Teacher’s notes and answers

Unit 5: La identidad regional en España

|  |
| --- |
| **Dynamic Learning resources:**  Theme 2 Scheme of work  Unit 5 Transcripts  Unit 5 Vocabulary lists  Unit 5 Translation test (easy): *La Semana Santa de Sevilla*  Unit 5 Translation test (medium): *Las lenguas oficiales en España*  Unit 5 Translation test (hard): *La Tauromaquia ¿deporte o crueldad?*  Unit 5 Video test (a): *Los castillos humanos catalanes*  Unit 5 Video test (b): *La semana santa*  Unit 5 End of unit test |

5.1 La Semana Santa en España

|  |
| --- |
| **Pages:** 78–81  **Stage of Learning:** Transition  **Objectives:**   * Understand how Easter is celebrated in Spain and its regional variants. * Use the preterite tense. * Produce interesting sentences in writing and speaking using different strategies.   **Audio files needed:**  **5.1.4 Audio**  **Dynamic Learning resources:**  5.1 Vocabulary test English to Spanish  5.1 Vocabulary test Spanish to English (with audio) |

Starter

1

Students match up the *Semana Santa* words with their definitions, using the pictures as clues. They could do this activity with their partner. Encourage them to think about how Easter is celebrated in the UK and how this contrasts with the celebrations in Spain.

Answers

**1** c

**2** d

**3** f

**4** b

**5** e

**6** a

Reading text and exercises

Magazine article where Natán describes how Easter is celebrated in different parts of Spain. As a way to introduce the topic, you could ask if any of the class has experienced *Semana Santa* in Spain, and what they saw. If not, you could ask them to speculate, based on the pictures for the starter activity, what type of festival it is, and what kind of language they might expect to encounter (e.g. statues, processions, religion). Any video clips showing the processions and celebrations would be useful to illustrate the experience for students.

2a

Exam-style comprehension exercise where students have to watch each sentence with the town in Spain where it takes place.

Answers

**1** Zamora

**2** Cáceres

**3** Valladolid

**4** Málaga

**5** Sevilla

**6** Lorca

**7** Cuenca

**8** Cartagena

2b

Exam-style comprehension exercise where students write brief summaries of the three points. Draw their attention to the fact that they must cover all the relevant points for each point as indicated by the number in parenthesis.

Possible answers

* Tienen que soportar el peso enorme de las Vírgenes y desfilar por estrechas calles.
* En Cuenca hay conciertos de la Semana de Música Religiosa en edificios históricos como la catedral normanda. Los cantos gregorianos se oyen por la noche en Zamora, y producen una atmósfera maravillosa. Miles de personas cantan la salve a la Virgen al final de las procesiones en Cartagena, y es muy emocionante.
* La Semana Santa en España no solo es una celebración religiosa, sino también una festividad que contiene folclore, tradición y cultura.

Speaking

2c

Students decide which *Semana Santa* tradition they find most striking, and discuss it with their partner, giving three reasons.

Answers

Open ended

Grammar box

The preterite tense (G2)

Direct students to grammar section G2 Highlight that both –*er* and –*ir* verbs take the same endings. Point out that some of the most common verbs are irregular and that it is essential to learn these.

Students identify examples of the preterite in the text and explain their use.

Possible answers

**a** volví de mi viaje (*I returned from my trip*), aprendí mucho (*I learned a lot*), nos fijamos bien en las esculturas (*we looked closely at the sculptures*), resultó muy emocionante (*it turned out to be very exciting*), miles de personas se unieron (*thousands of people came together*), sorprendió mucho (*was very surprising*)

**b** uno de los momentos más emotivos fue (*one of the most emotional moments was*), dio su bendición (*he gave his blessing*), tuve la ocasión (*I had the opportunity*), produjeron una atmósfera increíble (*they produced an incredible atmosphere*), incluyeron personajes y escenas de la Biblia (*they included characters and scenes from the Bible*)

**c** The examples involve completed actions.

Grammar exercise

3

Students complete the sentences with the correct preterite form of the given verb. As additional practice, ask them to write down ten things that they did last week.

