

# IBDP SPANISH

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## 100 AI PROMPTS

for Smarter Revision *and* Exam Prep

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



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by James R. Martin

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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 revision guide is designed for students preparing for the International Baccalaureate Diploma Programme (IBDP) Spanish B course at both Standard Level (SL) and Higher Level (HL). The IB Language B course is a language acquisition programme for students with some prior experience of the target language, structured around five prescribed themes: Identities, Experiences, Human Ingenuity, Social Organisation, and Sharing the Planet.

Assessment in IB Spanish B comprises external examinations and internal assessment. Paper 1 tests productive skills through writing tasks based on a range of text types, while Paper 2 assesses receptive skills through reading comprehension at both levels and listening comprehension. HL students also engage with literary texts and face additional complexity in their assessments. The Individual Oral (IO) is the internally assessed component, requiring students to present and discuss a visual stimulus linked to a prescribed theme and a literary extract at HL.

The prompts in this guide are crafted to be active and challenging, placing you in the role of a student being tested by an AI tutor. They progress through Bloom's taxonomy within each section, moving from recall and comprehension to analysis, evaluation, and creation. This mirrors the cognitive demands of the IB, where markband descriptors reward depth of understanding, critical thinking, and sophisticated language use.

Each prompt is adaptable for both SL and HL students. SL students may respond with shorter, more straightforward answers, while HL students should aim for greater complexity, nuance, and

reference to literary works where appropriate. The guide covers all five IB themes, grammar and syntax, Paper 1 writing skills, Paper 2 receptive skills, and the Individual Oral, giving you a comprehensive toolkit for exam preparation.

Remember that the IB values international-mindedness and intercultural understanding. As you work through these prompts, consider perspectives from across the Hispanic world, including Spain, Latin America, and the Caribbean. Engage critically with the material, form your own opinions, and practise expressing them with precision and flair in Spanish.

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# Section 1

## Identities

The Identities theme explores how individuals construct and express who they are, encompassing lifestyle choices, health and wellbeing, personal relationships, and belief systems. In the context of the Hispanic world, this theme invites you to consider how identity is shaped by language, tradition, family structures, regional diversity, and evolving social norms across Spain and Latin America.

IB Spanish B students must demonstrate the ability to discuss identity-related topics with cultural awareness and linguistic accuracy. Whether describing personal habits, analysing societal attitudes to health in different Hispanic countries, or evaluating the role of religion and indigenous heritage, you should integrate relevant vocabulary, idiomatic expressions, and culturally specific references.

The prompts in this section progress from foundational knowledge of identity-related vocabulary and concepts through to critical evaluation and creative expression. Use them to build confidence discussing who you are, who others are, and how Hispanic societies understand the concept of identity.

### **Prompt 1: Defining Personal Identity in the Hispanic World**

**Copy this prompt into your AI tool:**

*List and explain five key factors that shape personal identity in Hispanic societies, such as familia, religión, regionalismo, and mestizaje. For each*

*factor, provide a specific example from either Spain or Latin America, include the relevant Spanish vocabulary, and use the subjunctive mood to discuss how identity might change across generations.*

**What this helps you practise:**

Recalling Hispanic identity vocabulary using subjunctive structures

**How to use it well:**

Write your five factors in Spanish with Hispanic examples. Check subjunctive accuracy against grammar resources and refine vocabulary.

**Prompt 2: Health and Lifestyle in Hispanic Countries**

**Copy this prompt into your AI tool:**

*Quiz me on the daily routine of a health-conscious teenager in a Latin American country such as Colombia or Argentina. I should use at least ten topic-specific vocabulary items related to diet, exercise, and bienestar mental, employing the present tense and reflexive verbs such as cuidarse and alimentarse correctly. Ensure you distinguish between Latin American and Spanish health vocabulary.*

**What this helps you practise:**

Applying present tense and reflexive verbs accurately

**How to use it well:**

Draft your description using present tense and reflexive verbs. Review ten topic-specific terms for accuracy against a health glossary.

**Prompt 3: Family Structures Across the Hispanic World**

**Copy this prompt into your AI tool:**

*Compare traditional family structures in rural Latin America, such as the familia extendida, with modern*

*urban family models in Spain including familias monoparentales and parejas de hecho. Analyse what social, economic, and cultural factors, such as urbanización and legislación de igualdad, have driven changes in family life across the Hispanic world.*

**What this helps you practise:**

Comparing family models using analytical vocabulary

**How to use it well:**

Write a structured comparison in Spanish. Use comparative language and ensure you address both traditional and modern models with evidence.

**Prompt 4: Religion and Beliefs**

**Copy this prompt into your AI tool:**

*You are an IB examiner. Question me on how religious traditions, particularly Catholicism and indigenous spiritual practices such as Pachamama worship, influence daily life and identity in a Latin American country of my choice. Expect me to provide at least two concrete examples using the subjunctive mood. [SL/HL: HL candidates should also connect to a literary text exploring religious themes.]*

**What this helps you practise:**

Explaining religious and spiritual influences with evidence

**How to use it well:**

Draft your response focusing on clarity and cultural accuracy. Check SL/HL requirements and ensure concrete examples are country-specific.

**Prompt 5: Youth Identity and Social Media**

**Copy this prompt into your AI tool:**

*Analyse how social media platforms such as Instagram and TikTok influence the way young*

*people in the Hispanic world construct and present their identities, considering concepts like imagen pública and ciberacoso. Evaluate both positive effects on connectivity and negative impacts on salud mental, referencing specific Hispanic cultural contexts and youth movements.*

**What this helps you practise:**

Analysing digital identity effects with evaluative language

**How to use it well:**

Structure your analysis with clear paragraphs for positive and negative effects. Include Hispanic youth culture references and evaluative language.

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**Prompt 6: Gender Roles in Hispanic Societies**

**Copy this prompt into your AI tool:**

*Evaluate how attitudes towards gender roles have evolved in Spain and Latin America over the past fifty years, referencing specific milestones such as Argentina's Ni Una Menos movement and Spain's Ley de Igualdad. Use discourse markers like por un lado and por otro lado, and employ the subjunctive to discuss hypothetical reforms.*

**What this helps you practise:**

Evaluating gender role evolution using discourse markers

**How to use it well:**

Write an evaluative response with a clear thesis. Check discourse markers and subjunctive forms for accuracy against grammar references.

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**Prompt 7: Indigenous Identity and Heritage**

**Copy this prompt into your AI tool:**

*Discuss how indigenous communities in Latin America, such as the Quechua in Peru or the Mapuche in Chile, maintain and express their cultural identity in the face of modernisation and*

*globalisation. Address challenges including land rights, language preservation, and discrimination, and use the subjunctive mood to discuss what could be done to protect their heritage.*

**What this helps you practise:**

Discussing indigenous identity challenges using the subjunctive

**How to use it well:**

Draft a discussion acknowledging multiple perspectives. Use discourse markers and subjunctive mood and include vocabulary related to indigenous rights.

**Prompt 8: Physical and Mental Wellbeing**

**Copy this prompt into your AI tool:**

*A Spanish-language health organisation has asked you to identify the three biggest health challenges facing young people in the Hispanic world today, such as obesidad, salud mental, and acceso a la sanidad. Present your findings, justify your choices using expressions like *dado que* and *puesto que*, and propose a prevention strategy for each.*

**What this helps you practise:**

Justifying health challenge priorities with causal expressions

**How to use it well:**

Present your three challenges in priority order. Check causal expressions like *dado que* and *puesto que* and ensure prevention strategies are specific.

**Prompt 9: Regional Identity in Spain**

**Copy this prompt into your AI tool:**

*Compare the sense of regional identity in two different Spanish autonomous communities, such as Catalonia and Andalusia. How do language (*catalán* versus *castellano*), cuisine, and traditions such as *las Fallas* or *la Feria de Abril* contribute to regional*

*pride? Structure your response as an informe using discourse markers and comparative structures.*

**What this helps you practise:**

Comparing regional identities through informe-style writing

**How to use it well:**

Research both regions and write a comparative analysis. Focus on using rich descriptive language, discourse markers, and cultural references.

**Prompt 10: Relationships and Communication**

**Copy this prompt into your AI tool:**

*Assess how technology has transformed personal relationships among young people in the Hispanic world, examining phenomena such as redes sociales and comunicación digital. Has digital communication strengthened or weakened interpersonal bonds in Spain and Latin America? Use conditional structures to discuss hypothetical scenarios and defend your position with evidence. Reference at least one specific study or survey about Hispanic digital habits.*

**What this helps you practise:**

Assessing technology's relational impact using conditionals

**How to use it well:**

Take a clear stance with at least three arguments. Practise conditional structures and persuasive language in your defence.

