comer — after eating), al + infinitive (al llegar — upon arriving), sin + infinitive (sin saber — without knowing), para + infinitive (para aprobar — in order to pass), en vez de + infinitive (en vez de estudiar — instead of studying), and acabar de + infinitive (acabo de llegar — I have just arrived). Explain how each one works and give me 15 sentences to translate from English to Spanish using these structures. Emphasise that these structures always use the infinitive, never a conjugated verb.

What this helps you practise:

Writing narrative Spanish using preterite and imperfect tenses with time markers and descriptive language.

How to use it well:

Gerunds add variety and sophistication to your writing. Use them for simultaneous actions and to demonstrate grammatical range at Higher tier.

Section 4

Reading Comprehension Strategies

The reading exam tests your ability to understand written Spanish across a range of text types, from short notices and advertisements to longer articles and literary extracts. Success in reading requires not just vocabulary knowledge but also strategic thinking — the ability to use context, identify key information, and make inferences. This section provides prompts that develop these essential reading skills.

Across all exam boards, reading questions progress from straightforward comprehension tasks at Foundation level to more demanding inference and analysis questions at Higher level. You will encounter multiple-choice questions, true/false/not mentioned exercises, questions requiring answers in English or Spanish, and translation from Spanish to English. The prompts in this section cover strategies for all these question types, helping you approach each one systematically and confidently.

A key skill for the reading exam is staying calm when you encounter unfamiliar vocabulary. At Higher tier especially, you will meet words you have not seen before. Rather than panicking, you need strategies for working out meaning from context, identifying cognates, and using grammatical clues. Several prompts in this section focus specifically on these skills. Remember that you do not need to understand every word in a text to answer the questions correctly — focus on what the questions are actually asking you.

Prompt 41: Inference Skills in Spanish Texts
Copy this prompt into your AI tool:

Test me on this Spanish topic. Act as a GCSE Spanish reading comprehension coach. Give me a Spanish text of around 150 words on a GCSE topic (e.g. a blog post about school life, a holiday review, or a description of a town). After the text, ask me five questions that require inference rather than direct extraction — meaning I need to read between the lines and work out what is implied rather than stated. For each question, after I answer, explain what clues in the text lead to the correct inference. Teach me to look for tone, connotation, and logical implications. The text should include a mix of straightforward and more complex vocabulary appropriate for Higher tier.

What this helps you practise:

Active recall and contextual use of key Spanish vocabulary across GCSE themes.

How to use it well:

Inference questions carry significant marks at Higher tier. Support every inference with specific evidence quoted from the text to earn full marks.

Prompt 42: True, False, or Not Mentioned Practice

Copy this prompt into your AI tool:

You are a GCSE Spanish examiner. Act as a GCSE Spanish exam paper writer. Create a Spanish text of about 120 words on a common GCSE topic (such as healthy living, technology, or the environment). Then write eight statements about the text and ask me to identify each as verdadero (true), falso (false), or no se menciona (not mentioned). After I answer, go through each one explaining why the correct answer is what it is. Pay special attention to helping me distinguish between 'false' (the text says the opposite) and 'not mentioned' (the text simply does

not address this point). Highlight any distractors or tricky wording in the statements.

What this helps you practise:

Active practice and consolidation of key Spanish language skills for this topic area.

How to use it well:

The 'not mentioned' option catches students who assume information. Only mark true or false when the text explicitly states or contradicts the point.

Prompt 43: Gist vs Detail — Two Levels of Reading

Copy this prompt into your AI tool:

Set me a challenge: Act as a GCSE Spanish reading tutor. Explain the difference between reading for gist (understanding the overall meaning) and reading for detail (finding specific information). Then give me a Spanish text of about 150 words. First, ask me to identify the general topic and main point of the text in one or two sentences (gist reading). Then ask me five specific detail questions that require me to locate and extract particular pieces of information. Finally, teach me a strategy for approaching reading exam questions: start with gist to orient yourself, then use the specific questions to guide your detailed reading. Time me if possible — I should spend no more than one minute on gist and three minutes on detail questions.

What this helps you practise:

Completing exam-style tasks under timed conditions to build exam stamina and technique.

How to use it well:

Read for gist first to understand the overall message, then re-read for specific details. This two-pass approach prevents wasted time on early questions.

Prompt 44: Dealing with Unknown Vocabulary in Reading

Copy this prompt into your AI tool:

Test me on this Spanish topic. Act as a GCSE Spanish reading strategies coach. Teach me techniques for working out the meaning of unfamiliar words in a Spanish reading text. Cover five key strategies: (1) cognates — words that look like English words (e.g. responsable, importante, moderno), (2) near-cognates — words that are similar but not identical (e.g. gobierno = government, desarrollo = development), (3) word families — using a known word to work out a related one (e.g. if you know trabajo, you can guess trabajador), (4) context clues — using the surrounding words and overall meaning to infer, (5) grammatical clues — using word endings to identify whether something is a noun, verb, adjective, etc. Then give me a text with 10 underlined words and ask me to use these strategies to work out their meaning before revealing the answers.

What this helps you practise:

Systematic proofreading and error correction to improve accuracy in written Spanish.

How to use it well:

Use cognates, word families, and context clues to decode unfamiliar words. Practise these strategies regularly so they become automatic under pressure.

Prompt 45: Literary and Narrative Text Comprehension

Copy this prompt into your AI tool:

Ask me to demonstrate my Spanish knowledge. Act as a GCSE Spanish reading tutor. Give me a short literary or narrative text in Spanish (about 120 words) — it could be an extract from a story, a diary entry, or a descriptive passage. The text should

include some figurative language, varied tenses (preterite, imperfect, pluperfect), and Higher-tier vocabulary. Ask me six comprehension questions: two about what literally happens, two about why characters do things or feel certain emotions, and two about the writer's use of language or structure.

Guide me in how to approach literary texts differently from factual ones — focusing on atmosphere, character motivation, and descriptive techniques.

What this helps you practise:

Writing narrative Spanish using preterite and imperfect tenses with time markers and descriptive language.

How to use it well:

Literary texts at Higher tier require different reading skills. Focus on tone, mood, and inference rather than just extracting factual information.

Prompt 46: Spanish-to-English Translation Practice

Copy this prompt into your AI tool:

Act as my GCSE Spanish tutor. Act as a GCSE Spanish translation examiner. Give me five short Spanish passages (each 30-50 words) to translate into English. The passages should cover different topics and include a mix of tenses, opinions, and some tricky vocabulary. After I translate each one, mark my translation and highlight any errors. Explain the difference between a literal translation and a natural-sounding English translation — for example, 'tengo quince años' should be 'I am fifteen years old' not 'I have fifteen years'. Focus on common translation pitfalls: false friends, idiomatic expressions, and structures that do not translate word-for-word.

What this helps you practise:

Translating vocabulary and phrases accurately between English and Spanish in context.

How to use it well:

In translation tasks, accuracy of grammar matters as much as vocabulary. Check verb tenses, adjective agreement, and word order in every sentence.

Prompt 47: Multiple-Choice Reading Strategies

Copy this prompt into your AI tool:

Give me a GCSE-style question about Spanish. Act as a GCSE Spanish exam technique coach. Give me a Spanish text of about 100 words followed by five multiple-choice questions, each with four answer options (A, B, C, D). After I select my answers, explain the correct answers and teach me strategies for multiple-choice reading questions: read all options before choosing, eliminate obviously wrong answers first, beware of distractors that use words from the text but in a different context, and check that your chosen answer is fully supported by the text rather than just partially true. Highlight any distractors in the questions and explain why they are wrong.

What this helps you practise:

Active recall and contextual use of key Spanish vocabulary across GCSE themes.

How to use it well:

Multiple-choice distractors are designed to catch students who only partially understand. Read all options before selecting and eliminate wrong answers first.

Prompt 48: Reading Exam Time Management

Copy this prompt into your AI tool:

Present me with a Spanish language challenge. Simulate a reading exam section by giving me three

texts of increasing difficulty (Foundation, crossover, and Higher) with a total of 12 questions. Tell me the recommended time allocation for each section based on the marks available. Guide me through the exam with timing advice: how long to spend on each text, when to move on even if I have not finished a question, and how to check my answers in the remaining time. After I complete the exercise, give me feedback on both my accuracy and my time management. Teach me the principle that easier questions should take less time, leaving more time for harder Higher-tier questions.