Answers

**1** fuimos

**2** saliste

**3** pasearon

**4** estuve ; participé

**5** murieron

**6** vio

**7** nos juntamos

**8** fue ; conoció

Listening passage and exercises

Three young people talk about *Semana Santa*. It would be useful first to ask them to find the meaning of *cofradía*, *ostentosa*, *exagerada*, *valiosa*. Ask them to apply the dictionary skills they learnt in sub-unit 1.1.

**Audio files needed:**

**5.1.4 Audio**

4a

Exam-style comprehension exercise where students have to answer the questions in Spanish.

Answers

**1** El Cristo de la Buena Muerte

**2** Llora y canta (saetas)

**3** En el sur

**4** Con un motor (en el interior)

**5** En las iglesias

**6** Hay que cancelar el desfile

Translation / Listening

4b

Students listen and translate the phrases into Spanish. The exact phrases are in the listening passage, but it may be helpful to have access to the transcript here.

Answers

**1** aunque no seas religioso

**2** ensayamos todo el año

**3** con mucha ilusión

**4** la gente muestra su fe

**5** monumentos andantes

**6** no deben mojarse

Translation

5

Translation exercise, from Spanish into English. Remind them to look out for the verbs in the preterite. The strategy box for translating from Spanish to English is in Sub-unit 2.2.

Suggested answers

**Sample translation**

I could not believe my eyes on arriving at the town of *Valverde de la Vera*. There, they have a tradition that consists of a group of men who walk through the streets tied with heavy ropes to a piece of wood in the shape of a cross to show their respect to Jesus Christ. I felt so shocked that I was not able to take photos, only stare. Everyone seemed to understand this ritual, and showed their respect for the men in complete silence, but I am still surprised by such extreme and brutal behaviour.

Strategy box

Producing interesting sentences when writing and speaking

Students should use the techniques in this strategy box to help them with exercises 6a, b and c. Remind them that the ability to put this strategy into practice will be very beneficial in the exam. Before completing exercise 6, they could practise by writing a very simple paragraph about what they did last weekend, and then applying the strategy to extend it and make it more interesting. Using this strategy on a familiar topic will increase their confidence.

Research

6a

Students choose one of the cities mentioned in exercise 2 and research its *Semana* *Santa* customs online. Remind them to make notes with the aim of talking and writing about it, using phrases from their research and from this spread. The strategy box for internet research is in sub-unit 3.2.

Highlight useful phrases such as *de la nada* = out of nowhere and *de la noche a la mañana* = overnight.

Answers

Open ended

Speaking

6b

Pair discussion activity. Students discuss what they have found out with a partner. Suggest they each draw up a list of questions for the other to prompt the conversation. This could also be a chance to practise the preterite by questioning as if they had just been to see the celebration e.g. ¿*Dónde fuiste*? ¿*Qué viste*? ¿*Qué opinaste*? Remind them also about the strategy box for taking the initiative in conversation in sub-unit 3.3.

Answers

Open ended

Writing

6c

Students write up their findings, making sure to include all the information in the points given. They could read these out in class or otherwise share them with the other students, and see if the others can identify which city’s celebrations they are describing.

Answers

Open ended

5.2 La tauromaquia, sus diversas formas y la polémica

|  |
| --- |
| **Pages:** 82–85  **Stage of Learning:** AS  **Objectives:**   * Get to know more about the world of bullfighting in Hispanic countries. * Start to use the basic structures of the present subjunctive. * Answer questions effectively on a reading or listening passage in Spanish and infer information.   **Audio files needed:**  **5.2.4 Audio**  **Dynamic Learning resources:**  5.2 Vocabulary test English to Spanish  5.2 Vocabulary test Spanish to English (with audio) |

Starter

1

Students complete the quiz. This could be done as a whole class activity to prompt discussion around the issues of animal cruelty.

Answers

Open ended

Reading text and exercises

Magazine article about bullfighting in Hispanic countries. Bullfighting is still a hugely important local custom and past time in Hispanic countries, and it gives rise to strong feelings on both sides of the debate. To introduce the topic, ask students what they know about this subject, and what their first impressions are about local attitudes to it.