**Prompt 11: Creating an Identity Presentation**

**Copy this prompt into your AI tool:**

*Design a five-minute oral presentation for your IB Individual Oral on the topic of identity in the Hispanic world, linking to a global issue such as migración e identidad cultural. Choose a visual stimulus showing Hispanic cultural diversity, outline*

*your key points, structure your Bildbeschreibung and thematic analysis, and explain how you would connect to a literary text at HL level.*

**What this helps you practise:**

Structuring an IO presentation on Hispanic identity themes

**How to use it well:**

Write your IO outline in Spanish with timing notes. Practise delivering each section aloud and record yourself to check fluency.

**Prompt 12: Multilingualism and Identity**

**Copy this prompt into your AI tool:**

*Examine how multilingualism shapes personal and cultural identity in Hispanic countries where Spanish coexists with indigenous languages such as Quechua, Guaraní, or Náhuatl. Consider the TOK knowledge question: does speaking multiple languages create distinct ways of knowing and understanding cultural identity? Reference specific language policies and bilingual education programmes. Ensure you address how language choice affects cultural belonging and national identity.*

**What this helps you practise:**

Examining multilingualism with TOK knowledge questions

**How to use it well:**

Write your examination referencing specific language policies. Check that TOK connections are explicit and language-identity links are clear.

## Section 2

### Experiences

The Experiences theme encompasses migration, leisure activities, customs, traditions, and the ways in which past and present experiences shape individuals and communities. For IB Spanish B students, this theme provides rich opportunities to explore Hispanic cultures through the lens of travel, celebration, historical memory, and personal growth across diverse Spanish-speaking countries.

Engaging with this theme requires you to move beyond surface-level descriptions and demonstrate genuine cultural understanding. The IB rewards students who can connect personal experiences to broader social and historical contexts, using appropriate register and a range of grammatical structures.

These prompts guide you from identifying key vocabulary and cultural practices through to synthesising information and producing original responses. Use them to deepen your understanding of how experiences define individuals and communities across the Hispanic world.

#### **Prompt 13: Migration Vocabulary and Concepts**

##### **Copy this prompt into your AI tool:**

*Define the following terms in Spanish and explain their relevance to the Hispanic world: inmigración, emigración, diáspora, integración, and remesas. For each term, provide one specific example from a country such as Mexico, Colombia, or Spain, and use the subjunctive mood to discuss how these phenomena might evolve in the coming decades.*

**What this helps you practise:**

Defining migration terms with country-specific examples

**How to use it well:**

Write clear definitions with country-specific examples. Check subjunctive forms and compare definitions with your textbook for accuracy. Review your work against IB criteria and refine weak areas.

**Prompt 14: Leisure Activities in the Hispanic World**

**Copy this prompt into your AI tool:**

*Test me on the most popular leisure activities among young people in Spain compared with those in a Latin American country such as Mexico or Colombia. Ask me to identify cultural factors like the siesta tradition or fútbol culture that explain differences, and challenge me to use comparative structures such as más...que and tanto...como.*

**What this helps you practise:**

Comparing Hispanic leisure activities using comparative structures

**How to use it well:**

Organise your response by activity type using comparative structures. Include culturally specific vocabulary and explain cultural factors. Review your work against IB criteria and refine weak areas.

**Prompt 15: Festivals and Celebrations**

**Copy this prompt into your AI tool:**

*Give me an IB-style question about the significance of a major Hispanic festival or celebration, such as el Día de los Muertos in Mexico, Las Fallas in Valencia, or el Carnaval de Barranquilla. I should explain its historical origins, current practices, and why this event matters to the community, using the preterite and imperfect tenses.*

**What this helps you practise:**

Explaining festival significance with narrative past tenses

**How to use it well:**

Write a detailed explanation including historical and current practices. Check preterite and imperfect usage and verify cultural facts.

**Prompt 16: Travel and Cultural Exchange**

**Copy this prompt into your AI tool:**

*Analyse the benefits and drawbacks of cultural exchange programmes for young people in the Hispanic world, such as Erasmus or volunteer programmes in Latin America. Consider linguistic, social, and personal development outcomes, and use structures including *por un lado...por otro lado* and the subjunctive with *aunque* to present a balanced analysis.*

**What this helps you practise:**

Analysing exchange programme outcomes in balanced format

**How to use it well:**

Create a balanced analysis using *por un lado...por otro lado*. Check subjunctive with *aunque* and ensure linguistic outcomes are discussed.

**Prompt 17: Historical Experiences and Memory**

**Copy this prompt into your AI tool:**

*Discuss how Spain's colonial history continues to influence relationships between Spain and Latin American countries, examining concepts such as *colonialismo lingüístico* and *reparación histórica*.*

*Provide specific examples from at least two countries and use past tenses accurately to link historical events to their modern consequences.*

*[SL/HL: HL candidates should also connect to a literary text exploring colonial legacies.]*

**What this helps you practise:**

Discussing colonial legacies with accurate past tenses

**How to use it well:**

Draft a discussion linking past and present using accurate past tenses. Check SL/HL requirements and ensure two countries are represented.

**Prompt 18: Personal Experiences and Growth**

**Copy this prompt into your AI tool:**

*Evaluate a personal experience that has significantly shaped your worldview, such as a period spent in a Spanish-speaking country or participation in a cultural exchange. How would you describe this experience to a Spanish-speaking audience using the preterite and imperfect tenses? Write a reflective diary entry (entrada de diario) demonstrating intercultural awareness and emotional vocabulary.*

**What this helps you practise:**

Writing a reflective diary entry using narrative tenses

**How to use it well:**

Write a reflective diary entry using preterite and imperfect tenses. Focus on conveying why the experience mattered with emotional vocabulary.

**Prompt 19: Traditions Under Pressure**

**Copy this prompt into your AI tool:**

*Assess whether globalisation is eroding traditional Hispanic customs and practices, such as la siesta, fiestas patronales, or artesanía indígena. Use specific examples from at least two different Spanish-speaking countries, employ concessive structures such as a pesar de que and si bien with the subjunctive, and consider counterarguments defending cultural resilience.*

**What this helps you practise:**

Assessing globalisation's impact on Hispanic traditions critically

**How to use it well:**

Take a position with evidence from two countries. Check concessive structures a pesar de que and si bien with subjunctive accuracy.

**Prompt 20: Gastronomy as Cultural Experience**

**Copy this prompt into your AI tool:**

*Compare the role of food and dining in Mexican culture, including traditions like el mole and la sobremesa, with that in Spanish culture including tapas and la paella. How does gastronomy serve as a marker of cultural identity and social experience? Write an informe using comparative structures and food-related vocabulary.*

**What this helps you practise:**

Comparing Hispanic gastronomy culture in informe format

**How to use it well:**

Write a comparative informe using food-related vocabulary. Discuss the social functions of meals and ensure genuine cultural comparison.

**Prompt 21: Rites of Passage**

**Copy this prompt into your AI tool:**

*Identify and explain three rites of passage in Hispanic cultures, such as la quinceañera, la Selectividad in Spain, or la primera comunión. For each, describe its cultural significance using the subjunctive mood to discuss what would happen if these traditions disappeared, and compare with equivalent practices in your own culture.*

**What this helps you practise:**

Explaining rites of passage using the subjunctive mood

### **How to use it well:**

Describe each rite of passage with cultural context.

Check subjunctive mood usage and ensure comparisons with your own culture are thoughtful.

### **Prompt 22: Migration Narratives**

#### **Copy this prompt into your AI tool:**

*Create a short narrative in Spanish from the perspective of a young person migrating from Central America to the United States, set in a specific context such as crossing the frontera or arriving in a new city. Include their hopes, challenges, and first impressions using the preterite and imperfect tenses, emotional vocabulary, and sensory details.*

#### **What this helps you practise:**

Creating a migration narrative using emotional vocabulary

#### **How to use it well:**

Write a first-person narrative of 250-300 words. Focus on emotional vocabulary, sensory details, and accurate preterite and imperfect usage.

### **Prompt 23: Designing a Cultural Experience Project**

#### **Copy this prompt into your AI tool:**

*Design a cultural exchange project between your school and a school in a Spanish-speaking country such as Costa Rica or Argentina. Outline the objectives, activities including language tandem learning and cultural workshops, and expected outcomes. Write your proposal as a formal letter (carta formal) using the conditional tense for polite suggestions.*

#### **What this helps you practise:**

Designing an exchange project in formal letter format

**How to use it well:**

Write your carta formal with conditional tense proposals. Check formal conventions and link activities to specific learning outcomes.

## Section 3

### Human Ingenuity

Human Ingenuity explores creativity, innovation, and the ways in which human beings solve problems and express themselves through the arts, technology, media, and scientific advancement. In the Hispanic world, this theme encompasses everything from Spanish and Latin American cinema and literature to technological innovation, architectural heritage, and the vibrant artistic traditions of the region.

IB Spanish B students engaging with this theme must demonstrate the ability to discuss abstract concepts, express opinions about artistic and technological developments, and evaluate the impact of innovation on society. The language demands are high, requiring precise vocabulary and sophisticated grammatical structures.