What this helps you practise:

Completing exam-style tasks under timed conditions to build exam stamina and technique.

How to use it well:

Allocate time per question based on marks available.

Avoid spending too long on early questions at the expense of higher-mark questions later.

Prompt 49: Spotting Tenses in Reading Texts

Copy this prompt into your AI tool:

Ask me to demonstrate my Spanish knowledge. Act as a GCSE Spanish grammar and reading tutor. Give me a Spanish text of about 120 words that uses multiple tenses: present, preterite, imperfect, future, conditional, and if possible a subjunctive or pluperfect form. Ask me to identify every verb in the text, name the tense, and explain why that tense is used in context. For example: 'vivía' — imperfect tense, used to describe where the person used to live (habitual past action). This exercise combines grammar knowledge with reading comprehension. After I identify the tenses, give me feedback and correct any errors.

What this helps you practise:

Identifying and distinguishing between different tenses in written Spanish to ensure range.

How to use it well:

Recognising tenses in reading is essential for accurate comprehension. Misidentifying a tense leads to completely wrong answers about timing of events.

Prompt 50: Answering Questions in Spanish

Copy this prompt into your AI tool:

Give me a GCSE-style question about Spanish. Act as a GCSE Spanish reading examiner. Give me a Spanish text of about 100 words and ask me five questions in Spanish that I must answer in Spanish. Teach me the key rules for answering in Spanish: use full sentences, do not simply copy chunks from the text without adapting them, change first person to third person where needed, and make sure my answer actually addresses the question. After I answer, mark my responses and identify common mistakes such as lifting text without changing the person, giving incomplete answers, or not answering the question that was asked. Show me model answers for any I got wrong.

What this helps you practise:

Systematic proofreading and error correction to improve accuracy in written Spanish.

How to use it well:

When answers must be in Spanish, focus on accuracy and brevity. Lift key phrases from the text where possible and avoid introducing new errors.

Section 5

Listening Skills Development

The listening exam can feel like the most challenging paper because you cannot control the pace of the audio and you only get to hear each recording a limited number of times. Success in listening requires a combination of vocabulary knowledge, grammatical awareness, and strategic listening skills. This section provides prompts to help you develop all three, so you go into the exam feeling confident and prepared.

Listening comprehension is not just about understanding individual words — it is about understanding meaning in context. Speakers use tone, emphasis, and speed to convey meaning, and the exam is designed to test whether you can follow a conversation, identify specific details, and understand the overall message. At Higher tier, you will also need to cope with faster speech, more complex vocabulary, and questions that require inference rather than just direct extraction.

One of the most effective ways to prepare for the listening exam is regular exposure to spoken Spanish. While these prompts will help you develop specific listening skills and strategies, you should also try to listen to Spanish outside of revision sessions — Spanish music, podcasts aimed at learners, short video clips, and Spanish-language social media can all help you tune your ear to the rhythms and sounds of the language.

Prompt 51: Predicting Content Before Listening **Copy this prompt into your AI tool:**

You are a GCSE Spanish examiner. Teach me the strategy of predicting content before I listen to a

recording. Explain that in the exam, I get reading time before the audio plays — I should use this time to read the questions carefully, predict what vocabulary and topics might come up, and anticipate what type of information I need to listen for (a name, a time, an opinion, etc.). Give me five exam-style listening questions (without the audio) and ask me to predict what I might hear for each one. For example, if the question asks '¿A qué hora sale el tren?', I should predict I will hear a time. Then provide sample transcripts and test whether my predictions were accurate.

What this helps you practise:

Completing exam-style tasks under timed conditions to build exam stamina and technique.

How to use it well:

Predict likely vocabulary before listening by reading the questions carefully. This focuses your attention and makes key words easier to catch.

Prompt 52: Identifying Key Details in Spoken Spanish

Copy this prompt into your AI tool:

Give me a GCSE-style question about Spanish. Act as a GCSE Spanish listening examiner. Provide me with five short Spanish listening transcripts (each 30-50 words), covering different GCSE topics such as ordering food, making plans, describing a person, or talking about school. For each transcript, ask me two specific detail questions — for example: What does the speaker order? How old is the person's sister? What time does the lesson start? After I answer, provide feedback and highlight the exact words or phrases in the transcript that contain the answer. Teach me to listen for key content words (nouns, verbs, numbers, adjectives) rather than trying to understand every single word.

What this helps you practise:

Completing exam-style tasks under timed conditions to build exam stamina and technique.

How to use it well:

Focus on essential information rather than understanding every word. Train yourself to catch key details like who, what, when, and where.

Prompt 53: Distinguishing Tenses by Ear

Copy this prompt into your AI tool:

Present me with a Spanish language challenge. Act as a GCSE Spanish listening tutor. Help me practise recognising different tenses by ear. Give me 15 short Spanish sentences and ask me to identify whether each one is in the present, preterite, imperfect, future, or conditional tense. Include clear examples where the tense is obvious (e.g. 'Ayer fui al cine' — preterite) and trickier ones where verb forms sound similar (e.g. the difference between hablo — present and hablé — preterite, which differ only in stress). Explain the audio clues for each tense: time markers (ayer, mañana, normalmente, cuando era pequeño), verb endings, and auxiliary verbs. After I identify each tense, explain the correct answer.

What this helps you practise:

Building spoken fluency and confidence through oral practice with varied structures and tenses.

How to use it well:

Tense recognition is critical because misidentifying a tense leads to completely wrong answers. Learn to distinguish verb endings by ear.

Prompt 54: Numbers, Dates, and Times in Listening

Copy this prompt into your AI tool:

Ask me to demonstrate my Spanish knowledge. Act as a GCSE Spanish listening drill instructor. Give me

20 quick-fire items involving numbers, dates, and times in Spanish for me to interpret. Include: phone numbers (e.g. seis, cuarenta y tres, veintiuno, cero, siete), prices (e.g. cuesta veintitrés euros con cincuenta), dates (e.g. el dieciséis de noviembre de dos mil veinticinco), times (e.g. son las tres y veinticinco, a las ocho menos cuarto, a las catorce treinta), and quantities (e.g. quinientos gramos, dos kilos y medio). Present each item as it would be spoken in a listening exam and ask me to write down the correct number, date, time, or price. Correct my answers and highlight common confusions such as quince vs cincuenta, and setenta vs sesenta.

What this helps you practise:

Accurately using numbers, dates, and time expressions in Spanish across different contexts.

How to use it well:

Numbers, dates, and times appear in almost every listening exam. Practise until you can write them down accurately at natural speech speed.

Prompt 55: Recognising Distractors in Listening

Copy this prompt into your AI tool:

Present me with a Spanish language challenge. Act as a GCSE Spanish listening exam coach. Explain what distractors are in listening exams: pieces of information in the audio that are designed to mislead students who are not listening carefully. For example, a speaker might say 'Iba a ir al cine pero al final fui al restaurante' — a student who stops listening after 'cine' will give the wrong answer. Give me five listening transcripts that contain deliberate distractors. For each one, ask me the question, let me identify the answer, and then explain where the distractor was and how to avoid falling for it. Teach me to listen to the complete

sentence and watch for words like pero, sin embargo, en realidad, en cambio, finalmente, and al final that signal a change of direction.

What this helps you practise:

Constructing accurate Spanish sentences using key vocabulary and grammatical structures in context.

How to use it well:

Distractors are the exam writers' favourite technique. Listen for corrections, changes of mind, and qualifiers that reverse the initial answer.

Prompt 56: Understanding Opinions and Attitudes in Listening

Copy this prompt into your AI tool:

You are a GCSE Spanish examiner. Act as a GCSE Spanish listening tutor. Help me practise identifying speakers' opinions and attitudes from spoken Spanish. Give me five short listening transcripts where speakers express opinions about different topics (school, technology, a holiday, a film, a social issue). For each one, ask me: Is the speaker positive, negative, or mixed in their opinion? What specific words or phrases reveal their attitude? Teach me to listen for opinion markers (me encanta, no soporto, me da igual, lo paso bien/mal, vale la pena, es una pérdida de tiempo), tone of voice indicators, and intensifiers (muy, bastante, demasiado, realmente, totalmente). Correct my answers with detailed explanations.