2a

Exam-style comprehension exercise where students choose the correct title for each paragraph. Draw their attention to the date in paragraph F. As an extension the class could briefly discuss the following questions: what traditions that were common in this country, dating back to the 12th Century, no longer exist? (e.g. bear baiting, cock fighting.), are there any that still do, albeit illegally in some cases? (Eg hare coursing, dog fighting.)

Answers

**1** E

**2** F

**3** C

**4** A

**5** D

**6** B

2b

Students read the article again and answer the questions; the answers need to be in correct Spanish but not necessarily in full sentences.

Answers

**1** Se preparan duramente y practican mucho sus movimientos alrededor del toro.

**2** Los toreros matan al toro/El toro muere.

**3** Dicen que el ´toro de lidia´ es un animal único en el mundo que no existiría si no fuese por la tauromaquia.

**4** Se utilizan para conciertos y otros eventos.

**5** España, Francia y Portugal

**6** Se mueve dinero con el precio de las entradas, la confección de uniformes de toreros, los carteles o los programas de televisión (any two).

**7** En el siglo XII.

**8** Piensan que es un rasgo definitorio de la cultura española.

Strategy box

Answering questions effectively on a reading or audio passage in Spanish, including inferring information

Direct students to the strategy box on answering questions, and ask them to go through it carefully, taking especial note of any strategies that are new to them. Highlight the need to “manipulate” the language and not just copy word for word.

Grammar box

The present subjunctive (G14.1 and G14.5)

Direct students to grammar section G14. The list of uses can seem overwhelming at first – can students pick out any clues that might alert them to the presence of a subjunctive? Ask them to write out a list of useful phrases always followed by the subjunctive. Students then look back at the magazine article and complete the tasks in the grammar box.

Answers

Any four of the following:

para que finalmente los maten (*so that they finally kill them*) – subjunctive follows ‘para que’

cuando haya eventos (*when there are events*) – subjunctive follows ‘cuando’ with an event yet to occur

para que así no estén en desuso (*so that in this way they do not fall into disuse*) – subjunctive follows ‘para que’

sin que sea una fiesta nacional (*without it being a national festival*) – subjunctive follows ‘sin que’

a fin de que los aficionados puedan verlas (*so the fans can watch them*) – subjunctive follows ‘a fin de que’

para que no desaparezca (*so that it does not disappear*) – subjunctive follows ‘para que’

Grammar exercise

3

Students complete the sentences with the correct subjunctive form of the given verb.

Answers

**1** acompañe

**2** llegue

**3** entren

**4** van

**5** puedan

**6** dé

**7** buscas ; cierre(n)

**8** vuelva/volverá ; terminen

Listening passage and exercises

A discussion about two other controversial celebrations involving bulls. This is another place where video clips of these customs would really bring them to life for students and get them thinking about the issues that will be discussed.

**Audio files needed:**

**5.2.4 Audio**

4a

Exam-style comprehension exercise where students listen and write down the figure that corresponds to each of the statements about *Los Sanfermines*.

Answers

**1** una semana

**2** el siglo catorce

**3** un millón

**4**  (unos) veinte mil

**5** tres minutos

**6** 849 metros

4b

Exam-style comprehension exercise where students listen to the passage about *El Toro de la Vega* and choose the five correct sentences. As further practice they could correct the untrue statements.

Answers

1, 2, 4, 5, 8

Translation

5

Students translate the article about child bullfighters from Spanish into English.

Highlight useful phrases such as *superdotado* = exceptionally gifted, *pulmón* = lung and *asta* = horn.

Remind them that the strategy box for translating from Spanish to English is in sub-unit 2.2.

Suggested answers

**Sample translation**

**The agony of Mexico’s child bullfighters  
‘**My son is an exceptionally gifted bullfighter. He has skill, instinct and he is here because he wants to be. We came to Mexico because in Spain children cannot fight bulls until they are 16. The idea was to spend time here and learn Mexican bullfighting customs.’ Antonio Sánchez Cáceres, a bullfighter from the 1970s, talks about his son Jairo Miguel, admitted yesterday to a hospital in Aguascalientes with a lung perforated by a bull horn. Jairo Miguel turned 14 last March. The bull that put him in a critical state weighed 430 kilos.

Writing

6a

Students write a few sentences about the picture, using the language in the box and from the unit to help them. This is an opportunity for students to clarify and consolidate their thoughts on this subject before participating in a class discussion.