The prompts below take you on a journey from foundational knowledge of Hispanic contributions to arts and technology through to critical evaluation and creative production. They will help you develop the analytical and linguistic skills needed to excel in this thematic area.

#### **Prompt 24: Hispanic Contributions to the Arts**

##### **Copy this prompt into your AI tool:**

*Identify five significant contributions from the Hispanic world to global arts, spanning literature (García Márquez, Borges), cinema (Almodóvar, Cuarón), music (flamenco, nueva canción), visual arts (Frida Kahlo), and architecture (Gaudí). For each, explain its cultural importance using relative clauses with *que* and *quien* in your analysis. Ensure you cover at least three different artistic disciplines in your analysis.*

**What this helps you practise:**

Identifying Hispanic arts contributions using relative clauses

**How to use it well:**

Write your five contributions with relative clause explanations. Verify Hispanic cultural facts and check que and quien usage.

**Prompt 25: Technology in Daily Life**

**Copy this prompt into your AI tool:**

*Present me with questions about how technology has transformed everyday life in Spain or a Latin American country over the past two decades, focusing on areas such as educación digital, teletrabajo, and gobierno electrónico. I should use past and present tenses to demonstrate change over time and include vocabulary specific to la brecha digital.*

**What this helps you practise:**

Describing technological change with past and present tenses

**How to use it well:**

Write a structured description covering three areas. Use past and present tenses to show change and include digital vocabulary.

**Prompt 26: The Role of Media in the Hispanic World**

**Copy this prompt into your AI tool:**

*Set me a challenge: compare the media landscape in a Spanish-speaking country, including major outlets like El País or Televisa, with that in my own country. I should consider the roles of television, periodismo digital, and redes sociales, and evaluate how media ownership affects freedom of expression using discourse markers.*

**What this helps you practise:**

Comparing Hispanic media landscapes using discourse markers

**How to use it well:**

Draft a comparative explanation with specific media outlets. Include journalism vocabulary and evaluate media ownership effects. Review your work against IB criteria and refine weak areas.

**Prompt 27: Innovation and Entrepreneurship**

**Copy this prompt into your AI tool:**

*Analyse the growth of technology start-ups and innovation hubs in the Hispanic world, focusing on a country such as Spain, Mexico, or Colombia. What factors including inversión extranjera and emprendimiento social have contributed to this growth, and what challenges remain? Use analytical vocabulary. [SL/HL: HL candidates should also evaluate using a literary or media text.]*

**What this helps you practise:**

Analysing start-up growth with analytical vocabulary

**How to use it well:**

Structure your analysis around contributing factors and challenges. Check SL/HL requirements and include specific company examples. Review your work against IB criteria and refine weak areas.

**Prompt 28: Hispanic Cinema and Society**

**Copy this prompt into your AI tool:**

*Discuss how a Spanish or Latin American film you have studied, such as *El laberinto del fauno*, *Roma*, or *Relatos salvajes*, reflects broader social issues in Hispanic societies. Analyse the director's techniques including cinematografía and simbolismo, and use film vocabulary and the subjunctive mood to evaluate the film's social message.*

**What this helps you practise:**

Critiquing a Hispanic film using specialist cinema vocabulary

**How to use it well:**

Write a discussion linking cinematic techniques to social themes. Check film vocabulary and subjunctive usage in your evaluation.

**Prompt 29: Ethics and Technology**

**Copy this prompt into your AI tool:**

*Evaluate the ethical implications of artificial intelligence for Hispanic societies, considering issues such as employment, privacy, the digital divide, and cultural production. Consider the TOK knowledge question: to what extent can technology be considered value-neutral across different cultural contexts? Use conditional and subjunctive forms to express hypothetical and evaluative statements.*

**What this helps you practise:**

Evaluating AI ethics with TOK knowledge connections

**How to use it well:**

Write your evaluation with TOK connections. Check conditional and subjunctive forms and ensure ethical implications are analysed. Review your work against IB criteria and refine weak areas.

**Prompt 30: Architecture as Expression**

**Copy this prompt into your AI tool:**

*Compare two iconic architectural works from the Hispanic world, such as the Sagrada Familia in Barcelona and the Ciudad de las Artes y las Ciencias in Valencia, as expressions of human ingenuity. Analyse what they reveal about their respective eras, using descriptive vocabulary for architecture and linking each project to its cultural and historical moment.*

**What this helps you practise:**

Comparing Hispanic architectural works using descriptive vocabulary

**How to use it well:**

Write a comparative analysis linking architecture to historical context. Use descriptive vocabulary and connect each work to its era.

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**Prompt 31: Music and Social Change**

**Copy this prompt into your AI tool:**

*Assess the role of Latin American music genres such as reggaetón, cumbia, and nueva canción in reflecting and shaping social attitudes across the Hispanic world. How have these genres evolved from protest music to global mainstream, and what impact have artists like Mercedes Sosa and Bad Bunny had? Use evaluative discourse markers.*

**What this helps you practise:**

Assessing music's role in Hispanic social change

**How to use it well:**

Draft an assessment tracing genre evolution. Include specific artists and evaluative discourse markers to support your arguments. Review your work against IB criteria and refine weak areas.

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**Prompt 32: Scientific Innovation in the Hispanic World**

**Copy this prompt into your AI tool:**

*Identify a major scientific innovation or achievement from the Hispanic world, such as Severo Ochoa's Nobel Prize work or Chile's astronomical observatories, and explain its global significance. How does this innovation reflect the IB theme of Human Ingenuity? Use passive constructions and scientific vocabulary in your structured response. Ensure you connect the innovation to current Hispanic research priorities and funding.*

**What this helps you practise:**

Explaining Hispanic scientific innovation using passive constructions

**How to use it well:**

Write a structured explanation with passive constructions. Verify innovation facts and link explicitly to the Human Ingenuity theme.

**Prompt 33: Digital Media and Youth Culture**

**Copy this prompt into your AI tool:**

*Critique the influence of digital media on cultural production among young people in the Hispanic world, examining platforms like YouTube en español and Latin American podcasts. Is digital media democratising creativity or diminishing the value of traditional cultural forms? Use the subjunctive for hypothetical arguments and justify your view with specific examples.*

**What this helps you practise:**

Critiquing digital media influence using subjunctive arguments

**How to use it well:**

Take a clear position with at least three arguments. Use subjunctive for hypothetical arguments and include specific platform examples.

**Prompt 34: Creating an Innovation Proposal**

**Copy this prompt into your AI tool:**

*Design a technological innovation that could solve a social problem in a Spanish-speaking country, such as acceso al agua potable or desigualdad educativa. Present your idea as a formal pitch (presentación formal) explaining the problem, your solution using conditional tense for proposals, and its potential impact on the target community.*

**What this helps you practise:**

Designing an innovation pitch using conditional proposals

**How to use it well:**

Write your pitch using conditional tense proposals. Structure with problem statement, solution, and projected community impact. Review your work against IB criteria and refine weak areas.

## Section 4

### Social Organisation

Social Organisation examines how communities and societies are structured, governed, and sustained. In the Hispanic world, this theme encompasses diverse education systems, legal frameworks, community organisations, and the social structures that shape everyday life across Spain and Latin America.

Understanding these systems is essential for IB Spanish B students aiming to engage meaningfully with this prescribed theme.

This thematic area demands a strong command of formal and semi-formal register, as many discussions involve institutional and political vocabulary. You should be prepared to describe systems, compare approaches across Hispanic cultures, analyse the effectiveness of social structures, and evaluate proposals for change.

The prompts in this section build from knowledge of basic social structures through to evaluation and creative problem-solving. They will help you develop the vocabulary, analytical skills, and cultural awareness needed to address Social Organisation topics with confidence in your IB assessments.

#### **Prompt 35: Education Systems in the Hispanic World**

**Copy this prompt into your AI tool:**

*Outline the structure of the education system in Spain or a Latin American country, including key stages such as educación primaria, educación secundaria obligatoria, and bachillerato. Identify key differences from your own education system, and evaluate whether the Hispanic model promotes igualdad de oportunidades using evaluative*

*discourse markers. Ensure your evaluation addresses both access and quality dimensions of education.*

**What this helps you practise:**

Outlining Hispanic education systems with evaluative discourse

**How to use it well:**

Create a clear outline with comparative elements. Use education vocabulary and evaluate igualdad de oportunidades with discourse markers.

**Prompt 36: Law and Justice**

**Copy this prompt into your AI tool:**

*Quiz me on the key features of the legal system in Spain or a Latin American country, including the court structure, citizens' constitutional rights (derechos constitucionales), and the role of the Defensor del Pueblo. Ask me how this system aims to ensure justicia social and test my ability to use legal vocabulary accurately.*

**What this helps you practise:**

Explaining legal structures with specialist vocabulary

**How to use it well:**

Write descriptions using legal vocabulary accurately. Verify constitutional rights and Defensor del Pueblo details against reliable sources. Review your work against IB criteria and refine weak areas.