What this helps you practise:

Expressing and justifying opinions using a range of opinion phrases and connectives in Spanish.

How to use it well:

Listen for tone of voice and evaluative language like desafortunadamente or por suerte to identify attitudes beyond the literal word meaning.

Prompt 57: Coping with Fast Speech and Connected Language

Copy this prompt into your AI tool:

Test me on this Spanish topic. specialising in Higher tier. Explain how spoken Spanish differs from written Spanish: words run together (liaison), sounds change (e.g. d between vowels is very soft or disappears), and speakers may use fillers (pues, bueno, o sea, es decir). Give me five transcripts at near-natural speed that demonstrate connected speech features. For each one, first show me the full written version, then highlight where words link together and where sounds might be hard to distinguish. Teach me strategies for coping: focus on stressed syllables, listen for key content words, do not try to catch every word, and use context to fill in gaps. Give me practice questions based on each transcript.

What this helps you practise:

Developing listening comprehension skills through focused practice with spoken Spanish.

How to use it well:

Higher-tier passages use natural pace and connected speech. Practise with Spanish podcasts or radio to build tolerance for fast, linked pronunciation.

Prompt 58: Listening Exam Strategy and Review

Copy this prompt into your AI tool:

Present me with a Spanish language challenge. Act as a GCSE Spanish listening exam strategist. Walk me through the optimal strategy for the listening exam from start to finish. Cover: how to use reading time (read questions, predict content, identify question types), what to do during the first listen (get the gist, note key words, attempt answers), what to do during the second listen (check and refine answers, focus on questions you were unsure

about), what to do if you miss something (move on, come back later, do not panic), and how to handle the final check (look for questions left blank, check number answers make sense, ensure you have not confused similar-sounding words). Then simulate a mini listening exam with four short recordings and questions, guiding me through the strategy at each stage.

What this helps you practise:

Completing exam-style tasks under timed conditions to build exam stamina and technique.

How to use it well:

Use this comprehensive strategy prompt to tie together all listening skills. Review your weaknesses and target them in your final revision sessions.

Section 6

Speaking Preparation and Fluency

The speaking exam can feel daunting because it happens in real time — you cannot go back and correct mistakes the way you can in a written exam. However, with thorough preparation and regular practice, you can go into the exam feeling confident and ready. This section covers all aspects of the speaking exam, including role plays, photo card descriptions, and general conversation, with prompts designed to build both your accuracy and your fluency.

All exam boards test speaking through a combination of structured tasks and more open-ended conversation. AQA uses role plays, photo card discussions, and general conversation. Edexcel includes a read-aloud task, role plays, picture-based tasks, and conversation. OCR uses role plays, picture-based discussions, and topic presentations. Despite these differences, the skills required are the same: the ability to communicate clearly, use a range of vocabulary and structures, speak with good pronunciation, and respond spontaneously to unexpected questions.

The most important thing you can do to prepare for the speaking exam is to practise speaking regularly. Reading Spanish silently is not enough — you need to say the words aloud, get used to forming sentences in real time, and build your confidence in responding to questions. Use these prompts with an AI chatbot to simulate exam conditions, and wherever possible, practise with a partner, teacher, or family member who can ask you questions and give you feedback.

Prompt 59: Role Play — At a Restaurant

Copy this prompt into your AI tool:

You are a GCSE Spanish examiner. Act as a GCSE Spanish speaking examiner conducting a role play. I am in a Spanish restaurant. Set up the role play with five tasks printed on a card (as in the real exam): (1) greet the waiter and ask for a table for two, (2) order a starter and a main course, (3) ask what drinks are available, (4) say there is a problem (e.g. the food is cold), (5) ask for the bill and say you want to pay by card. Play the waiter's role and respond naturally to my answers. After each task, give me feedback on my accuracy, pronunciation, and fluency. If I make errors, correct them and explain the correct form. Remind me to use polite forms like quisiera, me gustaría, and ¿podría...?

What this helps you practise:

Practising transactional spoken Spanish for real-world scenarios using polite forms and topic vocabulary.

How to use it well:

Practise all five bullet points including the unpredictable one. Prepare flexible responses that can adapt to unexpected questions in the role play.

Prompt 60: Role Play – At a Hotel

Copy this prompt into your AI tool:

Present me with a Spanish language challenge. Act as a GCSE Spanish speaking examiner. Conduct a hotel role play with me. My card says: (1) say I have a reservation and give my name, (2) ask if the room has air conditioning and a bathroom, (3) ask what time breakfast is served, (4) explain a problem with the room (e.g. the shower does not work), (5) ask about tourist attractions nearby. Play the hotel receptionist and respond naturally. After each exchange, provide feedback on my grammar, vocabulary, and pronunciation. Suggest ways I could

*extend my answers to show more range of language.
Remind me about the formal usted register for
speaking to staff.*

What this helps you practise:

Practising transactional spoken Spanish for real-world scenarios using polite forms and topic vocabulary.

How to use it well:

Hotel role plays test practical vocabulary and formal register. Prepare phrases for the unpredictable element by practising a range of complaint scenarios.

Prompt 61: Photo Card Description Practice

Copy this prompt into your AI tool:

Give me a GCSE-style question about Spanish. Act as a GCSE Spanish speaking examiner. Describe a photo to me in English: it shows a family having a picnic in a park on a sunny day. There are four people (two adults and two children), they are eating sandwiches and fruit, and they look happy. One child is playing with a dog. Now ask me to describe this photo in Spanish, then ask me three follow-up questions about the topic of the photo (family and free time). Give me feedback on my description — I should use the present continuous (están comiendo, está jugando), descriptions of weather (hace sol), and opinions (parecen contentos). Correct any errors and suggest how I could improve my answers.

What this helps you practise:

Building spoken fluency and confidence through oral practice with varied structures and tenses.

How to use it well:

Describe what you see, then extend your answers beyond the photo using opinions, comparisons, and different tenses to access higher marks.

Prompt 62: General Conversation – Personal Life Topics

Copy this prompt into your AI tool:

Set me a challenge: Act as a GCSE Spanish speaking examiner. Conduct a general conversation with me on personal life topics. Ask me questions about: my family (¿Cómo es tu familia? ¿Te llevas bien con tus padres?), my free time (¿Qué haces en tu tiempo libre? ¿Cuál es tu pasatiempo favorito?), my daily routine (¿A qué hora te levantas normalmente?), a recent event (¿Qué hiciste el fin de semana pasado?), and future plans (¿Qué vas a hacer este verano?). After each of my responses, give me a mark out of 5 for content, accuracy, range, and fluency. Suggest how I could extend my answers using different tenses, opinions, and justifications. Push me to go beyond one-sentence answers.

What this helps you practise:

Building spoken fluency and confidence through oral practice with varied structures and tenses.

How to use it well:

Prepare flexible responses for common personal topics but avoid sounding rehearsed. Examiners reward natural, spontaneous-sounding conversation.

Prompt 63: General Conversation – Society and Global Topics

Copy this prompt into your AI tool:

Ask me to demonstrate my Spanish knowledge. Act as a GCSE Spanish speaking examiner. Conduct a general conversation on society and global topics. Ask me questions about: the environment (¿Qué haces para proteger el medio ambiente?), healthy living (¿Llevas una vida sana? ¿Por qué?), technology (¿Cuáles son las ventajas y desventajas de las redes sociales?), social issues (¿Cuál es el problema social más importante en tu opinión?), and

global events (¿Te preocupa el futuro del planeta?). Encourage me to use complex structures including the subjunctive (es importante que reciclemos), conditional (me gustaría que hubiera menos contaminación), and connectives (sin embargo, no obstante, por lo tanto). Give detailed feedback after each response.

What this helps you practise:

Building spoken fluency and confidence through oral practice with varied structures and tenses.

How to use it well:

Prepare for challenging society and global topics by learning key vocabulary and set phrases. These questions are more common at Higher tier.

Prompt 64: Spontaneous Responses and Thinking on Your Feet

Copy this prompt into your AI tool:

Quiz me on GCSE Spanish. Act as a GCSE Spanish speaking examiner who specialises in unexpected questions. Ask me 10 questions across different topics, but make them unusual or challenging — questions I probably have not prepared specific answers for. For example: ¿Si pudieras vivir en cualquier país, dónde vivirías y por qué? ¿Qué opinas de los deberes — son necesarios o no? ¿Cuál ha sido el mejor momento de tu vida hasta ahora? After each response, give me feedback and teach me strategies for handling unexpected questions: use fillers (bueno, pues, a ver, es que...) to buy thinking time, fall back on structures you know well, relate unknown topics to familiar ones, and keep talking even if you make mistakes — fluency matters more than perfection.