Answers

Open ended

Speaking

6b

Class discussion activity. Students share what they have written with the class. Encourage them to express and justify their opinions. Refer them back to the strategy in sub-unit 1.4 on conversing fluently.

Answers

Open ended

Writing

6c

Working with a partner, one student draws up a list of five reasons for banning bullfights, and the other notes three reasons to preserve them. The latter may require students to make a concerted effort to get into the mind set of bullfight supporters; point out that the ability to identify and analyse arguments of any type is extremely valuable.

Answers

Open ended

Speaking

6d

Students take part in a class debate, defending their given point of view. Remind them to back up their arguments with evidence and examples, not just emotion.

Answers

Open ended

5.3 Un viaje gastronómico por España

|  |
| --- |
| **Pages:** 86–89  **Stage of Learning:** AS  **Objectives:**   * Discover the immensely varied gastronomy of Spain. * Use relative pronouns. * Improve exam techniques for reading tasks.   **Audio files needed:**  **5.3.5 Audio**  **Dynamic Learning resources:**  5.3 Vocabulary test English to Spanish  5.3 Vocabulary test Spanish to English (with audio) |

Starter

1

Students choose three dishes from the list and explain their appearance, their ingredients, how they are made, and an opinion on what they taste like. The initial research could be carried out as homework. In pairs, they present their chosen dishes to their partner, who could take notes, write a few phrases, and return them to the first person to check they have understood correctly. This unit would be an ideal opportunity for some practical research i.e. sampling some Spanish food. This could be done in class, in collaboration with the Food Technology department, or if you are fortunate enough to have a local Spanish restaurant, by organising a class trip. Alternatively, you could set students a practical homework, to be discussed and eaten in class later.

Answers

Open ended

Reading text and exercises

Diary of a gastronomic tour of Spain. Highlight some useful words and phrases like *no sé por dónde empezar* = I don’t know where to begin and *disfrutar* = to enjoy. Direct students to the strategy box on reading tasks before they begin to answer the questions on this text.

2a

Exam-style comprehension question where students choose the correct day of *Fruela Gil*’s journey to match each sentence.

Answers

**1** 5

**2** 2

**3** 2

**4** 3

**5** 1

**6** 1

**7** 5

**8** 6

2b

Exam-style comprehension question where students choose the correct words to fill the gaps in the text. There are more words than they need.

Answers

**1** expedición

**2** turista

**3** Gocé de

**4** saborear

**5** placer

**6**  simples

**7** viaje

**8** bombazo

Speaking

2c

Students discuss one of the regions and its delicacies with a partner being sure to cover the points given.

Answers

Open ended

Strategy box

Improving exam techniques for reading tasks

A list of useful advice for tackling the reading comprehension exercises. The penultimate bullet point is particularly pertinent to exercise 2a.

Strategy task

3

Students find synonyms in the text for the four extra words from question 2b.

Answers

variedad

emoción

me fascinó

famosa

Grammar box

Relative pronouns (F5)

Refer to Grammar Section F5. Point out that relative pronouns are extremely useful in allowing them to write longer and more interesting sentences in Spanish. Students identify examples in the reading text.

Answers

**a** hay tanta variedad que no sé por dónde empezar (*there is so much variety that I don't know where to start*), un guiso tradicional, el cual se hace con garbanzos (*a traditional stew, which is made with chickpeas*), lo que me fascinó (*what fascinated me*), lo que es un lujo al alcance de todos (*which is a luxury within reach of everyone*)

**b** Lo que (or lo cual) *is used when the relative pronoun refers to an abstract idea*.

Grammar exercise

4

Students complete the sentences by choosing the most appropriate relative pronoun from the box.

Answers

**1** que

**2** quien

**3** el que

**4** Lo que

**5** la cual

**6** las cuales

**7** los que

**8** quienes

Listening passage and exercises

An interview with *Ferran Adrià*, the most famous chef in Spain, about the type of food he likes to produce. As an introduction you could ask students to list some famous chefs in this country, and briefly discuss what type of food they are famous for.

