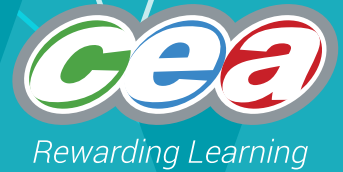


FACTFILE: GCSE SPANISH

Reading 3

CONTEXT 1: IDENTITY, LIFESTYLE AND CULTURE



Free time, leisure and daily routine



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 and time, days and months, weather, phrases of frequency, connecting words.**
- Develop a bank of topic based vocabulary from the CCEA core vocabulary lists such as:
 - **Sports and pastimes;**
 - **Places of interest;**
 - **Daily routine activities and chores.**

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**
Snowball Activity – Individual and Group work Task.
Part 1 – Pick a sub-topic from this unit and list as much vocabulary as you can in the time allowed.
Part 2 – Pupils then exchange vocabulary with each other to see if they can learn 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).