What this helps you practise:

Building spoken fluency and confidence through oral practice with varied structures and tenses.

How to use it well:

Practise recovery strategies for when you do not know a word: paraphrase, use a synonym, or describe the concept to maintain communication.

Prompt 65: Extending Answers with Multiple Tenses

Copy this prompt into your AI tool:

Act as my GCSE Spanish tutor. Teach me how to extend my speaking answers by incorporating multiple tenses into a single response. Give me five simple one-sentence answers and show me how to develop each one into a full response using at least three tenses. For example, starting with 'Me gusta el fútbol' (present), I could extend: 'Juego al fútbol todos los sábados con mis amigos' (present), 'El año pasado, jugué en un torneo y nuestro equipo ganó' (preterite), 'Cuando era pequeño, jugaba en el parque con mi padre' (imperfect), 'El próximo verano, voy a unirme a un club' (near future), 'Me gustaría ser futbolista profesional' (conditional). Then give me five starting sentences and ask me to extend each one. Give feedback on my tense use.

What this helps you practise:

Active practice and consolidation of key Spanish language skills for this topic area.

How to use it well:

Using multiple tenses is a key criterion for higher speaking marks. Practise weaving past, present, and future naturally into every answer.

Prompt 66: Pronunciation and Intonation Improvement

Copy this prompt into your AI tool:

Present me with a Spanish language challenge. Act as a GCSE Spanish pronunciation coach. Teach me the key pronunciation rules for Spanish that English

speakers often get wrong. Cover: the five pure vowel sounds (a = ah, e = eh, i = ee, o = oh, u = oo), the rolled r and single tap r (perro vs pero), the silent h (hablo, hotel), the j sound (like ch in Scottish 'loch': jamón, jugar), the ñ sound (like ny: España, año), the ll sound (like y in most of Spain: calle, lluvia), the z/ce/ci sound (like th in Castilian Spanish or s in Latin American: gracias, hacer), and the b/v distinction (both pronounced the same in Spanish). Give me 20 words to practise and teach me about Spanish intonation patterns for statements vs questions.

What this helps you practise:

Building spoken fluency and confidence through oral practice with varied structures and tenses.

How to use it well:

Good pronunciation contributes to your communication mark. Focus on the five key Spanish sounds that English speakers commonly mispronounce.

Prompt 67: Giving and Justifying Opinions in Speech

Copy this prompt into your AI tool:

Quiz me on GCSE Spanish. Practise with me giving and justifying opinions on ten different topics. For each topic, ask me a question like '¿Qué opinas de...?' and I should give my opinion using a variety of opinion phrases (creo que, en mi opinión, me parece que, a mi juicio, diría que), then justify it using because-type connectives (porque, ya que, dado que, puesto que). Push me to go beyond simple 'because' by adding additional points with además, also to consider the other side with sin embargo or no obstante, and to reach a conclusion with por eso or por lo tanto. Give me specific feedback on variety and sophistication of my opinion language.

What this helps you practise:

Building spoken fluency and confidence through oral practice with varied structures and tenses.

How to use it well:

Examiners reward candidates who give developed opinions with justifications. Aim for opinion plus reason plus example in every response.

Prompt 68: Using Impressive Phrases in Speaking

Copy this prompt into your AI tool:

Act as my GCSE Spanish tutor. specialising in grade 8-9 performance. Teach me ten impressive phrases that I can memorise and use naturally in the speaking exam to boost my range of language. Include phrases like: lo que más me gusta es... (what I like most is...), lo bueno/malo es que... (the good/bad thing is that...), si tuviera la oportunidad... (if I had the opportunity...), hoy en día (nowadays), en cuanto a (regarding), merece la pena (it's worth it), no cabe duda de que (there is no doubt that), a pesar de que (despite the fact that), tengo la intención de (I intend to), and desde mi punto de vista (from my point of view). For each phrase, give me an example in context and suggest which topics it works best with. Then test me by giving me scenarios where I must use at least three of these phrases in a natural response.

What this helps you practise:

Memorising and rapidly recalling key vocabulary through active retrieval practice.

How to use it well:

Have a bank of impressive phrases ready to deploy across any topic. Memorise five versatile structures that work in multiple conversation contexts.

Prompt 69: Narrating Past Events in Speaking

Copy this prompt into your AI tool:

Quiz me on GCSE Spanish. Act as a GCSE Spanish speaking examiner. Ask me to tell you about a past event — you choose the topic (a holiday, a party, a memorable day, a school trip, etc.). I should narrate the event using the preterite tense for main events (fui, comí, vi, compré) and the imperfect for descriptions and background (hacía sol, había mucha gente, el hotel era pequeño). As I narrate, give me real-time feedback on my tense usage, helping me correct any instances where I use the wrong tense. Also encourage me to include time markers (primero, luego, después, al final, mientras, de repente), opinions about the experience, and at least one pluperfect form (nunca había visitado...). Assess my fluency and suggest improvements.

What this helps you practise:

Demonstrating a range of tenses in written or spoken Spanish for higher exam marks.

How to use it well:

Practise switching naturally between preterite and imperfect when narrating past events. This distinction demonstrates strong grammatical control.

Prompt 70: Speaking About Hypothetical Situations

Copy this prompt into your AI tool:

Set me a challenge: Act as a GCSE Spanish speaking examiner at Higher tier. Ask me five questions about hypothetical situations that require me to use the conditional tense and, where possible, the subjunctive. For example: ¿Qué harías si ganaras la lotería? ¿Cómo sería tu casa ideal? ¿Qué cambiarías de tu instituto? ¿A dónde irías si pudieras viajar a cualquier lugar? ¿Qué trabajo te gustaría tener en el futuro y por qué? After each response, give me

feedback on my use of the conditional, my range of vocabulary, and whether I successfully used any subjunctive forms. Suggest improvements and provide model answers for comparison.

What this helps you practise:

Demonstrating a range of tenses in written or spoken Spanish for higher exam marks.

How to use it well:

Hypothetical questions test the conditional tense at Higher tier. Prepare three or four conditional sentence starters you can use flexibly.

Prompt 71: Speaking Exam Full Simulation

Copy this prompt into your AI tool:

Test me on this Spanish topic. Act as a GCSE Spanish speaking examiner and conduct a complete speaking exam simulation. Include all three sections: (1) a role play at a tourist information office with five tasks, (2) a photo card showing young people in a classroom — ask me to describe the photo and then ask three follow-up questions about school, (3) a general conversation covering two topics — first my free time and hobbies (three or four questions), then the environment (three or four questions). Mark each section and give me an overall assessment covering communication, range of language, accuracy, pronunciation, and fluency. Identify my three biggest strengths and three areas for improvement. Provide specific examples from my responses.

What this helps you practise:

Active practice and consolidation of key Spanish language skills for this topic area.

How to use it well:

Simulate the full exam experience under timed conditions. Record yourself and listen back to identify areas for final improvement.

Prompt 72: Recovering from Mistakes and Pauses

Copy this prompt into your AI tool:

Ask me to demonstrate my Spanish knowledge. Act as a GCSE Spanish speaking confidence coach. Teach me strategies for recovering when things go wrong in the speaking exam. Cover: what to do if I forget a word (use circumlocution — describe the thing instead, e.g. 'es la cosa que usas para...' instead of struggling for a specific word), what to do if I make a grammar mistake (self-correct briefly and move on — 'fui... fui al cine, no, fui a la playa'), how to handle a long pause (use fillers like 'bueno, pues, a ver, es decir' and then rephrase the question to buy time), and what to do if I do not understand the examiner's question (ask '¿Puede repetir la pregunta, por favor?' or '¿Qué significa...?'). Then simulate a conversation where you deliberately create situations that test these recovery strategies.

What this helps you practise:

During a practice speaking session, deliberately try to talk about topics where your vocabulary is weak. Force yourself to use circumlocution and recovery strategies instead of giving up. The more you practise recovering, the more natural it becomes.

