**A-level Spanish**



**Bridging Course - Week 2**

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****St Mary’s Catholic School

A-level Spanish Bridging Course

1. Last week you completed a grammar audit to self-assess your confidence level with the common grammar points you’ve studied at GCSE. **Repeat this grammar audit below** and see if you are feeling more confident in the areas that required improvement. If there are still any gaps in your knowledge then refer back to the study websites and practise exercises from last week’s work and complete any additional review and practise if necessary.

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| --- | --- | --- | --- | --- |
| GRAMMAR POINT | Fully confident | Quite confident | Not confident | Notes/comments |
| **Nouns** – gender, singular/plural forms |  |  |  |  |
| **Articles** – definite (el, la, los/las), indefinite (un,una) |  |  |  |  |
| **Prepositions** |  |  |  |  |
| **Adjectives** – agreement |  |  |  |  |
| **Adjectives** – position/word order |  |  |  |  |
| **Comparisons and superlatives** |  |  |  |  |
| **Possessive adjectives** – mi/mis, tu/tus etc |  |  |  |  |
| **Demonstrative adjectives** – este, ese, aquel etc |  |  |  |  |
| **Question words** |  |  |  |  |
| **Pronouns** – subject (yo, tú etc) |  |  |  |  |
| **Verbs** – present tense (regular) |  |  |  |  |
| **Verbs** – present tense (irregular) |  |  |  |  |
| **Verbs** – present tense (reflexive) |  |  |  |  |
| **Verbs** – preterite tense |  |  |  |  |
| **Verbs** – perfect tense |  |  |  |  |
| **Verbs** – imperfect tense |  |  |  |  |
| **Verbs** – near future (using ir + a + inf) |  |  |  |  |
| **Verbs** – simple future (using endings) |  |  |  |  |
| **Verbs** – conditional |  |  |  |  |
| **Negatives** - formation |  |  |  |  |

1. You are now going to review the vocabulary that you started to work on last week
2. **Log onto your Memrise account and access the vocabulary on La influencia de los ídolos here**:<https://www.memrise.com/course/1612689/aqa-a-level-spanish-includes-as-vocabulary/>
3. **Test yourself on the vocabulary you learnt last week** from unit 4 (4.1 Los jóvenes bajo la influencia de los ídolos, 4.2 ¿Héroes deportivos? and 4.3 La nueva cultural de fama)
4. If you are finding any of this vocab difficult or there are any gaps in your knowledge then go back to the learning stage and make a note of any words causing particular difficulties. The minimum expectation is that you will recognise the word in English but ideally, you should also be able to say and spell the Spanish when you see the English.
5. Once you feel confident with the vocabulary on Ídolos you should **begin to learn vocabulary form the other A Level (year 1) topics**. This will be incredibly beneficial when you come to studying these topics next year and weekly tests are set on this vocabulary so this will give you a head start with those.
6. You are now going to have an introduction to some of the key reading skills required at A Level Spanish. As mentioned in the overview last week you will need to engage with a lot of Spanish material on the themes that are taught. Whilst good vocabulary and grammar knowledge will support you to access the meaning of texts in the target language there are specific exam questions set in paper 1, which require certain strategies in order for you to be successful. You will now be shown some guides to answering different styles of question and you will have the opportunity to practise this question style by completing some reading activities on the topic of La influencia de los ídolos (the vocab and grammar you have studied will support you to understand meaning but if you need to look up any additional vocab use [www.wordreference.com](http://www.wordreference.com) which is a reliable online dictionary)
7. **Study the ‘Guide to the gap fill question’ below,** when you feel confident with the strategy that has been suggested **complete the gap fill question (Q1)** in the attached booklet of ‘Practice reading questions for A Level Spanish. ’ The answers to all the practice reading questions can be found at the end of the booklet. You should mark your work and review/look up any vocabulary, which posed any problems.

**Guide to the reading gap fill question**

* **As the name suggests this question requires you to fill in the blank spaces in a text or sentences using words given in a list.**
* **Read the question title and text first to give you the overall gist and context.**
* **Read the list of words, which you’ll use to fill in the gaps and translate them into English where possible.**
* **Check the grammatical features of the words which you’ll use to fill in the gaps – i.e. Are they verbs (what tense?/who or what is the subject?), nouns (gender/singular/plural), adjectives (agreement/position)**
* **Return to the text and check the grammatical features of the words around the gaps as this will give you a clue as to what type of word is required to fill the gap. I.e. if there is an article preceding the gap, it is likely the missing word will be a noun.**
* **Begin to fill in the gaps based on what you have found. Remember that you will only use each word once. Sometimes you are given more words than gaps so look out for this.**
* **The most important step: read your final work once it is complete. Translate it (verbally) into English to ensure it makes sense. If it doesn’t make sense there is likely to be an error and you should review the previous steps.**

1. **Study the ‘Guide to the synonyms question’ below,** when you feel confident with the strategy that has been suggested **complete the synonyms question** **(Q2)** in the attached booklet of ‘Practice reading questions for A Level Spanish. ’ The answers to all the practice reading questions can be found at the end of the booklet. You should mark your work and review/look up any vocabulary, which posed any problems.