**Prompt 37: Community and Volunteering**

**Copy this prompt into your AI tool:**

*Ask me to demonstrate my understanding of el voluntariado and las organizaciones no gubernamentales in Hispanic social life, including specific organisations such as Cruz Roja Española or Techo. Challenge me to explain why these organisations are important for cohesión social and*

*use the subjunctive to suggest how they might expand.*

**What this helps you practise:**

Demonstrating voluntariado knowledge using the subjunctive

**How to use it well:**

Draft an explanation with specific organisation examples. Use subjunctive for suggestions and causal language for importance. Review your work against IB criteria and refine weak areas.

**Prompt 38: Social Inequality in the Hispanic World**

**Copy this prompt into your AI tool:**

*Analyse the causes and consequences of social inequality in a Spanish-speaking country, focusing on at least two of the following: income disparity, access to education, housing, or healthcare.*

*Reference specific data or policies such as programas de asistencia social and use analytical structures. [SL/HL: HL candidates should also connect to a literary text exploring desigualdad.]*

**What this helps you practise:**

Analysing social inequality using analytical structures

**How to use it well:**

Write a structured analysis with clear cause-consequence paragraphs. Check SL/HL requirements and reference specific policy data. Review your work against IB criteria and refine weak areas.

**Prompt 39: Political Participation Among Youth**

**Copy this prompt into your AI tool:**

*Discuss why political engagement among young people varies across Spanish-speaking countries, examining factors like desconfianza política,*

*movements such as the indignados in Spain, and student activism in Chile. What strategies including educación cívica and voto electrónico could encourage greater political participation? Use the subjunctive for proposals. Ensure you evaluate both successes and limitations of youth political engagement.*

**What this helps you practise:**

Discussing youth political engagement with subjunctive proposals

**How to use it well:**

Organise your response into diagnosis and solutions. Use discourse markers and subjunctive conditional structures for proposals. Review your work against IB criteria and refine weak areas.

**Prompt 40: Healthcare in Hispanic Countries**

**Copy this prompt into your AI tool:**

*Evaluate the strengths and weaknesses of the healthcare system in Spain, including la Seguridad Social and atención primaria, or in a Latin American country. How does it compare with healthcare provision in another country you know? Use evaluative language and ensure you acknowledge both strengths and limitations with specific evidence.*

**What this helps you practise:**

Evaluating Hispanic healthcare systems with balanced evidence

**How to use it well:**

Write a balanced evaluation acknowledging strengths and limitations. Use evaluative language and include specific healthcare evidence. Review your work against IB criteria and refine weak areas.

**Prompt 41: Education Reform Debate**

**Copy this prompt into your AI tool:**

*Assess whether recent education reforms in Spain, such as the LOMLOE, or in a Latin American country have improved the educational experience for students. Present arguments from multiple perspectives including students, teachers, and gobierno, and use reported speech and the subjunctive to express different viewpoints on these reforms. Ensure you present evidence from both student and teacher perspectives on reforms.*

**What this helps you practise:**

Assessing education reforms using reported speech

**How to use it well:**

Present multiple perspectives using reported speech.

Check subjunctive usage and ensure you reference specific reform legislation. Review your work against IB criteria and refine weak areas.

**Prompt 42: Urban vs Rural Life**

**Copy this prompt into your AI tool:**

*Compare social organisation and community life in urban and rural areas of a Spanish-speaking country, examining differences in infraestructura, empleo, and acceso a servicios. What challenges does each setting face, such as despoblación rural versus hacinamiento urbano? Include specific regional examples and comparative structures. Reference specific demographic or economic data to support your urban-rural comparisons.*

**What this helps you practise:**

Comparing urban and rural Hispanic social organisation

**How to use it well:**

Write a comparative analysis with regional examples. Use vocabulary for both urban and rural life and include specific data.

### **Prompt 43: The Role of Government**

#### **Copy this prompt into your AI tool:**

*Critique the role of government in managing social services in a Spanish-speaking country, examining areas such as educación pública, sanidad, and vivienda social. Is the government's approach effective, or does it need reforma estructural? Use evaluative discourse markers and support your argument with at least two specific policy examples. Ensure your critique addresses both efficiency and equity dimensions of public services.*

#### **What this helps you practise:**

Critiquing government social services with policy examples

#### **How to use it well:**

Take a clear position with at least two policy examples. Use evaluative discourse markers and develop your critique systematically.

### **Prompt 44: Migration Policy in the Hispanic World**

#### **Copy this prompt into your AI tool:**

*Examine the approach to immigration policy in Spain, including the Ley de Extranjería, or in a Latin American country. How do current policies reflect national values around acogida and ciudadanía, and where do tensions arise between política migratoria and derechos humanos? Use analytical vocabulary and discourse markers. Ensure your analysis covers both policy achievements and ongoing humanitarian challenges.*

#### **What this helps you practise:**

Examining Hispanic immigration policy using analytical vocabulary

#### **How to use it well:**

Write an analytical response connecting policy to values. Use political vocabulary accurately and

demonstrate cultural sensitivity. Review your work against IB criteria and refine weak areas.

**Prompt 45: Designing a Community Initiative**

**Copy this prompt into your AI tool:**

*Create a proposal for a community initiative that addresses a social problem in a Hispanic city, such as desempleo juvenil in Madrid or inseguridad in Mexico City. Outline the problem, your proposed solution, the resources needed, and measurable success criteria. Write as a carta formal using the conditional tense for polite proposals.*

**What this helps you practise:**

Creating a community initiative proposal formally

**How to use it well:**

Write your carta formal with conditional proposals. Include measurable success criteria and persuasive elements to justify your initiative.

## Section 5

### Sharing the Planet

Sharing the Planet focuses on environmental issues, sustainability, global challenges, and questions of equality and rights. For IB Spanish B students, this theme provides opportunities to engage with pressing issues through the lens of Hispanic perspectives, from Amazon deforestation and water scarcity in Latin America to renewable energy initiatives in Spain.

This thematic area requires you to handle complex, often emotive topics with maturity and precision. You must be able to discuss scientific concepts in accessible language, evaluate policy responses, and express your own views on controversial issues while acknowledging opposing perspectives.

The prompts below develop your ability to engage with environmental and global issues in Spanish, progressing from factual knowledge through to critical evaluation and creative problem-solving. They will prepare you to tackle Sharing the Planet topics with the depth and sophistication expected at IB level.

#### **Prompt 46: Environmental Vocabulary Foundation**

**Copy this prompt into your AI tool:**

*Define and use in context ten key Spanish vocabulary items related to environmental issues, such as el calentamiento global, las energías renovables, la biodiversidad, el desarrollo sostenible, and la huella de carbono. For each term, write a sentence connecting it to a specific Hispanic environmental initiative or policy. Ensure each*

*sentence demonstrates correct gender agreement with the environmental term.*

**What this helps you practise:**

Defining environmental vocabulary with Hispanic-specific examples

**How to use it well:**

Write ten terms with definitions and example sentences. Test yourself by covering definitions and explaining each from memory.

**Prompt 47: Environmental Policies in the Hispanic World**

**Copy this prompt into your AI tool:**

*Test me on the main environmental policies and initiatives in Spain, such as the Plan Nacional de Energía y Clima, or in a Latin American country. Ask me about the key objectives, specific measures implemented, and how successful they have been. Challenge me to evaluate progress critically using analytical vocabulary.*

**What this helps you practise:**

Explaining environmental policies using evaluative vocabulary

**How to use it well:**

Write a structured evaluation referencing specific policies. Use present and past tenses and verify key environmental initiative details.

**Prompt 48: Deforestation in Latin America**

**Copy this prompt into your AI tool:**

*Give me an IB-style question about the causes and consequences of deforestation in the Amazon region, referencing the roles of agroindustria, ganadería, and minería ilegal. I should address how this issue affects indigenous communities and global climate patterns using cause-and-effect structures such as debido a and como consecuencia. Ensure you*

*reference specific conservation organisations or international agreements.*

**What this helps you practise:**

Explaining deforestation causes using cause-effect structures

**How to use it well:**

Draft your explanation focusing on cause-and-effect relationships. Use structures like *debido a* and *como consecuencia* accurately. Review your work against IB criteria and refine weak areas.

**Prompt 49: Climate Change and Youth Activism**

**Copy this prompt into your AI tool:**

*Analyse the role of youth activism, including movements like Fridays for Future and Jóvenes por el Clima, in shaping environmental awareness in the Hispanic world. How effective have these movements been in driving policy change in countries like Chile or Spain? Use evaluative language and the subjunctive to discuss hypothetical outcomes.*

**What this helps you practise:**

Analysing Hispanic youth climate activism effectiveness

**How to use it well:**

Write an analytical response with evaluative evidence. Use the subjunctive for hypothetical outcomes and reference specific youth initiatives.

