By the end of this unit students will be able to:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Language | Grammar | Skills | Page |
| 5.1 Tradiciones y costumbres | Describe and discuss Spanish customs and traditions | Use the present and subjunctive of regular verbs | Improve your listening skills | 90 |
| 5.2 La gastronomía | Discuss similarities and differences in the gastronomy of Spain | Use the perfect tense in the subjunctive | Identify correct and incorrect sentences | 94 |
| 5.3 Las lenguas | Consider the languages that are spoken in Spain and the issues surrounding them | Use numerals | Fill in gaps in a text | 98 |
| Repaso |  | | Tip: Speaking to a stimulus | 102 |

Introductory spread

There is an introductory paragraph with basic information about the languages and regions of Spain. This spread introduces students to the topics and vocabulary of Unit 5.

|  |
| --- |
| 1 ¿Sabes dónde poner en el mapa cada una de estas fiestas? |

Students are asked to match the festivals listed 1‒8 with the regions on the map. To avoid writing on the map in the student book, students might like to annotate a photocopy. The correct answers should look like this:



¿Lo sabías?

Fact file. Students read the facts about the festivals, customs and languages of Spain. They acquire language and information to complete the tasks on this spread.

|  |
| --- |
| 2 Empareja las preguntas (1‒8) con las respuestas (a‒h) |

Students match the questions 1‒8 about the languages and customs of Spain with the answers a‒h. The information in the fact file *¿Lo sabías?* may help them.

Answers

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 d | 2 f | 3 e | 4 b | 5 c | 6 h | 7 a | 8 g |

|  |
| --- |
| 3 Contesta las preguntas. |

In response to the questions, students (1) list of some of the languages, traditions and typical dishes of Spain; (2) match captions a‒f with the photos 1‒6; (3) identify which regional language is represented by the four everyday phrases.

Answers

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | Students’ own answers. | | | | | | | | |
|  |  | | | | | | | | |
| 2 | 1 c 2 f 3 a 4 b 5 e 6 d | | | | | | | | |
|  |  |  | |  |  | |  | |  |
| 3 | 1 catalán (adeu = goodbye) 2 gallego (boa noite =good night)  3 vasco (Nire izena = My name [is]) 4 español (hasta la próxima = see you later) | | | | | | | | |
|  |  | |  | | |  | |  | |
|  |  | |  | | |  | |  | |

A self-marking interactive activity to introduce Unit 5 can be found on Kerboodle: **Unit 5 Introductory activity**.

5.1 A: Tradiciones y costumbres

|  |  |
| --- | --- |
| Spread number | 5.1 A (pages 90‒91) |
| Language covered | Describing and discussing Spanish customs and traditions |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | Tradiciones y costumbres |
| Skills | Improving your listening skills |
| Vocabulary | Page 106 |
| Audio files and transcripts | 5.1A Student Book audio: activity 4a and 4b  5.1A Student Book transcript: activity 4a and 4b  Unit 5 Bilingual vocabulary list  Unit 5 Bilingual vocabulary list audio  Unit 5 Key expressions list  Unit 5 Key expressions audio |
|  | 5.1A Reading activity: El Camino de Santiago  5.1A Strategy worksheet: Improving your listening skills  5.1A Strategy worksheet: Improving your listening skills audio  5.1A Strategy worksheet: Improving your listening skills transcript  5.1A Listening activity: El día de Todos los Santos  5.1A Listening activity: El día de Todos los Santos transcript  5.1A Reading and writing worksheet  5.1A Mixed skills worksheet  Unit 5 Worksheet answers |

|  |
| --- |
| 1a Discute con tus compañeros las tradiciones y costumbres que ya conoces sobre España. |

Speaking activity. Students consider what they already know about Spanish traditions and customs.

They consider: breakfast, food, punctuality, names, siesta, working hours, festivals, holidays. They may well need to use the Internet to find some information if they have not had much contact with Spain already.

They might include:

|  |  |  |
| --- | --- | --- |
| 1 | Breakfast | It varies depending on the region, but it often consists of some of the following: coffee with milk or juice, toasted bread with olive oil/ham, or some cakes/biscuits, etc. |
| 2 | Food | Very varied. Supposedly very healthy, following the Mediterranean diet. These days, however, there is a growing concern about how varied/balanced the Spanish diet is |
| 3 | Punctuality | Spanish people have a reputation for not being very punctual for social occasions |
| 4 | Names | A lot of people used to be named after their parents/grandparents or after the ‘saint ‘ on whose feast day they were born. These days the choice is more personal. All Spanish people have two surnames: the first one is their father’s first surname, and the second one is their mother’s first surname. By law, when women get married, they don’t change their surnames. |
| 5 | Siesta | Generally after lunch, but most people don’t have a siesta. It is supposed to be just a short nap after food, but it is not (or no longer) common practice. |
| 6 | Working hours | Traditionally working hours in Spain have been from 8.30/9.00 a.m. to 1.00/1.30 p.m. and then again from 4.00/4.30 p.m. to 8.00 p.m. However, in recent years, there has been an increasing trend to work *un horario no partido*=non-split working hours, that is, many companies offer starting at 8.00 a.m. and finishing at 4 p.m. |
| 7 | Fiestas/festivals | Definitely something Spanish people are very keen and proud of. Every village/town/city celebrates several fiestas every year. Some are religious, some are pagan |
| 8 | Holidays | Spanish people usually take their summer holidays either July or August or mid-July to mid-August, in negotiation with their employer. Children have their holidays from the third week in June to second week in September approximately, depending on the school. There are usually no half term holidays, but there are a lot of *puentes* (long weekends)or national/regional holidays (e.g. *El Puente de la Constitución* (Constitution Day) in December, *el día del Trabajador* (Workers’ Day) in May, *el día de la Comunidad Autónoma* (Regional holiday), *el día de la Hispanidad* (National Holiday) 12 October, …) |