**Audio files needed:**

**5.3.5 Audio**

5a

Students listen for the error in each sentence and correct it. Ensure they fully understand the statements before they begin and warn them that the language they will hear is not a carbon copy of the statements.

Answers

**1** menos valorado – más afamado

**2** despreciando lo tradicional – respetando lo tradicional

**3** una gran mayoría – una minoría

**4** poca variedad – mucha variedad

**5** recetas modernas – recetas tradicionales

**6** mezclar los ingredientes principales – separar los ingredientes principales (y combinarlos diferentemente)

**7** aburrir a los clientes – sorprender a los clientes

**8** acaba de abrir – acaba de cerrar

5b

Exam-style comprehension question where students listen and summarise the points given, taking care to include all the necessary information.

Possible answers

* Al principio, Ferran tuvo un sueño. Quería mezclar maneras tradicionales con ideas diferentes.
* A Ferran le gusta experimentar. Es muy original. Cree que hay valor en cambiar una receta tradicional de paella, o una simple tapa de patatas bravas.
* Son la deconstrucción, la espuma de comida y la gastronomía molecular.
* Ferran ha cerrado su restaurante y tiene la intención de convertirlo en un centro de investigación gastronómica y escuela de cocineros.

Research

6a

Students use the internet to research the two views on avant-garde cuisine. Remind them that the strategy box for effective online research is in sub-unit 3.2. Ensure they understand and can explain what *la cocina de vanguardia* is.

Answers

Open ended

Speaking

6b

Students choose one point of view and defend it; their partner defends the other. If time allows they could then defend the opposite opinion with a different partner to practice the whole range of relevant expressions.

Answers

Open ended

5.4 ¡En España se habla más de una lengua!

|  |
| --- |
| **Pages:** 90–93  **Stage of Learning:** AS  **Objectives:**   * Get to know the official languages of Spain and their importance. * Learn uses of the imperative. * Acquire techniques for listening tasks in the AS exam.   **Audio files needed:**  **5.4.3 Audio**  **Dynamic Learning resources:**  5.4 Vocabulary test English to Spanish  5.4 Vocabulary test Spanish to English (with audio) |

Starter

1

Students try to match up the words from the four different languages spoken in Spain. As preparation for this unit you could ask them to find out how many different languages are spoken in Spain, and also how many different countries in the world use Spanish either as an official or minority language. What other language influence can they detect in Catalan? (French) In Galician? (Portuguese)

Answers

|  |  |  |  |
| --- | --- | --- | --- |
| Castellano | Catalán | Gallego | Euskera |
| hermano | germà | irmán | anaia |
| trabajar | treballar | traballar | lan egin |
| buenos días | bon dia | bos días | egunon |
| buenas noches | bona nit | boas noites | gabon |
| por favor | si us plau | por favor | mesedez |
| gracias | gràcies | grazas | eskerrik asko |
| hola | hola | ola | kaixo |
| adiós | adéu | adeus | agur |

Reading text and exercises

Article about the official languages of Spain. It would be useful for students to find out on a map in which parts of Spain they are spoken.

2a

Exam-style comprehension question where students decide if the statements are true (V), false (F) or not mentioned (N) according to the text.

Answers

**1** V

**2** F

**3** V

**4** V

**5** F

**6** V

**7** N

**8** N

2b

Exam-style comprehension question. Students decide which language each statement is talking about – Catalan (C), Gallego (G), both (CyG) or neither (N).

Answers

**1** C

**2** G

**3** C

**4** N

**5** C y G

**6** C

**7** N

**8** C y G

Translation

2c

Students translate the sentences into Spanish. Remind them that the strategy box for English to Spanish translation is in sub-unit 2.3.

Suggested answers

**1** Me sorprendió descubrir que España tiene cinco lenguas cooficiales.

**2** El catalán es la lengua materna de casi cinco millones de personas.

**3** Si hablas con fluidez, no significa que seas bilingüe.

**4** Cuando vivía en Bilbao, mi profesor les decía a los estudiantes ingleses ‘¡Aprended vasco!’.

**5** Por razones históricas y geográficas, hay muchas similitudes entre el gallego y el portugués.

**6** La lengua hablada en el Valle de Arán, no es muy conocida.

Listening passage and exercises

A discussion piece on a radio programme between four young people on the languages they speak. Refer students to the strategy box before they begin these exercises. An introduction could be to ask how many languages the class speak between them, or are spoken in their homes. In some areas this will obviously be much greater than in others. Another way in could be to ask students what importance they think the “original” minority languages of the UK (Gaelic, Welsh, Cornish) still have today.