**Prompt 50: Global Inequality and Development**

**Copy this prompt into your AI tool:**

*Discuss the relationship between economic inequality and environmental degradation in Latin America, examining issues like *extractivismo* and *justicia ambiental*. Consider the TOK knowledge question: can scientific knowledge about climate change be separated from the ethical responsibility*

*to act? Use discourse markers to structure a balanced discussion. Ensure your analysis covers perspectives from both affected communities and policymakers.*

**What this helps you practise:**

Discussing inequality-environment links with TOK connections

**How to use it well:**

Write your discussion with TOK connections. Use discourse markers for structure and ensure multiple viewpoints are represented. Review your work against IB criteria and refine weak areas.

**Prompt 51: Food Security and Sustainability**

**Copy this prompt into your AI tool:**

*Evaluate the sustainability of food production systems in a Spanish-speaking country, considering issues such as agricultura ecológica, desperdicio alimentario, water usage, and the impact of agroindustria. Reference specific Latin American or Spanish farming practices and use evaluative structures to balance positive initiatives against ongoing challenges. Ensure you reference specific organic certification standards or sustainability programmes.*

**What this helps you practise:**

Evaluating Hispanic food sustainability with specific evidence

**How to use it well:**

Write an evaluative response balancing positives and challenges. Include specific farming practices and data-referencing language. Review your work against IB criteria and refine weak areas.

**Prompt 52: Human Rights in the Hispanic World**

**Copy this prompt into your AI tool:**

*Assess the human rights record of a Spanish-speaking country, considering both domestic policies on derechos civiles and its role in international organisations such as the ONU. Where has progress been made on issues like derechos de los pueblos indígenas, and where do challenges remain? [SL/HL: HL candidates should connect to a literary text on rights.]*

**What this helps you practise:**

Assessing Hispanic human rights records in formal analysis

**How to use it well:**

Draft a balanced assessment using formal register. Check SL/HL requirements and ensure rights-related vocabulary is accurate. Review your work against IB criteria and refine weak areas.

**Prompt 53: Water Scarcity and Management**

**Copy this prompt into your AI tool:**

*Compare approaches to water management in two Spanish-speaking regions facing water scarcity, such as northern Mexico and southern Spain including the trasvase Tajo-Segura. What innovative solutions including desalinización and reutilización de aguas have been developed? Use comparative structures and include measurable outcomes from each region. Ensure your comparison includes specific data or measurable environmental outcomes.*

**What this helps you practise:**

Comparing water management approaches using comparative structures

**How to use it well:**

Write a comparative analysis with measurable outcomes. Focus on specific initiatives and use environmental vocabulary accurately. Review your work against IB criteria and refine weak areas.

**Prompt 54: Biodiversity and Conservation**

**Copy this prompt into your AI tool:**

*Critique the approach to biodiversity conservation in a Latin American country with exceptional biodiversity, such as Colombia, Ecuador, or Costa Rica, examining specific programmes like áreas naturales protegidas and corredores biológicos. Is enough being done to protect endangered species?*

*Use the subjunctive to discuss hypothetical improvements. Ensure you reference specific endangered species and the threats they face.*

**What this helps you practise:**

Critiquing biodiversity conservation using subjunctive proposals

**How to use it well:**

Take a position and defend it with specific conservation evidence. Use the subjunctive for hypothetical improvements and environmental vocabulary.

**Prompt 55: Renewable Energy in Spain**

**Copy this prompt into your AI tool:**

*Examine Spain's transition to renewable energy sources, including wind power (energía eólica) and solar energy (energía solar), referencing specific installations and policies. What progress has been made, what obstacles such as dependencia de combustibles fósiles remain, and how does Spain's approach compare with that of other European countries? Ensure you evaluate both achievements and remaining obstacles with specific data.*

**What this helps you practise:**

Examining Spain's renewable energy transition with data

**How to use it well:**

Write an examination referencing specific energy installations. Use comparative structures and data to

support your analysis. Review your work against IB criteria and refine weak areas.

**Prompt 56: Designing a Sustainability Campaign**

**Copy this prompt into your AI tool:**

*Create a sustainability awareness campaign targeting young people in the Hispanic world, focusing on an issue such as consumo responsable or contaminación plástica. Outline your campaign's message, target audience, media channels including redes sociales, and three specific actions you want people to take. Use persuasive and motivational language. Ensure your campaign includes measurable targets and a realistic implementation timeline.*

**What this helps you practise:**

Designing a sustainability campaign with persuasive language

**How to use it well:**

Write your campaign plan with persuasive language. Ensure your message is accessible and engaging for a Hispanic youth audience.

## Section 6

### Advanced Grammar and Syntax

Mastery of Spanish grammar and syntax is essential for achieving high marks in IB Spanish B assessments. The markband descriptors at the upper levels reward accurate and varied language use, including complex grammatical structures, appropriate register, and sophisticated sentence construction.

This section focuses on the grammar areas that IB Spanish B students find most challenging and that have the greatest impact on assessment performance. From the subjunctive mood and conditional structures to relative pronouns and advanced tense usage, these prompts will help you consolidate and extend your grammatical competence.

Each prompt is designed to test your understanding of a specific grammar point in context, rather than in isolation. This mirrors the IB approach, where grammatical accuracy is assessed through meaningful communication rather than decontextualised exercises.

#### **Prompt 57: The Subjunctive Mood**

##### **Copy this prompt into your AI tool:**

*Identify five common expressions that trigger the subjunctive in Spanish, such as *es necesario que*, *quiero que*, *ojalá que*, *para que*, and *a menos que*. Write an original sentence for each set in a Hispanic cultural context, and explain why the subjunctive is required in each case, contrasting with the indicative.*

**What this helps you practise:**

Applying subjunctive constructions across five  
Hispanic contexts

**How to use it well:**

Write five subjunctive sentences in Hispanic contexts. Check conjugation accuracy and explain the indicative-subjunctive contrast. Review your work against IB criteria and refine weak areas.

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**Prompt 58: Conditional Structures**

**Copy this prompt into your AI tool:**

*Construct three conditional sentences in Spanish, one for each type: the open condition (si + present indicative + future), the hypothetical condition (si + imperfect subjunctive + conditional), and the past unrealised condition (si + pluperfect subjunctive + conditional perfect). Use each in a context related to an IB theme.*

**What this helps you practise:**

Constructing accurate conditional sentences in  
timed conditions

**How to use it well:**

Write your three sentences and label each type. Verify tense consistency and practise transforming one type into another to build flexibility.

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**Prompt 59: Relative Pronouns and Clauses**

**Copy this prompt into your AI tool:**

*You are an IB examiner. Test whether I can distinguish between que, quien, el cual, and cuyo as relative pronouns in Spanish. For each, ask me to write two sentences demonstrating correct usage in the context of Social Organisation or Identities, using formal register. [SL/HL: HL candidates should also use relative clauses in literary analysis.]*

**What this helps you practise:**

Distinguishing relative pronouns in formal academic writing

**How to use it well:**

Demonstrate relative pronoun distinctions in complex sentences. Check SL/HL requirements and verify agreement and register. Review your work against IB criteria and refine weak areas.

**Prompt 60: Advanced Tense Usage**

**Copy this prompt into your AI tool:**

*Rewrite a paragraph about a past experience in a Hispanic country, such as a visit to Machu Picchu or a festival in Seville, using three different past tenses: the preterite for completed actions, the imperfect for descriptions and habitual actions, and the pluperfect for prior events. Explain why each tense is appropriate for its context.*

**What this helps you practise:**

Using three past tenses accurately in Hispanic narratives

**How to use it well:**

Write your paragraph and annotate each verb with tense justification. Compare choices with a grammar guide for accuracy.

**Prompt 61: Ser vs Estar in Complex Contexts**

**Copy this prompt into your AI tool:**

*Analyse five sentence pairs where the choice between ser and estar changes the meaning, such as ser aburrido versus estar aburrido, and ser listo versus estar listo. Explain the semantic difference in each pair, provide a rule for when to use each verb, and set examples in Hispanic cultural contexts.*

**What this helps you practise:**

Analysing ser versus estar meaning changes in context

**How to use it well:**

Write five pairs with detailed explanations. Focus on cases beyond basic rules and set examples in Hispanic cultural contexts.

**Prompt 62: Discourse Markers and Cohesion**

**Copy this prompt into your AI tool:**

*Identify ten Spanish discourse markers and categorise them by function: addition (además, asimismo), contrast (sin embargo, no obstante), cause (dado que, puesto que), consequence (por lo tanto), and conclusion (en conclusión). Write a short paragraph on a Hispanic social issue using at least six of them coherently. Ensure your paragraph follows a clear argumentative structure from thesis to conclusion.*

**What this helps you practise:**

Categorising and applying Spanish discourse markers effectively

**How to use it well:**

List ten markers with categories then write a coherent paragraph. Read aloud to check that markers create natural argumentative flow.