|  |
| --- |
| 2 Lee estas frases y decide si son Verdaderas (V) o Falsas (F). |

Reading activity. Students read the sentences and decide whether they are true (V) or false (F). They will base their answers on what they have learnt on the opening spread or in Activity 1; they may need to check facts on online resources.

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 F | 2 F | 3 V | 4 F | 5 F | 6 V |

|  |
| --- |
| 3a Lee el artículo y busca la traducción de las siguientes frases o palabras. |

Reading and vocabulary activity. Students read the article on the Fiesta del Agua and find the Spanish for the English words and phrases listed 1‒9 at the top of page 91. There is a ‘Vocabulary’ box to help them with new terminology.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 solían | 2 el cielo | 3 los agricultores | 4 cosecha | 5 se convirtieron en |
| 6 en su lugar | 7 a principios de | 8 cubos | 9 ropa veraniega |  |

|  |
| --- |
| 3b Contesta estas preguntas en español. |

Reading activity. Students answer the questions 1‒6 about the article on the Fiesta del Agua in Spanish.

Suggested answers

|  |  |
| --- | --- |
| 1 | En el siglo dieciocho |
| 2 | Levantando las manos al cielo y cantando |
| 3 | La Virgen del Pino |
| 4 | A los pobres |
| 5 | Cubos, pistolas de agua, garrafas, botellas de plástico |
| 6 | Trajes folklóricos y ropa veraniega |

|  |
| --- |
| 3c Traduce los dos primeros párrafos del texto al inglés. |

Translation activity. Students translate the first two paragraphs of the text at 3a into English.

Suggested answer

|  |
| --- |
| In summer, in the Teror area and in other places in Gran Canaria, they celebrate the ‘Water Festival’/the ‘Water Festival’ is celebrated. The festival has its origins in the 18th century, in an ancient native ritual: when there was no rain for a long period of time, the native peoples used to hold processions. They made offerings of milk and butter to show their devotion to their gods and, raising their hands to the sky, and singing, they asked the Supreme God to send them rain. |
| When Catholicism came to the Canary Islands/with the arrival of Catholicism to the Canary Islands, the figure of the native God was replaced by that of the Virgin of the Pine. From then on, the farmers, before harvesting their fruit and vegetables, prayed to the Virgin for a good harvest/crop. |

An accompanying self-marking interactive activity can be found on Kerboodle: **5.1A Reading activity: El Camino de Santiago**.

|  |
| --- |
| Improving your listening skills |
| Take students through the suggestions for improving their listening skills. This focuses on approaching listening exercises.  Activities 3 c in spread 5.1 A) and 1b in spread 5.1B give opportunities to practise these skills.  An accompanying worksheet can be found on Kerboodle: **5.1A Strategy worksheet: Improving your listening skills**. An audio file and transcript are also available. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 4a Escucha el siguiente informe sobre el tradicional Día de Todos los Santos y luego rellena los huecos con la información correcta. |

Listening activity. Students listen to the report about the traditions of All Saints’ Day and then they fill the gaps in the sentences 1‒7 with the information they have heard in the recording. A transcript of the recording can be found on Kerboodle in the folder for 5.1.

Answer

|  |  |
| --- | --- |
| 1 | los familiares, amigos |
| 2 | flores, cementerio |
| 3 | comida, bebida. |
| 4 | los crisantemos, las rosas. |
| 5 | 500.000/quinientos mil |
| 6 | (una) misa |
| 7 | dulces, kilos |

|  |
| --- |
| 4b Escucha el informe de nuevo y haz un resumen de unas 70 palabras. |

Listening and writing activity. Students listen to the extract again and write a summary of about 70 words. They include the principal differences between the marking of All Saints’ Day in Spain and in other Latin American countries. There is a ‘Key expressions’ box which should help make their summary more fluent.

Students could write:

In Spain people buy flowers and go to the cemetery to decorate the graves of their loved ones. In other Latin American countries, they leave food and drink at the graves.

