

## 3 Supported focus – Spanish visual description and cultural comparison

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Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Total: 10 marks**

**KEY WORDS** teacher-read rehearsal • cultural connection  
• rehearsal • evidence • location • mercado • detail • hay

### Objective

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- Describe visible details with hay and location language
- Link a visual to a studied Spanish-speaking context and respond to follow-up

Original public practice; marks below are classroom self-check points, not official criteria.

### 1 Key knowledge and worked examples

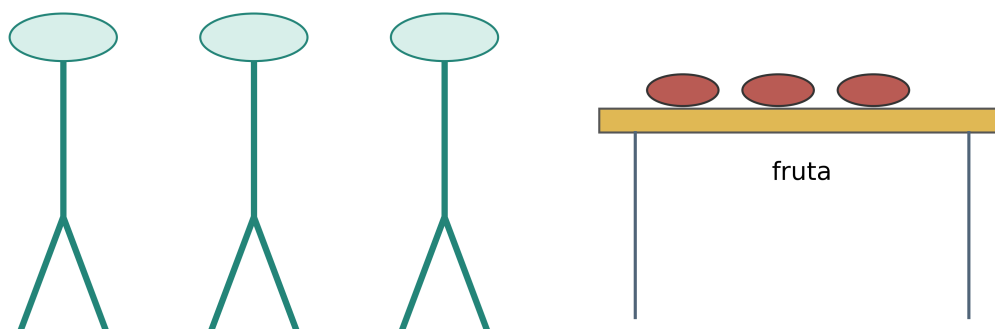
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Hay means there is or there are. Location phrases such as al lado de and delante de place objects.

Build from description to a supported interpretation, then a specific cultural comparison studied in class.

Use the actual original market illustration. Say “En la imagen hay tres personas y una mesa”. Location phrases include al lado de (beside) and delante de (in front of). “Prefiero las manzanas porque son fáciles de llevar” gives a preference with a reason. The image alone supplies no nationality, relationships or historical origin. A cultural link must come from a specific studied Spanish-speaking context.

## Una escena original: el mercado



*Original diagram of the worked relationship; read the full wording and qualifications.*

Worked example from the native lesson: En la foto hay tres personas en un mercado . Están al lado de una mesa can describe an original classroom visual. A follow-up about food can use me gusta or prefiero with a reason, while avoiding claims about every Spanish-speaking country.

### ■ Complete original case context

Original teacher-read rehearsal script: “El sábado voy al mercado por la mañana. En el mercado hay tres personas al lado de una mesa. En la mesa hay fruta. Llevo una bolsa de casa porque quiero usar menos plástico. Prefiero las manzanas porque son fáciles de llevar. Después voy a la biblioteca.” Vocabulary: sábado = Saturday; mañana = morning; fruta = fruit; bolsa = bag; menos = less; después = afterwards. Use the supplied market illustration for description. Close this script for teacher-read listening; no recording is supplied or certified.

## 2 Practice

**2.1** Which sentence states a visible detail rather than an unsupported assumption? Explain using the worked method. [1]

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### 3 Exam-style questions

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Use the complete original case context in section 1.

**3.1** Describe two visible details in Spanish and give one location phrase. Separate description from an unsupported cultural assumption. [3]

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**3.2** Answer “¿Qué prefieres y por qué?” and “¿Qué llevas al mercado?” using a coherent short response. Then ask a follow-up. [3]

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**3.3** After a teacher reads the script with the text closed, state the day, time of day, next place and reason for the bag. Then explain what is still needed for a specific cultural connection [3]

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