**Guide to the reading synonyms question**

* **As the name suggests this question requires you to find synonyms for a list of given words in a stimulus text. Remember that a synonym is a word that means the same as another.**
* **Read and annotate the stimulus text to ensure you have a good understanding of the meaning.**
* **Read the list of words, which you’ll need to find a synonym for and if possible translate these words into English so you’re clear on the meaning.**
* **This is not always possible if the vocabulary is unknown so check the grammatical features of these words as you did in the gap fill question. When finding a synonym you will have to find the same type of word, i.e. a verb will replace a verb and an adjective will replace an adjective etc.**
* **Return to original text and begin to look for words that convey the same meaning. If there is unknown vocab then always focus on what you do know as this can still help you to understand meaning without knowing every word.**
* **Note that the synonyms will often be found in the correct order in the text, this can be very helpful**
* **Also, note that you may have one word to replace in the question but this might be conveyed by several words in the text and this precision is key to achieving the mark. Eg. To shout and to raise your voice are synonyms for each other but contain different numbers of words.**
* **As always, proof read your work and aim to never leave blank spaces. If you do need to make a guess ensure that it is a well-considered guess and you have used the same type of word in your answer as the original word.**

1. **Study the ‘Guide to the reading comprehension question’ below,** when you feel confident with the strategy that has been suggested **complete the comprehension question (Q3)** in the attached booklet of ‘Practice reading questions for A Level Spanish. ’ The answers to all the practice reading questions can be found at the end of the booklet. You should mark your work and review/look up any vocabulary, which posed any problems.

**Guide to the reading comprehension question**

* **This question requires you to read an extended text and answer a number of questions to show your comprehension of the text.**
* **Read and annotate the text first and then read the questions to understand what is being asked**
* **Focus on the particular part of the text for the appropriate section which will enable you to answer the question – remember they will go in order unless stated otherwise**
* **Unlike the summary question, it is perfectly acceptable to lift language from the text but you must ensure you use only the part of the sentence that is relevant to the answer. Answers which are too short or too long and don’t precisely convey the answer will be unlikely to gain a mark. At times the wording of the original text will need to be manipulated to answer the question.**
* **Check the verb in your answer carefully – particularly if changing it from original text/question**
* **Check grammar/spelling carefully when you’re finished**
* **One of the pitfalls of this question can be lack of precision in your answer so check that your answer does in fact answer the specifics of what the questions is asking.**

1. **Study the ‘Guide to the reading summary question’ below,** when you feel confident with the strategy that has been suggested **complete the summary question (Q4)** in the attached booklet of ‘Practice reading questions for A Level Spanish. ’ The answers to all the practice reading questions can be found at the end of the booklet. You should mark your work and review/look up any vocabulary, which posed any problems.

**Guide to the reading summary question**

* **This question requires you to read a stimulus text and summarise it in 70 or 90 words according to three bullet points that are given to you to base your summary on. There is a requirement to express the information in your own words rather than lifting everything from the text. You are given marks for the content of your summary and for the quality of language that you use.**
* **Read the bullet points you are given and read the text at least twice, for the overall gist, before starting the summary.**
* **Write some key points from the text, e.g. short sentences or statistics that seem important for conveying the information required in the bullet points.**
* **Extract some key words and expressions that you might want to use.**
* **Look at the bullet points you are given again as a guide to writing your summary.**
* **Following each bullet point, write a sentence using your own structures but with some words from the text to help you.**
* **Don’t write everything you read about a particular bullet point, just the key information.**
* **The key is to show you have understood the key points and that you have communicated them, showing manipulation of the structures / vocabulary in the extract.**
* **AQA says: Students should not just lift full sentences from the text but should manipulate the structures for their own purposes to access high marks for quality of language.**
* **Note, manipulating structures will often be something quite straightforward like changing the subject of a verb from first person to third person.**

1. You are now going to have an introduction to Spanish music. As with Spanish films, listening to music in the target language is an excellent way to develop your listening skills and can help you to pick up and memorise new vocabulary. Think about how many songs you know the lyrics to in English despite not actively trying to learn them. If you engage with Spanish music, it is an excellent way of developing your vocabulary knowledge. **Go to the following website listed below and choose at least five Spanish songs/artists from the charts to listen to** (on YouTube). There will be a number of English songs in the Spanish charts too, do not base your research on these. **Produce a written description**, which sets out your opinions on different artists/songs with justifications – your work on opinions at GCSE will support with this. This description will form the basis of a presentation in week 4 and you will receive feedback on it. <https://top40-charts.com/chart.php?cid=21&date=>

Another excellent website for developing your skills is <https://lyricstraining.com/es>. **Set yourself up with an account** which is free (you can also download this as an app). This website allows you to develop your skills by listening to songs and completing gap fill activities to test your understanding of the vocabulary/pronunciation of the words. You can search for artists that you have discovered or complete the tasks on the top songs suggested by the website. There are different levels of difficulty so you can start at beginner and work your way up to expert as you improve. Aim to spend some time on this website every few days and you will soon see your listening skills improving.