**Prompt 63: Subjunctive vs Indicative**

**Copy this prompt into your AI tool:**

*Analyse five pairs of sentences where the choice between subjunctive and indicative changes the meaning, such as busco una casa que tiene versus busco una casa que tenga. Explain the semantic difference in each pair, provide a guideline for mood selection, and set examples in Hispanic cultural contexts. Ensure you explain how mood selection reflects the speaker's certainty or uncertainty.*

**What this helps you practise:**

Analysing subjunctive-indicative mood selection precisely in timed conditions

### **How to use it well:**

Write five pairs with semantic explanations. Check mood selection guidelines and set examples in Hispanic cultural contexts. Review your work against IB criteria and refine weak areas.

### **Prompt 64: Pronoun Usage in Complex Sentences**

#### **Copy this prompt into your AI tool:**

*Correct the pronoun errors in a set of sentences about Hispanic cultural topics and explain each correction. Then create three original complex sentences demonstrating accurate use of direct object (lo, la), indirect object (le, les), and reflexive pronouns (se) in Spanish, including cases requiring leísmo awareness. Ensure your corrections explain the grammatical rule clearly for each pronoun error.*

#### **What this helps you practise:**

Correcting and applying pronoun usage in complex sentences

#### **How to use it well:**

Work through corrections stating the rule each time.

Write original sentences and verify pronoun placement including leísmo. Review your work against IB criteria and refine weak areas.

### **Prompt 65: Register and Formality**

#### **Copy this prompt into your AI tool:**

*Rewrite the same message in three different registers: informal (to a friend using tu), semi-formal (to a teacher using usted), and formal (to a government official). Identify the grammatical and lexical changes required for each. Identify the grammatical structures and lexical choices that signal each register level in Hispanic communication. Set each version in a Hispanic cultural context such as a community event.*

**What this helps you practise:**

Adapting register through grammatical and lexical choices

**How to use it well:**

Choose a message related to an IB theme and write all three versions. Highlight the differences and note which grammatical features signal each register.

**Prompt 66: Error Analysis and Correction**

**Copy this prompt into your AI tool:**

*Review a piece of your own Spanish writing and identify five grammatical errors, such as incorrect subjunctive usage, ser/estar confusion, or pronoun misplacement. Correct each error, explain the rule you violated, and write a new sentence demonstrating correct usage set in a Hispanic cultural context. Ensure each correction strategy is practical and applicable in timed examination conditions.*

**What this helps you practise:**

Identifying and correcting grammatical errors systematically

**How to use it well:**

Use a recent practice essay for error analysis. Focus on error patterns and ensure corrections include Hispanic cultural contexts.

**Prompt 67: Synthesising Grammar in Extended Writing**

**Copy this prompt into your AI tool:**

*Write a 200-word paragraph on any IB theme that incorporates all of the following: a subjunctive clause, a conditional sentence, two different relative pronouns, a use of ser vs estar that demonstrates nuance, and at least three discourse markers. Annotate each required grammatical feature in your paragraph and explain its function*

*within the text. Set your paragraph in a specific  
Hispanic cultural context.*

**What this helps you practise:**

Synthesising multiple grammar points in extended  
writing

**How to use it well:**

Write your paragraph and then underline and label  
each required element. Ask your AI tutor to check  
for accuracy and suggest improvements.

## Section 7

### Paper 1 Writing Skills

Paper 1 of the IB Spanish B examination assesses productive skills through writing. Students must produce written texts in response to a prompt, selecting from a range of text types such as blog posts, articles, formal and informal letters, speeches, reports, and diary entries. Each text type has specific conventions that must be followed to achieve high marks.

The markband descriptors for Paper 1 assess three key areas: language (accuracy, range, and register), message (relevance, development, and organisation), and conceptual understanding (awareness of audience, purpose, and conventions). HL students face additional demands, including longer texts and more complex tasks.

These prompts help you practise the full range of Paper 1 text types while developing your ability to adapt register, organise ideas, and meet the specific requirements of each format. Regular practice with these prompts will build the confidence and skills needed to perform well under exam conditions.

#### **Prompt 68: Blog Post on a Social Issue**

##### **Copy this prompt into your AI tool:**

*Write a blog post in Spanish for a youth audience about the impact of fast fashion on communities in Latin America, referencing maquiladoras and condiciones laborales. Include a catchy title, informal tú register, personal opinions, rhetorical questions, and a call to action. Use discourse markers and the subjunctive for recommendations.*

##### **What this helps you practise:**

Writing a blog post with informal register accurately

### **How to use it well:**

Draft your blog and check against IB conventions. Ensure informal tú register, rhetorical questions, and Latin American references.

### **Prompt 69: Formal Letter of Complaint**

#### **Copy this prompt into your AI tool:**

*Write a formal letter (carta formal) in Spanish to the director of a local council complaining about the lack of public green spaces (espacios verdes públicos). Use appropriate formal conventions including Estimado/a, formal usted register, a clear three-paragraph structure with planteamiento, desarrollo, and conclusión, and the subjunctive for proposals. Ensure you propose at least two specific improvements for the community.*

#### **What this helps you practise:**

Composing a carta formal with correct conventions

#### **How to use it well:**

Follow Spanish carta formal conventions including Estimado/a. Check usted register and subjunctive proposals throughout your letter. Review your work against IB criteria and refine weak areas.

### **Prompt 70: Newspaper Article**

#### **Copy this prompt into your AI tool:**

*Write a newspaper article (artículo periodístico) in Spanish reporting on a local initiative to promote sustainable transport (transporte sostenible) in a Hispanic city such as Bogotá or Barcelona. Include a headline, subheading, lead paragraph answering quién, qué, dónde, cuándo, por qué, quotes from stakeholders, and reported speech. Ensure your article maintains an objective journalistic tone with balanced sources.*

#### **What this helps you practise:**

Writing an artículo periodístico with reported speech

### **How to use it well:**

Structure with headline and inverted pyramid format. Check reported speech accuracy and verify five-W lead paragraph structure. Review your work against IB criteria and refine weak areas.

### **Prompt 71: Speech for a School Assembly**

#### **Copy this prompt into your AI tool:**

*Write a persuasive speech (discurso) in Spanish to deliver at a school assembly, arguing that your school should partner with a school in a Spanish-speaking country for a cultural exchange. Use rhetorical devices such as repetición, tricolón, and preguntas retóricas. Address your audience directly and build towards a clear call to action.*

#### **What this helps you practise:**

Delivering a persuasive discurso with rhetorical devices

#### **How to use it well:**

Draft your speech and read it aloud for pacing. Check rhetorical devices including repetición, tricolón, and preguntas retóricas.

### **Prompt 72: Informal Letter to a Friend**

#### **Copy this prompt into your AI tool:**

*Write an informal letter (carta informal) in Spanish to a friend describing your experience of a summer spent in a Spanish-speaking country such as Mexico or Argentina. Include descriptions of daily life, cultural observations including fiestas and gastronomía, and your feelings. Use tú form, colloquial expressions, and narrative past tenses. [SL/HL: HL candidates should also reflect on how the experience connects to a literary text studied.]*

#### **What this helps you practise:**

Writing an informal letter with appropriate colloquialisms

### **How to use it well:**

Use informal tú register with colloquial expressions. Check narrative tenses and note SL/HL literary text connection for HL.

### **Prompt 73: Report on a Cultural Event**

#### **Copy this prompt into your AI tool:**

*Write a report (informe) in Spanish for your school magazine about a Hispanic cultural event you attended or researched, such as the Festival de Cine de San Sebastián or el Carnaval de Oruro. Include sections with headings, factual information, an objective semi-formal register, and a concluding recommendation evaluating the event's cultural significance.*

#### **What this helps you practise:**

Composing an objective informe for a school magazine

#### **How to use it well:**

Use clear report format with headings and subheadings. Maintain semi-formal register and include an evaluative concluding recommendation. Review your work against IB criteria and refine weak areas.

### **Prompt 74: Diary Entry After a Significant Event**

#### **Copy this prompt into your AI tool:**

*Write a diary entry (entrada de diario) in Spanish reflecting on a significant personal event related to one of the five IB themes, such as witnessing a manifestación social or experiencing un choque cultural. Express your emotions using emotional vocabulary, describe what happened using preterite and imperfect, and reflect on lessons learned.*

#### **What this helps you practise:**

Creating a reflective diary entry with emotional depth

### **How to use it well:**

Use first person and narrative past tenses. Include emotional vocabulary and reflective phrases keeping the tone authentic. Review your work against IB criteria and refine weak areas.