**Audio files needed:**

**5.4.3 Audio**

3a

Exam-style comprehension exercise where students listen and choose the correct ending to each sentence.

Answers

**1** B

**1** B

**3** C

**4** B

**5** C

**6** A

3b

Exam-style comprehension exercise where students listen and decide which speaker each sentence corresponds to. Make sure they understand who is speaking before they begin.

Answers

**1** M

**2** P

**3** E

**4** M

**5** R

**6** R

**7** M

**8** E

Strategy box

Acquiring techniques for listening tasks in the AS exam

A key list of reminders for how to tackle listening tasks. Remind them that the questions always give valuable clues as to the kind of language they can expect to hear; it is sometimes possible to predict the answer to a multiple choice question, for example, based on their prior knowledge of the subject.

Grammar box

Uses of the imperative (G15)

Refer students to grammar section G15. Remind them that this form is commonly used when asking for things in a shop or ordering food in a café. Where in the UK we would say “Please can I have...” in Spain they say “Give me...”. If you use the correct form of the imperative it doesn’t sound rude, but perfectly normal.

Answers

**a** Escúchame (*listen to me*), dime algo (*tell me something*), no le hables (*don’t speak to her*), ¡viva el catalán! (*long live Catalan*!), respetad el castellano (*respect Spanish*), oye (*listen*)

**b** The subjunctive form is used for third-person imperatives, e.g. *Viva*, and negative imperatives, e.g. *No le hables*.

Grammar exercise

4

Students complete the sentences by choosing the most appropriate form of the imperative from the box.

Answers

**1** Ven

**2** hables

**3** dímelas

**4** tengan

**5** pongas

**6** Escriba

**7** vayas

Additional translation

Students translate the passage about the origin of the Basque language. Highlight the use of *cuyo*, refering them back to the grammar section on relative pronouns in the previous sub-unit. Point out *antigua*, *antiquísimo* and *antigüedad* which all have the same root.

**El misterio del origen del euskera**

El euskera, el idioma de los vascos, es la lengua viva más antigua de Europa. Es un idioma antiquísimo cuyo origen, hoy por hoy, aún se desconoce. Importantes lingüistas e historiadores defienden la creencia de que el euskera puede ser heredero directo de la lengua que hablaban, hace 15.000 años, los habitantes de las cuevas de Altamira.

Su antigüedad se remonta al menos a los tiempos neolíticos, aunque hay algunas evidencias que llevan a pensar que su origen puede remontarse aún muchos años atrás.

Texto parcialmente adaptado de: ‘El euskera, la lengua más antigua de Europa, [bizkaiatalent.org](http://bizkaiatalent.org/): http://www.bizkaiatalent.org/pais-vasco-te-espera/senas-de-identidad/euskera-antigua-europa/

*Suggested answer:*

*The mystery of the origin of Basque*

*Euskera, the language of the Basques, is the oldest living language in Europe. It is an ancient language whose origin remains unknown to this day. Important linguists and historians defend the belief that Euskera might be a direct descendent of the language spoken by the inhabitants of the caves of Altamira 15000 years ago.*

*Its antiquity goes back at least as far as Neolithic times, although there is some evidence that leads one to believe that its origin may even go back much further.*

Research

5a

Students research one of the four co-official languages of Spain, making notes to fully cover all the required points. Short audio clips of people speaking in the different languages of Spain would add interest and help students get a better idea of the languages.

Answers

Open ended

Speaking

5b

Students choose one of the two given opinions and, using the notes from their research, they defend it to their partner, who has chosen the opposite opinion. Encourage them to think about the parallels with the use of Welsh and Gaelic in the UK. Remind them to write a list of points to mention before they begin to talk with their partner.

Answers

Open ended

Writing

5c

Students write a brief opinion piece about co-official languages in Spain. Remind them to back up their opinions with examples.

Answers

Open ended