How to use it well:

Practise recovery strategies for difficult moments. Filler phrases and self-correction techniques maintain fluency and show communication skills.

Section 7

Writing Skills and Exam Technique

The writing exam tests your ability to produce Spanish accurately and effectively across different text types and topics. Depending on your exam board, you may face structured writing tasks, open-ended responses, and translation from English to Spanish. At Higher tier, you are expected to write longer texts that demonstrate a range of vocabulary, tenses, and complex structures while communicating clearly and coherently.

Strong exam technique is just as important as strong language skills in the writing paper. Knowing how to plan your response, manage your time, and check your work can make the difference between achieving your potential and falling short. These prompts cover both the language skills and the exam techniques you need, from constructing well-organised paragraphs to proofreading for common errors.

One of the most important principles for the writing exam is that quality matters more than quantity. A shorter, accurate response with varied vocabulary and structures will score higher than a longer response full of errors and repetition. Every sentence you write should contribute something — an opinion, a justification, a description, or a narrative element. Use these prompts to build the habit of writing purposefully and checking your work systematically.

Prompt 73: Structured Writing — School and Future Plans

Copy this prompt into your AI tool:

Act as my GCSE Spanish tutor. Act as a GCSE Spanish writing examiner. Give me a structured writing task on the topic of school and future plans, similar to what I would see in the exam. The task should include four bullet points to address, such as: (1) describe your school, (2) give your opinions about school subjects, (3) describe a school event you attended, (4) explain your plans for after school. I should write approximately 150 words at Higher tier. After I write my response, mark it using GCSE criteria: communication and content, range of language, accuracy, and coherence. Give me a mark out of the available total and detailed feedback on how to improve.

What this helps you practise:

Upgrading basic vocabulary and structures to more sophisticated alternatives for higher marks.

How to use it well:

Structured writing tasks are the core of the writing exam. Plan your response before writing to ensure you cover all bullet points with varied language.

Prompt 74: Demonstrating Range of Tenses in Writing

Copy this prompt into your AI tool:

Ask me to demonstrate my Spanish knowledge. Give me a writing task that specifically requires me to demonstrate a range of tenses. The task should be: 'Write about your favourite hobby or sport. Include: what you currently do and why you enjoy it, how you first started, what it was like when you began, what you plan to do in the future, and what you would do if you had more time.' After I write my response (approximately 130 words), highlight every verb I used and identify the tense. Count how many different tenses I used and tell me which ones are missing. Give me suggestions for sentences I could

add to include any missing tenses. Remind me that at Higher tier, examiners expect present, preterite, imperfect, future or near future, and conditional as a minimum.

What this helps you practise:

Identifying and distinguishing between different tenses in written Spanish to ensure range.

How to use it well:

Demonstrating a range of tenses is a key marking criterion. Include at least three different tenses in every extended writing response you produce.

Prompt 75: Opinion Plus Justification Framework

Copy this prompt into your AI tool:

*Give me a GCSE-style question about Spanish. Act as a GCSE Spanish writing tutor. Teach me a framework for writing strong opinion-plus-justification sentences in Spanish. The framework is: Opinion phrase + topic + connective + reason + extension. For example: *En mi opinión, las redes sociales son peligrosas porque los jóvenes pasan demasiado tiempo en línea, lo que puede afectar su salud mental.* Give me five topics and ask me to write an opinion-plus-justification sentence for each one using this framework. After each sentence, give me feedback and suggest how I could make it more sophisticated. Teach me to vary my opinion phrases (*creo que, me parece que, a mi juicio, considero que, diría que*) and justification connectives (*porque, ya que, dado que, puesto que, debido a que*).*

What this helps you practise:

Producing extended written Spanish using topic vocabulary with varied structures and opinions.

How to use it well:

Use a reliable opinion-plus-justification framework in

every writing task. Prepare set structures that you can adapt to any topic or question.

Prompt 76: Building Complex Sentences

Copy this prompt into your AI tool:

Set me a challenge: Help me upgrade simple sentences into complex, Higher-tier sentences. Give me ten simple Spanish sentences (e.g. 'Me gusta el deporte', 'Fui a España', 'Mi instituto es grande') and ask me to make each one more complex by adding: a subordinate clause (que, porque, aunque, cuando, si), an additional tense reference, a connective (sin embargo, además, por lo tanto), or an impressive structure (lo que, antes de + infinitive, después de + infinitive, al + infinitive). After each attempt, show me a model complex version and explain what makes it more sophisticated. Emphasise that complex does not mean long — it means using subordination and variety.

What this helps you practise:

Upgrading basic vocabulary and structures to more sophisticated alternatives for higher marks.

How to use it well:

Complex sentences push your writing into Higher-tier territory. Learn to use subordinate clauses with *aunque*, *mientras que*, and *a pesar de que*.

Prompt 77: English-to-Spanish Translation Practice

Copy this prompt into your AI tool:

*Quiz me on GCSE Spanish. Act as a GCSE Spanish translation examiner. Give me five English passages (each 40-50 words) to translate into Spanish. The passages should cover different topics and include a range of challenges: different tenses, opinions, negation, reflexive verbs, adjective agreement, *por/para*, *ser/estar*, and some idiomatic expressions.*

After I translate each passage, mark my translation word by word, highlighting errors and explaining the correct version. Focus on common translation pitfalls: not changing word order for adjectives, forgetting agreement, using the wrong tense, translating idioms word-for-word, and missing accents on key verb forms.

What this helps you practise:

Translating vocabulary and phrases accurately between English and Spanish in context.

How to use it well:

In translation tasks, accuracy of grammar matters as much as vocabulary. Check verb forms, agreements, and word order before moving on.

Prompt 78: Writing with Varied Vocabulary

Copy this prompt into your AI tool:

Present me with a Spanish language challenge. Act as a GCSE Spanish writing examiner focused on vocabulary range. Give me a writing task on the topic of holidays (approximately 130 words). After I write my response, analyse my vocabulary use: identify any words or phrases I repeated, suggest more varied alternatives, highlight any basic vocabulary that could be upgraded to something more impressive, and note any topic-specific vocabulary I missed. For example, if I wrote 'bueno' three times, suggest alternatives like estupendo, genial, fantástico, maravilloso. If I wrote 'fui' repeatedly, suggest alternatives like viajé, me dirigí, me desplazé. Give me a revised version showing how varied vocabulary could improve my response.

What this helps you practise:

Upgrading basic vocabulary and structures to more sophisticated alternatives for higher marks.

How to use it well:

Avoid repeating the same words by preparing

synonyms for common vocabulary. Vocabulary range is specifically assessed in the writing mark scheme.

Prompt 79: Writing a Narrative in Spanish

Copy this prompt into your AI tool:

Test me on this Spanish topic. Act as a GCSE Spanish creative writing tutor. Ask me to write a narrative (a short story or account) of approximately 130 words in Spanish. Suggest a scenario such as: a disastrous holiday, a surprise party, or a day when everything went wrong. After I write my narrative, give me feedback on: use of past tenses (preterite for events, imperfect for descriptions and background), narrative structure (clear beginning, middle, and end), use of time expressions (primero, luego, de repente, mientras tanto, al final, finalmente), descriptive language (adjectives, adverbs, similes), and variety of sentence structures. Highlight any sections that are particularly effective and suggest improvements for weaker parts.

What this helps you practise:

Upgrading basic vocabulary and structures to more sophisticated alternatives for higher marks.

How to use it well:

Narrative writing is excellent practice for demonstrating tense range. Switch between preterite for actions and imperfect for descriptions and settings.

Prompt 80: Writing a Formal Letter or Article

Copy this prompt into your AI tool:

You are a GCSE Spanish examiner. Act as a GCSE Spanish writing examiner. Give me a task to write either a formal letter or an article in Spanish (approximately 130 words). For a letter, the scenario might be: writing to a Spanish town council about environmental concerns. For an article, it might be:

writing for a school magazine about the pros and cons of technology. Teach me the conventions of the format (letter opening/closing, article headline and structure). After I write my response, assess it for: appropriate register (formal vs informal), structure and coherence, range of opinion and justification language, use of complex connectives (sin embargo, por un lado...por otro lado, no obstante), and accuracy. Give me a detailed mark and feedback.

What this helps you practise:

Completing exam-style tasks under timed conditions to build exam stamina and technique.

