

FACTFILE: GCSE SPANISH

Reading 2

CONTEXT 1: IDENTITY, LIFESTYLE AND CULTURE



Social media and new technology



Introduction

Here are some key points to help you study this topic.

Learning Outcomes

You should be able to:

- understand and respond to different types of written language;
- understand details within texts using high frequency familiar language;
- identify the overall message, key points, details and opinions in a variety of written passages;
- deduce meaning from a variety of written texts (from a range of specified contexts including short narratives, authentic material and unfamiliar material);
- recognise and respond to key information, important themes and ideas in extended written text and authentic sources;
- demonstrate understanding by being able to scan for particular information, organise and present relevant details, draw conclusions in context and recognise implicit meaning where appropriate; and
- translate sentences from Spanish into English.

These lists are neither prescriptive nor exhaustive.

Skills

- Self-Management.
- Problem Solving.
- Managing Information.
- Use of ICT.

Preparation

- Familiarize yourself with the specification requirements and grade boundaries.
- Familiarize yourself with the rubrics and type of questions you will have to answer in this component of the GCSE.
- Consolidate your knowledge of basic vocabulary in Spanish, e.g. **numbers, phrases of frequency, connecting words.**
- Develop a bank of topic based vocabulary from the CCEA core vocabulary lists such as:
 - **Different types of technology;**
 - **Topic related verbs.**

Practice

(classroom and independent study activities)

- **Tips to make comprehension easier**
 - **Learn** as much vocabulary as you can. This is one of the most important things.
 - **Read for gist** – Overall context? Key Details, e.g. – **What? Who? When? Where? Why?**
 - **Attention to detail** – Slow down, read carefully. Read it again. Think about the verb tenses used. Think about word order. Think about agreement of adjectives. Think about negative forms.
 - **Make logical guesses** – When you come to a word or piece of information that you don't recognise try to work it out – **Process of elimination.**
 - What is it not? You know lots of vocabulary, so rule out the things you know for sure that it isn't.
 - What is left? What could it be? What would fit here?
- **Vocabulary Building**
 - List Activity** – Individual and Group work Task.
 - Part 1 – Make three lists- topic related verbs, topic related nouns and topic related adjectives. Pupils should try to identify as many of each as they can in the time allowed.
 - Part 2 – Pupils then exchange vocabulary with each other to see if they can add more.
- **Duolingo** – (independent study) Website and app to develop and revise vocabulary.
- **Translation** – Spanish into English from CCEA specimen assessment materials.
- **Comprehension Activities** – Reading comprehension questions from:
 - CCEA specimen assessment materials and past papers;
 - Text books;
 - Online websites and apps.

Revision

- **Topic related vocabulary** (including false friends)
- **Verbs** (including the subject, e.g. I, you, we. Tenses. Irregular verbs)
- **Adverbs of time and place** (e.g. aquí, allí, ahora, ya)
- **Prepositions**
- **Conjunctions** (e.g. y, pero, cuando, o)