### **Prompt 75: Opinion Article for a Magazine**

#### **Copy this prompt into your AI tool:**

*Write an opinion article (artículo de opinión) in Spanish for a Hispanic magazine arguing for or against the introduction of bilingual education (educación bilingüe) in all schools across a Spanish-speaking country. Present a clear thesis, use structures including si bien and aunque with the subjunctive, provide counterarguments, and include a strong conclusion.*

#### **What this helps you practise:**

Arguing a position in artículo de opinión format

#### **How to use it well:**

Follow opinion article conventions with a clear thesis. Use si bien and aunque with subjunctive and provide evidence for arguments.

### **Prompt 76: Text Type Conventions Review**

#### **Copy this prompt into your AI tool:**

*Compare the conventions of three IB text types: the blog, the carta formal, and the discurso. For each, identify the expected register, structural features, and key language markers such as saludo, rhetorical devices, and subjunctive usage. Create a reference table and provide Hispanic-context examples of appropriate openings and closings. Ensure your comparison table includes specific Hispanic cultural examples for openings.*

#### **What this helps you practise:**

Comparing text type conventions with practical examples

### **How to use it well:**

Create your reference table comparing three text types. Check register features and provide Hispanic-context example openings. Review your work against IB criteria and refine weak areas.

### **Prompt 77: Timed Writing Practice**

#### **Copy this prompt into your AI tool:**

*Under timed conditions of 45 minutes, write a complete Paper 1 response in Spanish to the following prompt: Your city is debating whether to ban single-use plastics. Write a letter to the local newspaper expressing your view. Choose an appropriate text type and register. Choose an appropriate text type and register. Ensure you manage your time to include planning, writing, and reviewing phases.*

#### **What this helps you practise:**

Producing exam-quality writing under time pressure

#### **How to use it well:**

Set a timer for 45 minutes and write without stopping to edit. Afterwards, review your work against the IB markband descriptors for Paper 1.

### **Prompt 78: Self-Assessment Against Markbands**

#### **Copy this prompt into your AI tool:**

*Take a recent practice piece of Paper 1 writing and assess it against the IB markband descriptors for language (lengua), message (mensaje), and conceptual understanding (comprensión conceptual). Identify two specific strengths and two areas for improvement, referencing the markband criteria by level, and rewrite the weaker sections. Ensure your rewritten sections show measurable improvement against the specific markband level.*

**What this helps you practise:**

Self-assessing writing against IB markband descriptors

**How to use it well:**

Assess against markband descriptors for lengua, mensaje, comprensión. Identify two strengths and two improvements with markband references. Review your work against IB criteria and refine weak areas.

## Section 8

### Paper 2 Reading and Listening Comprehension

Paper 2 of the IB Spanish B examination assesses receptive skills through reading comprehension at both SL and HL, with listening comprehension also forming part of the assessment. Students must demonstrate their ability to understand a range of authentic and semi-authentic texts, answer questions accurately, and interpret meaning beyond the literal level.

Success in Paper 2 requires strong vocabulary knowledge, the ability to identify key ideas and supporting details, and skill in interpreting implicit meaning, tone, and purpose. HL students face more complex texts and must demonstrate deeper analytical skills in their responses.

These prompts help you develop and refine your receptive skills through active practice with reading strategies, comprehension techniques, and response formulation. They mirror the types of tasks you will encounter in the exam and build the habits of careful, analytical reading and listening.

#### **Prompt 79: Skimming and Scanning Techniques**

##### **Copy this prompt into your AI tool:**

*Quiz me on the difference between skimming (lectura rápida) and scanning (búsqueda específica) as reading strategies for IB Spanish B Paper 2. Then ask me to demonstrate how I would apply each technique to a Spanish newspaper article about renewable energy, identifying palabras clave and specific factual details. Ensure you time yourself and reflect on which strategy proved more effective.*

**What this helps you practise:**

Applying skimming and scanning to Hispanic texts

**How to use it well:**

Demonstrate skimming and scanning on a Hispanic text. Check that you identify palabras clave accurately within a timed framework.

**Prompt 80: Identifying Main Ideas**

**Copy this prompt into your AI tool:**

*Present a Spanish text of approximately 400 words on the topic of immigration in the Hispanic world. Ask me to identify the main idea (idea principal) of each paragraph, distinguish between fact and opinion, and summarise the overall argument in no more than three sentences using my own words and discourse markers.*

**What this helps you practise:**

Identifying main ideas and summarising in own words

**How to use it well:**

Identify main ideas and write a three-sentence summary. Check discourse markers and verify fact-opinion distinctions in your analysis.

**Prompt 81: Vocabulary Inference from Context**

**Copy this prompt into your AI tool:**

*Present a Spanish passage containing at least five unfamiliar words, including derived forms and false cognates (falsos amigos). For each word, explain how you used contextual clues such as surrounding vocabulary, cognates, word formation patterns, and sentence structure to infer its meaning. Use Hispanic-themed texts on topics such as sociedad or tecnología.*

**What this helps you practise:**

Inferring vocabulary meaning from context and word formation

### **How to use it well:**

Infer meanings using context, cognates, and word formation. Check for false cognate traps and verify your inferences against a dictionary.

### **Prompt 82: Comprehension Question Types**

#### **Copy this prompt into your AI tool:**

*Categorise the following comprehension question types used in IB Paper 2: verdadero/falso/no se menciona, short answer, gap-fill, matching, and multiple choice. For each type, explain the best strategy for answering accurately in Spanish, identify common pitfalls, and provide a practice example using a Hispanic-themed text. Ensure each strategy includes a practical example from a Hispanic-themed reading passage.*

#### **What this helps you practise:**

Categorising Paper 2 question types with strategies

#### **How to use it well:**

Categorise question types and practise each strategy. Check for common pitfalls and verify practice answers against model responses.

### **Prompt 83: Interpreting Tone and Purpose**

#### **Copy this prompt into your AI tool:**

*Analyse the tone (tono) and purpose (propósito) of a Spanish opinion piece about education reform in a Hispanic country. Identify specific words and phrases that reveal the author's attitude, such as lamentablemente, sorprendentemente, or es imprescindible que. Explain how these linguistic markers help determine the text type and target audience.*

#### **What this helps you practise:**

Analysing tone and purpose in Spanish opinion pieces

**How to use it well:**

Identify tone markers and explain their effect. Check linguistic marker analysis and verify assessment of text type and audience.

**Prompt 84: Listening Comprehension Strategies**

**Copy this prompt into your AI tool:**

*Outline five effective strategies for IB Spanish B listening comprehension tasks, such as previewing questions, noting palabras clave, and recognising regional accents. For each strategy, explain when it should be used and provide advice on handling differences between Peninsular and Latin American pronunciation in listening recordings. Ensure you address how to handle unfamiliar vocabulary encountered during the listening.*

**What this helps you practise:**

Outlining listening strategies including accent awareness

**How to use it well:**

Outline five strategies with application guidance. Check accent awareness advice and verify strategies cover all listening task types.

**Prompt 85: Handling Authentic Texts**

**Copy this prompt into your AI tool:**

*Discuss the challenges of working with authentic Spanish texts (textos auténticos) in the IB examination, including unfamiliar regional vocabulary, colloquial expressions, and complex syntax. What makes authentic texts more difficult than adapted materials? Outline three specific strategies for handling specialised vocabulary and cultural references effectively. Ensure you provide practical examples showing how each strategy works with real texts.*

**What this helps you practise:**

Handling authentic Hispanic text challenges strategically

**How to use it well:**

Outline three strategies for authentic Hispanic texts. Check specialised vocabulary handling and verify cultural reference strategies. Review your work against IB criteria and refine weak areas.

**Prompt 86: Regional Varieties of Spanish**

**Copy this prompt into your AI tool:**

*Set me a challenge: show that I understand how regional varieties of Spanish, such as differences between Peninsular Spanish and Latin American Spanish, can affect comprehension in Paper 2. Ask me to provide specific examples of vocabulary or pronunciation differences. Ensure your examples cover vocabulary, grammar, and pronunciation differences across regions.*

**What this helps you practise:**

Recognising and adapting to regional language varieties

**How to use it well:**

Create a comparison table of key differences. Practise listening to audio from different Spanish-speaking regions to build familiarity with diverse accents.

**Prompt 87: Synthesising Information from Multiple Sources**

**Copy this prompt into your AI tool:**

*Read two Spanish texts on the same Hispanic topic, such as inmigración, but from different perspectives, for example a government spokesperson and a human rights organisation. Synthesise the information from both texts into a cohesive summary, identifying areas of agreement and*

*disagreement, and using discourse markers and reported speech. Ensure you use reported speech and discourse markers for agreement and disagreement.*

**What this helps you practise:**

Synthesising two contrasting Hispanic perspectives cohesively

**How to use it well:**

Synthesise two contrasting perspectives into one summary. Check reported speech and discourse markers for agreement-disagreement clarity. Review your work against IB criteria and refine weak areas.

