

FACTFILE: GCSE SPANISH



Reading 5

CONTEXT 2: LOCAL, NATIONAL, INTERNATIONAL AND GLOBAL AREAS OF INTEREST



My local area and the wider environment



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. **prepositions, numbers, connecting words**.
- Identify areas of weakness that you need to work on, e.g. **spelling, topic vocabulary**.
- Develop a bank of topic based vocabulary from the CCEA core vocabulary lists such as:
 - **Places in town including directions and prepositions of place;**
 - **Weather.**

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**
Each One Teach One –
Part 1 – In groups pupils choose a topic, e.g. house, places, weather, directions, etc. They must develop as much vocabulary related to this topic as they can. They may use dictionaries.
Part 2 – Pupils now present back to the rest of the class what they have managed to learn.

- **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).
- **Conjunctions** (e.g. y, pero, donde, porque).