How to use it well:

Different text types require different registers and conventions. Know the format for formal letters, articles, and informal emails before the exam.

Prompt 81: Accuracy Checking and Proofreading Routine

Copy this prompt into your AI tool:

Test me on this Spanish topic. Act as a GCSE Spanish proofreading coach. Teach me a systematic proofreading routine for the writing exam. The routine should check, in order: (1) verb endings — does every verb agree with its subject? (2) tenses — is each tense correct for the time reference? (3) gender and agreement — does every adjective agree with its noun? (4) accents — are accent marks on key words like también, después, inglés, and preterite forms like hablé, comí? (5) spelling — common spelling errors like haver/haber, tengo/tiengo (6) sense — does each sentence make sense when read back? Then give me a piece of Spanish writing with 15 deliberate errors of these types and ask me to find and correct them all.

What this helps you practise:

Systematic proofreading and error correction to improve accuracy in written Spanish.

How to use it well:

Proofread systematically using a checklist: verb endings, adjective agreement, accents, spelling. This routine catches errors worth several marks.

Prompt 82: Time Management for the Writing Exam

Copy this prompt into your AI tool:

Set me a challenge: Act as a GCSE Spanish exam strategy coach. Help me plan my time for the writing exam. Explain how to divide my time based on the marks available for each question. For a typical Higher-tier paper with a short writing task (e.g. 40 words), a longer writing task (e.g. 150 words), and a translation task (e.g. 50 words in English to translate), teach me how many minutes to allocate to each, including planning and checking time. Walk me through the ideal approach: (1) read all questions first, (2) plan each answer briefly before writing, (3) write purposefully without padding, (4) check each answer before moving on. Then give me a practice writing paper with three tasks and guide me through completing it within the time limit.

What this helps you practise:

Systematic proofreading and error correction to improve accuracy in written Spanish.

How to use it well:

Allocate time per question based on marks available. Leave the most time for the highest-mark question where range and accuracy matter most.

Prompt 83: Using a Variety of Sentence Starters

Copy this prompt into your AI tool:

You are a GCSE Spanish examiner. Teach me how to vary my sentence starters to avoid monotonous writing. Show me alternatives to starting every sentence with a subject pronoun. Cover starting with: a time expression (El año pasado..., Normalmente..., Hace dos semanas...), a connective (Sin embargo..., Además..., Por lo tanto...), a preposition phrase (En mi instituto..., Después de terminar..., Antes de salir...), an opinion phrase (Desde mi punto de vista..., A mi parecer...), an adverb (Desafortunadamente..., Afortunadamente..., Personalmente...), a gerund clause (Siendo estudiante..., Viviendo en una ciudad pequeña...), or a conditional or hypothetical opening (Si tuviera más tiempo..., Si pudiera cambiar algo...). Give me a paragraph of 100 words that starts every sentence with yo and ask me to rewrite it with varied sentence starters.

What this helps you practise:

Varying sentence openings and avoiding repetitive structures in written and spoken Spanish.

How to use it well:

Varied sentence starters make your writing more engaging and demonstrate higher linguistic control. Avoid starting every sentence with the subject.

Prompt 84: Writing Under Exam Conditions – Mock Task

Copy this prompt into your AI tool:

Set me a challenge: Act as a GCSE Spanish writing examiner conducting a mock exam. Give me a complete Higher-tier writing section: Task 1 — a short message (approximately 40 words, four bullet points about arranging to meet a friend), Task 2 — a longer response (approximately 150 words, four bullet points about life in your town and what you would change), and Task 3 — an English-to-Spanish

translation passage (approximately 50 words covering daily routine in different tenses). I will complete all three tasks. Then mark each one using GCSE criteria, give me a total mark, and provide a detailed breakdown of my performance across communication, range, accuracy, and coherence. Identify my top three priorities for improvement.

What this helps you practise:

Completing exam-style tasks under timed conditions to build exam stamina and technique.

How to use it well:

Complete this mock task under strict timed conditions to build exam stamina. Compare your response against the mark scheme criteria afterwards.

Section 8

Fixing Common Mistakes and Misconceptions

Every Spanish learner makes mistakes — the key is to identify your personal error patterns and systematically eliminate them before the exam. This section targets the most common mistakes and misconceptions that GCSE Spanish students make, from confusing *ser* and *estar* to muddling the preterite and imperfect. By working through these prompts, you can turn your weaknesses into strengths.

Many errors in GCSE Spanish stem from applying English language patterns to Spanish. For example, English speakers instinctively want to use 'to be' in the same way for both *ser* and *estar*, or they may forget that adjectives must agree in gender and number because English adjectives do not change. Understanding why you make certain errors — and how Spanish works differently from English — is more effective than simply memorising corrections.

Be honest about your weaknesses as you work through these prompts. It can be tempting to focus on areas where you are already strong, but the biggest improvements come from addressing your most persistent errors. Keep a personal error log throughout your revision — every time you make a mistake in practice, write it down along with the correct version and the rule that applies. Review this log regularly as part of your revision routine.

Prompt 85: Ser vs Estar — Common Confusion Points

Copy this prompt into your AI tool:

You are a GCSE Spanish examiner. Act as a GCSE Spanish error correction specialist. Focus

specifically on the most commonly confused uses of ser and estar. Give me 20 sentences where students typically make errors. Include: adjectives that change meaning (aburrido, listo, malo, bueno, rico — each means something different with ser vs estar), temporary vs permanent states (es guapo vs está guapo), location (always estar: Madrid está en España), professions with ser (soy profesor), and emotional/physical states with estar (estoy nervioso, estoy enfermo). For each sentence, ask me to choose the correct verb and explain my reasoning. Then give me corrective feedback and mnemonics to help me remember the rules.

What this helps you practise:

Writing descriptive Spanish using varied vocabulary, adjective agreement, and appropriate structures.

How to use it well:

Target the specific ser/estar contexts that cause you errors. Mastering this distinction removes a persistent source of lost marks in writing.

Prompt 86: Preterite vs Imperfect — Getting It Right

Copy this prompt into your AI tool:

Act as my GCSE Spanish tutor. Act as a GCSE Spanish grammar error specialist. Help me overcome the preterite vs imperfect confusion. Give me 20 sentences about past events and ask me to choose the correct tense for each verb, explaining my reasoning. Include clear-cut cases (completed single actions = preterite, descriptions = imperfect) and tricky borderline cases (e.g. 'I knew' = sabía in most cases but supe when meaning 'I found out').

Teach me the key question to ask: 'Is this a completed event with a clear beginning/end (preterite) or a background description/ongoing/habitual action (imperfect)?'

Cover special verbs that change meaning in the preterite: conocer (conocía = used to know; conocí = met for the first time), saber (sabía = knew; supe = found out), querer (quería = wanted; quise = tried to), poder (podía = was able to; pude = managed to).

What this helps you practise:

Demonstrating a range of tenses in written or spoken Spanish for higher exam marks.

How to use it well:

The preterite/imperfect distinction is arguably the single most important grammar point at Higher tier.

Practise with varied past-tense narratives.

Prompt 87: Gender and Agreement Errors

Copy this prompt into your AI tool:

Quiz me on GCSE Spanish. Act as a GCSE Spanish accuracy coach. Help me eliminate gender and agreement errors. Give me 20 sentences with deliberate gender or agreement mistakes and ask me to find and correct each one. Cover: nouns with non-obvious gender (el problema, el sistema, el tema — masculine despite ending in -a; la mano, la radio — feminine despite patterns), adjective agreement in all positions (mi hermana es simpática y generosa, not simpático), agreement with plural nouns (las casas son grandes, not grande), demonstratives agreeing (esta casa, estas casas, not este casa), possessives (nuestras amigas, not nuestros amigas when referring to feminine nouns), and past participles used as adjectives (las puertas están cerradas, not cerrados). Explain the correct rule for each correction.

What this helps you practise:

Systematic proofreading and error correction to improve accuracy in written Spanish.

How to use it well:

Check gender and agreement systematically when

proofreading. These errors are the most frequent grammar mistakes and are easy to fix with a checklist.