**Prompt 88: Exam Simulation: Reading Comprehension**

**Copy this prompt into your AI tool:**

*Complete a full reading comprehension exercise under timed conditions. Read a Spanish text of 500-600 words on a Hispanic social issue and answer ten comprehension questions of varying types including verdadero/falso/no se menciona, short answer, and extended response. Then review your answers, managing time across question types. Ensure you review your time allocation across question types after completing the exercise.*

**What this helps you practise:**

Completing timed reading comprehension with varied questions

**How to use it well:**

Complete the timed exercise and review answers carefully. Check time management across question types and identify improvement areas.

**Prompt 89: Creating Comprehension Questions**

**Copy this prompt into your AI tool:**

*Read a Spanish text on a topic related to Sharing the Planet in the Hispanic context, such as deforestación*

*or energías renovables, and create five comprehension questions of different types: verdadero/falso/no se menciona, short answer, inference, vocabulary-in-context, and personal response. Include model answers and explain which reading skill each tests.*

**What this helps you practise:**

Creating comprehension questions testing different reading skills

**How to use it well:**

Create five question types with model answers. Check that each tests a different reading skill and verify Hispanic content accuracy.

## Section 9

### Individual Oral and Interactive Skills

The Individual Oral (IO) is the internally assessed component of IB Spanish B, carrying significant weight in the final grade. Students must present and discuss a visual stimulus linked to one of the five prescribed themes, and HL students must also discuss a literary extract. The IO assesses productive and interactive skills, including fluency, pronunciation, vocabulary range, grammatical accuracy, and the ability to engage in spontaneous conversation.

Preparing for the IO requires more than memorising set responses. You must develop the ability to think on your feet, respond to unpredictable questions, and sustain a conversation on a range of topics. The markband descriptors reward students who demonstrate genuine engagement with the material, cultural awareness, and the ability to communicate effectively.

These prompts develop your oral and interactive skills systematically, from building confidence with presentation structures through to practising spontaneous discussion and self-evaluation. Regular practice with these prompts, ideally speaking aloud and recording yourself, will significantly improve your IO performance.

#### **Prompt 90: Describing a Visual Stimulus**

##### **Copy this prompt into your AI tool:**

*Select a photograph related to the theme of Identities in the Hispanic world, such as a quinceañera celebration or a multicultural neighbourhood in Barcelona. Describe it in detail in Spanish using descriptive vocabulary. Then link the*

*image to a specific cultural issue and explain how it connects to your Individual Oral (IO) global issue and the prescribed theme.*

**What this helps you practise:**

Describing a visual stimulus and linking to IO

**How to use it well:**

Practise image description and IO global issue linking. Check descriptive vocabulary and ensure your description leads to thematic analysis.

**Prompt 91: Linking Image to Theme**

**Copy this prompt into your AI tool:**

*Choose a visual stimulus related to Human Ingenuity in the Hispanic world, such as an image of the Sagrada Familia or a Latin American tech hub.*

*Explain how the image connects to broader Hispanic cultural themes and your IO global issue. Practise transitioning between image description and thematic analysis using discourse markers.*

**What this helps you practise:**

Connecting visual stimulus to Hispanic themes for IO

**How to use it well:**

Describe your visual stimulus and link to IO theme. Check transition phrases and ensure description flows into thematic analysis.

**Prompt 92: Responding to Unpredictable Questions**

**Copy this prompt into your AI tool:**

*After presenting on a visual stimulus about Sharing the Planet, respond to the following unpredictable questions in Spanish: What is your personal opinion on this environmental issue? How does this issue affect communities in Latin America? Practise maintaining fluency, using the subjunctive for hypothetical responses, and connecting answers to your Individual Oral (IO) global issue.*

**What this helps you practise:**

Responding to unpredictable IO questions with fluency

**How to use it well:**

Answer unpredictable questions maintaining fluency. Check subjunctive usage and IO time management and practise recovering from hesitation. Review your work against IB criteria and refine weak areas.

**Prompt 93: Expressing and Justifying Opinions**

**Copy this prompt into your AI tool:**

*State your opinion on whether social media has improved or damaged cultural traditions in the Hispanic world, referencing specific examples such as the commercialisation of el Día de los Muertos. Justify your position with at least three reasons using discourse markers like en primer lugar, además, and por consiguiente, and respond to a counterargument.*

**What this helps you practise:**

Justifying opinions with Hispanic examples and discourse markers

**How to use it well:**

Deliver your argument using three distinct reasons. Check discourse markers and ensure you address and counter the opposing viewpoint.

**Prompt 94: Discussing a Literary Extract (HL)**

**Copy this prompt into your AI tool:**

*Select a short extract from a Spanish literary work you have studied, such as a text by García Márquez, Isabel Allende, or Laura Esquivel. Summarise the extract, explain its significance within the wider work, and discuss how it relates to a global issue for your IO presentation. Use literary vocabulary including narrador and metáfora. [SL/HL: This*

*prompt is HL only, as literary text discussion is an HL requirement for the IO.]*

**What this helps you practise:**

Analysing a literary extract for HL IO presentation

**How to use it well:**

Analyse the literary extract using specialist vocabulary. Check narrador and metáfora terms and connect to your IO global issue.

**Prompt 95: Cultural Comparison in Discussion**

**Copy this prompt into your AI tool:**

*Compare an aspect of Hispanic culture, such as la sobremesa or festival traditions like las Fallas, with your own culture in a spoken response. Choose a topic related to Experiences, use comparative structures including más...que, tanto...como, and mientras que, and practise delivering your comparison in fluent, structured Spanish within three minutes.*

**What this helps you practise:**

Comparing Hispanic culture with own culture orally

**How to use it well:**

Deliver your comparison orally within three minutes. Check comparative structures and ensure genuine cultural comparison with depth. Review your work against IB criteria and refine weak areas.

**Prompt 96: Handling Difficult Questions**

**Copy this prompt into your AI tool:**

*Respond to the following challenging question in Spanish: Some people argue that preserving indigenous languages in Latin America, such as Quechua or Guaraní, is unnecessary in the modern globalised world. To what extent do you agree? Use the subjunctive mood, discourse markers for nuance, and reference specific language preservation programmes.*

**What this helps you practise:**

Responding to challenging indigenous language preservation questions

**How to use it well:**

Respond using subjunctive mood and discourse markers. Check cultural references and ensure nuanced argumentation with multiple perspectives. Review your work against IB criteria and refine weak areas.

**Prompt 97: Pronunciation and Intonation**

**Practice**

**Copy this prompt into your AI tool:**

*Read aloud a paragraph in Spanish on the topic of Social Organisation, focusing on a Hispanic education or welfare topic. Then record yourself and identify three specific pronunciation or intonation issues, such as the distinction between b/v, the rolled rr, or sentence-level stress patterns. Practise corrections and re-record. Ensure you practise corrections systematically and record improvements in a second recording.*

**What this helps you practise:**

Improving pronunciation of b/v distinction and rolled rr

**How to use it well:**

Read aloud and record yourself for pronunciation review. Check b/v distinction and rolled rr specifically and re-record after corrections.

**Prompt 98: Structuring a Presentation**

**Copy this prompt into your AI tool:**

*Outline a structured IO presentation on a visual stimulus related to Social Organisation in the Hispanic world, such as an image of a protest in Chile or a community centre in Spain. Plan your introduction, image description, three thematic*

*analysis points linking to a global issue, and conclusion. Include transitions and aim for three to four minutes.*

**What this helps you practise:**

Planning a structured IO presentation with transitions

**How to use it well:**

Plan your IO structure with timed section targets. Check transitions between description and analysis and aim for three to four minutes.

**Prompt 99: Interactive Discussion Simulation**

**Copy this prompt into your AI tool:**

*Simulate a full Individual Oral (IO) discussion phase by responding to five progressively challenging questions on the topic of migration in the Hispanic world, including la frontera, remesas, and integración cultural. Begin with factual recall, then move to analysis, evaluation, and personal response using the subjunctive and discourse markers. Ensure your responses demonstrate increasing analytical depth across the five questions.*

**What this helps you practise:**

Simulating IO discussion with progressive question difficulty

**How to use it well:**

Respond to five progressive IO questions on migration. Check subjunctive and discourse markers and ensure responses escalate in depth.

**Prompt 100: Self-Evaluation Against IO Criteria**

**Copy this prompt into your AI tool:**

*Record a complete practice IO presentation and discussion in Spanish covering your chosen global issue linked to a Hispanic cultural context. Then evaluate your performance against the IB IO markband descriptors for productive skills*

*(destrezas productivas), interactive skills, language, and message. Identify two strengths and two specific targets for improvement.*

**What this helps you practise:**

Self-evaluating IO performance against markband descriptors

**How to use it well:**

Record and evaluate your IO against markband descriptors. Identify two strengths and two targets and create an improvement action plan.

## **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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