Prompt 88: False Friends (Falsos Amigos)

Copy this prompt into your AI tool:

Act as my GCSE Spanish tutor. Act as a GCSE Spanish vocabulary specialist. Teach me the most important false friends (falsos amigos) — Spanish words that look like English words but have different meanings. Cover at least 20 false friends, including: actualmente (currently, not actually), asistir (to attend, not to assist), constipado (having a cold, not constipated), embarazada (pregnant, not embarrassed), éxito (success, not exit), fábrica (factory, not fabric), largo (long, not large), librería (bookshop, not library), realizar (to achieve/carry out, not to realise), sensible (sensitive, not sensible), soportar (to put up with, not to support), recordar (to remember, not to record), campo (countryside/field, not camp), carpeta (folder, not carpet), and collar (necklace, not collar). For each one, give me the correct English meaning and the Spanish word for what English speakers think it means. Test me with gap-fill sentences.

What this helps you practise:

Memorising and rapidly recalling key vocabulary through active retrieval practice.

How to use it well:

False friends are deliberately placed in exam texts to catch students who guess. Learn the most common ones and always verify meaning from context.

Prompt 89: Accent Marks — Rules and Common Errors

Copy this prompt into your AI tool:

Set me a challenge: Act as a GCSE Spanish accuracy specialist. Teach me the rules for accent marks (tildes) in Spanish and test me on common words where students forget them. Explain: (1) the stress rules — words ending in vowel/n/s stress the second-to-last syllable; words ending in other consonants stress the last syllable; accents mark exceptions to these rules, (2) accents that distinguish meaning (el/él, tu/tú, si/sí, se/sé, de/dé, mas/más, que/qué — interrogative vs relative), (3) essential accented words in GCSE Spanish (también, después, además, inglés, francés, teléfono, música, difícil, fácil, rápido, jóvenes), (4) verb forms requiring accents (hablé, comí, hablé, comió — preterite; hablaré — future). Give me 20 words or sentences and ask me to add the correct accents.

What this helps you practise:

Constructing accurate Spanish sentences using key vocabulary and grammatical structures in context.

How to use it well:

Accent marks affect meaning and accuracy. Learn the rules for interrogatives, past tenses, and future tenses where accents are most commonly tested.

Prompt 90: Word Order Pitfalls

Copy this prompt into your AI tool:

Present me with a Spanish language challenge. Act as a GCSE Spanish grammar specialist. Help me avoid common word order errors caused by applying English word order to Spanish. Cover: (1) adjectives after nouns (una casa grande, not una grande casa — with exceptions like buen, mal, gran), (2) object pronouns before verbs (lo compré, not compré lo — except with infinitives and gerunds), (3) negation placement (no me gusta, not me no gusta), (4) question word order (¿Dónde vives? not ¿Dónde tú vives? — subject pronouns are often omitted), (5)

adverb placement (siempre como, not como siempre — though both can work in some cases), (6) nothing between the auxiliary and main verb (he comido, not he ya comido — ya goes before he: ya he comido). Give me 15 sentences with word order errors and ask me to correct them.

What this helps you practise:

Translating vocabulary and phrases accurately between English and Spanish in context.

How to use it well:

Train yourself to spot word order errors that look vaguely correct. Pay special attention to adjective placement and pronoun position in your writing.

Prompt 91: Avoiding Anglicisms in Spanish

Copy this prompt into your AI tool:

Give me a GCSE-style question about Spanish. Act as a GCSE Spanish writing quality assessor. Help me identify and avoid anglicisms — English-influenced errors that Spanish learners commonly make. Cover: (1) translating 'it' unnecessarily (Spanish: llueve, not ello llueve — the subject is built into the verb), (2) overusing subject pronouns (yo como, yo bebo, yo vivo — in Spanish, the pronoun is usually omitted: como, bebo, vivo), (3) misusing prepositions by translating from English (pensar en, not pensar sobre; soñar con, not soñar sobre; depender de, not depender en), (4) calques — direct translations of English phrases (tener sentido, not hacer sentido; echar de menos, not perder — for 'to miss someone'), (5) using 'hay' correctly vs 'there is/there are' patterns. Give me 15 sentences containing anglicisms and ask me to correct them to natural Spanish.

What this helps you practise:

Identifying and eliminating anglicisms and direct English translations in written Spanish.

How to use it well:

Anglicisms make your Spanish sound unnatural. Learn natural Spanish alternatives for common English-influenced phrases to improve your communication mark.

Prompt 92: Spelling Errors and Common Misspellings

Copy this prompt into your AI tool:

Present me with a Spanish language challenge. Act as a GCSE Spanish spelling coach. Test me on the most commonly misspelled words in GCSE Spanish. Cover: (1) double letters that do not exist in Spanish (the only double consonants in standard Spanish are cc, ll, nn, rr — so it is necesario not neccessario, profesor not proffesor), (2) b vs v confusion (both sound the same: vivir, divertirse, ambiente, deber), (3) h confusion (silent in Spanish: haber, hacer, hay — students often omit or add h incorrectly), (4) c/z/qu/k patterns (cereza, zapato, queso, kilómetro), (5) commonly misspelled GCSE words (medioambiente or medio ambiente, a veces not aveces, sobre todo not sobretodo, porque vs por que vs por qué vs porqué). Give me 20 words to spell correctly and explain the rules behind any I get wrong.

What this helps you practise:

Accurate spelling of commonly misspelled Spanish words and understanding spelling patterns.

How to use it well:

Spelling accuracy matters in the writing exam and translation task. Practise the most commonly misspelled words until they become automatic.

Prompt 93: Verb Conjugation Error Patterns

Copy this prompt into your AI tool:

Ask me to demonstrate my Spanish knowledge. Act as a GCSE Spanish grammar diagnostician. Give me 20 verb conjugation challenges that target the most common error patterns. Include: (1) confusing first and third person preterite (hablé vs habló — the accent matters), (2) mixing up -ar and -er/-ir endings (hablo but como, not hablo and como with the same endings), (3) forgetting stem changes (puedo not podó, duermo not durmo), (4) incorrect irregular preterites (hice not hacía, tuve not tenía), (5) future tense stem errors (tendré not teneré, haré not hareré), (6) conditional formed from wrong stem (podría not podeía), (7) reflexive pronoun mismatches (me levanto not se levanto for yo). For each error I make, explain the rule and give me a memory aid. Then retest me on my weak areas.

What this helps you practise:

Identifying and distinguishing between different tenses in written Spanish to ensure range.

How to use it well:

Verb conjugation errors are the most costly mistake type because verbs appear in every sentence. Drill your weakest tense until accuracy is consistent.

Prompt 94: The Top Ten Mistakes That Cost Marks

Copy this prompt into your AI tool:

Act as my GCSE Spanish tutor. Act as a GCSE Spanish chief examiner. Based on common examiner reports, tell me the ten most frequent mistakes that cost GCSE Spanish students marks across all four skills. For each mistake, explain: what the error is, why students make it, what the correct form should be, and how to avoid it in the exam. The ten mistakes should include errors from across grammar, vocabulary, and exam technique — for example: not addressing all bullet points in writing

tasks, using the wrong tense for the context, gender agreement errors, ser/estar confusion, lifting text from reading passages without adapting it, not giving justified opinions, poor time management, literal translation errors, confusing similar-sounding words in listening, and not using the preparation time effectively in speaking. After explaining all ten, quiz me on each one.

What this helps you practise:

Systematic proofreading and error correction to improve accuracy in written Spanish.

How to use it well:

These ten mistakes cost the most marks at GCSE.

Work through them all and create a personal checklist of the errors you are most prone to making.

Section 9

Final Revision and Exam-Week Prompts

The final days before your exam are not the time to learn new material — they are the time to consolidate what you already know, build your confidence, and fine-tune your exam technique. The prompts in this section are designed specifically for the last week of revision, providing rapid reviews, targeted drills, and mini mock exercises that you can complete in short, focused sessions.

During exam week, it is important to maintain a balance between revision and rest. Cramming for hours without breaks is counterproductive — your brain needs time to process and consolidate information. Use these prompts in focused 20-30 minute sessions, take breaks between them, and make sure you are sleeping well. Confidence is just as important as knowledge on exam day, so focus on reinforcing what you know rather than panicking about what you do not.

These final prompts cover all four skills and bring together the vocabulary, grammar, and exam techniques from all previous sections. Think of them as a final systems check before the exam. If any of these prompts reveal a significant weakness, do not panic — go back to the relevant section earlier in this book and do one focused session on that area. Then return to these final prompts to confirm the improvement.

Prompt 95: Rapid Vocabulary Sweep Across All Themes

Copy this prompt into your AI tool:

Test me on this Spanish topic. Act as a GCSE Spanish rapid-fire vocabulary tester. Run a

comprehensive 60-item vocabulary sweep covering all GCSE themes: family (6 items), free time (6 items), technology (6 items), holidays (6 items), school (6 items), work (6 items), environment (6 items), health (6 items), town (6 items), and social issues (6 items). Mix Spanish-to-English and English-to-Spanish items. Include both Foundation and Higher-tier vocabulary. I should answer as quickly as possible — this is a speed test. After the sweep, give me my score for each theme and an overall percentage. Identify my three weakest themes and give me a targeted list of ten priority words to review from those themes. Keep the pace fast and do not pause between items.

What this helps you practise:

Active recall and contextual use of key Spanish vocabulary across GCSE themes.

How to use it well:

Use this two or three days before your exam as a diagnostic tool. It quickly identifies vocabulary gaps so you can target them in final revision.

Prompt 96: Grammar Blitz — All Key Points in 30 Minutes

Copy this prompt into your AI tool:

Act as my GCSE Spanish tutor. Act as a GCSE Spanish grammar drill sergeant. Run a rapid grammar test covering all the essential points in 30 items. Include: 3 present tense conjugations (regular and irregular), 3 preterite tense items, 3 imperfect tense items, 2 future tense items, 2 conditional tense items, 2 ser vs estar choices, 2 por vs para choices, 2 adjective agreement tasks, 2 negation structures, 2 object pronoun placements, 2 reflexive verb conjugations, 1 subjunctive form, 1 comparative/superlative, 1 imperative form, and 2 complex structure items (e.g. antes de + infinitive, al

+ infinitive). After the test, mark my answers and give me a percentage score. For any errors, provide a one-line reminder of the rule. Flag any areas where I need urgent last-minute revision.

What this helps you practise:

Applying grammatical rules accurately in written and spoken Spanish.

How to use it well:

This grammar health check covers every major structure in one session. Use it to confirm you can form and use all five core tenses under pressure.

Prompt 97: Mini Mock – Reading and Translation

Copy this prompt into your AI tool:

Ask me to demonstrate my Spanish knowledge. Act as a GCSE Spanish exam paper creator. Create a mini reading and translation mock exam that I can complete in 20 minutes. Include: (1) a short Foundation-level text (60 words) with three multiple-choice questions, (2) a Higher-level text (100 words) with four comprehension questions (two requiring answers in English, two requiring answers in Spanish), (3) a true/false/not mentioned exercise with four statements based on the Higher text, and (4) a Spanish-to-English translation passage of 50 words. After I complete all sections, mark my answers, give me a total score, and provide brief feedback on my performance. Focus feedback on exam technique as well as language accuracy.

What this helps you practise:

If you scored below 80%, identify the question type where you lost the most marks and do one focused practice session on that question type using prompts from the Reading Comprehension section.

How to use it well:

Complete this reading mock under timed conditions

to practise pacing. Focus on the question types you find hardest and refine your approach.

Prompt 98: Mini Mock — Writing Under Timed Conditions

Copy this prompt into your AI tool:

Quiz me on GCSE Spanish. Act as a GCSE Spanish writing examiner. Give me a timed mini writing mock that I should complete in 25 minutes. Include: (1) a short writing task (approximately 40 words) responding to four bullet points about arranging a cinema trip with a friend, and (2) a longer writing task (approximately 130 words) responding to four bullet points about healthy living — what you do to stay healthy, an unhealthy habit you used to have, what your friend does for health, and what you will do in the future to be healthier. After I complete both tasks, mark them using GCSE criteria and give me specific, actionable feedback. Focus on whether I addressed all bullet points, used a range of tenses, and demonstrated accuracy.

What this helps you practise:

Active practice and consolidation of key Spanish language skills for this topic area.

How to use it well:

Complete this under timed conditions one or two days before the writing exam. It builds confidence and reveals any final weaknesses to address.

Prompt 99: Speaking Confidence Booster

Copy this prompt into your AI tool:

Act as my GCSE Spanish tutor. Act as an encouraging GCSE Spanish speaking coach. This is my final speaking practice before the exam. Run through a quick warm-up covering: (1) five common role play tasks (order food, book a hotel, buy a train ticket, ask for directions, complain about a product)

— just one exchange each, (2) one photo card description with two follow-up questions, and (3) five rapid-fire general conversation questions covering a mix of personal and society topics. For each response I give, focus your feedback on what I did well rather than what I got wrong — I need confidence right now. End with a summary of my three biggest strengths and one gentle suggestion for improvement. Remind me of key strategies: use fillers to buy time, self-correct naturally, keep speaking even after mistakes, and show a range of tenses.

What this helps you practise:

On the morning of your speaking exam, spend five minutes practising your key phrases aloud: five opinion phrases, five time expressions, five connectives, and your top five impressive phrases. Say them confidently and clearly. This warms up your voice and your brain.

How to use it well:

Use this the day before or morning of your speaking exam. It builds confidence and warms up your spoken Spanish before the real thing.

Prompt 100: Final Readiness Checklist

Copy this prompt into your AI tool:

Quiz me on GCSE Spanish. Act as a GCSE Spanish exam readiness advisor. Walk me through a final checklist to confirm I am ready for my Spanish exams. Ask me questions to check: (1) Can I conjugate regular verbs confidently in all five core tenses? (2) Do I know the key irregular verbs in each tense? (3) Can I use ser and estar correctly? (4) Do I have a bank of opinion phrases and connectives ready? (5) Can I give extended answers using multiple tenses? (6) Do I know the most common false friends? (7) Have I practised all the exam

formats — role play, photo card, conversation, reading, translation, writing? (8) Do I have a proofreading routine? (9) Do I know my time management plan for each paper? (10) Have I got all my exam equipment ready? For each point, if I say yes, give me a brief confidence-boosting reminder. If I say no, give me one focused action I can take today to address it.

What this helps you practise:

Systematic proofreading and error correction to improve accuracy in written Spanish.

How to use it well:

Use this the evening before your first exam as a final check. It ensures nothing important has been overlooked in your revision preparation.

Final Closing Note

You have now worked through 100 prompts designed to help you think more clearly, revise more effectively, and prepare more confidently for your GCSE.

Remember: the goal was never to rely on AI for answers. The goal was to use it as a tool to test, challenge, and strengthen your own understanding.

The strongest students are not those who avoid difficulty, but those who engage with it deliberately. Each mistake you identified, each explanation you improved, and each gap you filled has strengthened your thinking.

As you continue your studies, aim to depend less on prompts and more on your own judgement. AI can support you — but your reasoning, clarity, and persistence are what earn marks.

Approach your exams calmly. Think carefully. Write clearly.

You are more prepared than you think.

Using AI Beyond This Book

The prompts in this book are starting points, not final forms.

As you grow more confident, begin modifying them:

- Add constraints (for example, “limit to three key points”).
- Increase difficulty gradually.
- Ask the AI to challenge your reasoning.
- Request alternative explanations.
- Ask it to critique your thinking rather than provide answers.

The most powerful use of AI is not asking it to tell you things — it is asking it to test and refine your thinking.

In the future, those who understand how to use tools intelligently will have an advantage. Treat AI as a tutor, not a shortcut. The skill of asking better questions will continue to matter long after your exams are over.

About the Author

James R. Martin holds an MSci in Physics from the University of Bristol and a PGCE with a Physics focus from the University of Oxford. He has over a decade of experience teaching and tutoring students aged 11–18 across a range of subjects, including Physics, Biology, Chemistry, Mathematics, Economics, and Electronics.

He has worked with multiple syllabi, including GCSE, A-Level, KS3, and the International Baccalaureate Diploma Programme (IBDP), supporting students of varying abilities to develop clarity, confidence, and exam success.

His work focuses on effective revision strategies, independent thinking, and the responsible use of artificial intelligence as a tool to strengthen — not replace — understanding.

Other Titles in This Series

The *100 AI Prompts for Smarter Revision* series supports students across GCSE, A-Level, and IB DP subjects.

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- Computer Science
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- Psychology
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- Mathematics
- Further Mathematics
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- Chemistry
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