The cemeteries look beautiful because they are full of flowers of all different colours.

People often go to church to hear Mass and they also eat special sweet pastries related to this day: Buñuelos de Viento and Huesos de Santos (‘bones of the saints’)

A follow-on self-marking activity can be found on Kerboodle: **5.1A Listening activity: El día de Todos los Santos**. A transcript is also provided.

|  |
| --- |
| 5 Traduce las siguientes frases al español. |

Translation activity. Students translate sentences 1‒5 into Spanish. Two of the sentences require the present subjunctive, which is dealt with in the grammar box on page 93 (Unit 5.1 B)

Suggested answer

|  |  |
| --- | --- |
| 1 | Hacer la primera comunión es un acontecimiento importante en países católicos como España. |
| 2 | Muchas localidades/muchos pueblos en España celebran el día de San Juan con hogueras a medianoche. |
| 3 | Te recomiendo que lleves ropa veraniega a la fiesta del agua. ¡Hace mucho calor! |
| 4 | Los aborígenes de las islas solían ofrecer leche y mantequilla a su dios. |
| 5 | Quiero que tus amigos participen conmigo en la fiesta de la Tomatina este verano. |

|  |
| --- |
| 6 Prepara un texto (o una presentación) de aproximadamente 200 palabras sobre una fiesta que se celebra en tu país. |

Writing activity. Students write a text of 200 words (or prepare a presentation) on a local festival. They include details of place, time, number of participants, food, drink, dress, music, dancing). There is a ‘Key expressions’ box to help with building an argument.

Students could research a festival in the UK (e.g. Easter traditions, Christmas celebrations, Bonfire night, etc.) Depending on their choice, they write a blog in Spanish on that festival. They describe the festival activities as well as where and when it occurs. A comparative angle between a festival in the UK and a similar celebration in Spain or Latin America is an option.

Students can swap texts and check each other's work.



An accompanying worksheet can be found on Kerboodle: **5.1A Reading and writing worksheet**.Answers for worksheets can be found in the Teacher Support folder.



An accompanying worksheet can be found on Kerboodle: **5.1A Mixed skills worksheet**.Answers for worksheets can be found in the Teacher Support folder.

5.1 B: Tradiciones y costumbres

|  |  |
| --- | --- |
| Spread number | 5.1 A (pages 92‒93) |
| Language covered | Describing and discussing Spanish customs and traditions |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | Tradiciones y costumbres |
| Grammar | The present subjunctive of regular verbs |
| Vocabulary | Page 106 |
| Audio files and transcripts | 5.1B Student Book audio: activity 1a and 1b  5.1B Student Book transcript: activity 1a and 1b  Unit 5 Bilingual vocabulary list  Unit 5 Bilingual vocabulary list audio  Unit 5 Key expressions list  Unit 5 Key expressions audio |
|  | 5.1B Listening activity: Fiestas de España  5.1B Listening activity: Fiestas de España transcript  5.1B Listening worksheet  5.1B Listening worksheet audio  5.1B Listening worksheet transcript  5.1B Grammar activity: The present subjunctive.  5.1B Grammar worksheet: The present subjunctive of regular verbs  Unit 5 Worksheet answers |

|  |
| --- |
| 1a Escucha las siguientes descripciones de fiestas españolas y encuentra el equivalente en español a las siguientes frases o palabras. |

Listening and vocabulary activity. Students listen to the descriptions of Spanish festivals and identify the Spanish equivalent for each of the English phrases 1‒9. A transcript of the recording can be found on Kerboodle in the folder for 5.1.

Answers

|  |  |
| --- | --- |
| 1 | vestidos de soldados |
| 2 | Hay desfiles con música y bailes. |
| 3 | se divierten mucho |
| 4 | toneladas de tomates |
| 5 | la coste sureste |
| 6 | la época medieval |
| 7 | ganan la batalla |
| 8 | en varios puntos |
| 9 | una demostración de amor |

|  |
| --- |
| 1b Escucha otra vez las descripciones de estas fiestas y empareja cada fiesta (1‒6) con sus tradiciones (a‒f). |

Listening activity. Students listen to the recording again and match the name of the festival to its traditions as listed.

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 e | 2 f | 3 d | 4 c | 5 b | 6 a |



A follow-on self-marking interactive activity can be found on Kerboodle: **5.1B Listening activity: Fiestas de España**. A transcript is also provided.

An accompanying worksheet can be found on Kerboodle: **5.1B Listening worksheet**. An audio file and transcript are also available. Answers to worksheets can be found in the Teacher Support folder.

|  |
| --- |
| 2 Lee este texto, extraído de la famosa novela “La tesis de Nancy” por Ramón J. Sender. Complétalo escogiendo palabras de la lista 1-11. |

Reading activity. Students read the text and fill in the gaps with a word from the list.

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 provincia | 2 símbolo | 3 cuya | 4 supersticiones | 5 estampa | 6 palo |
| 7 ventanas | 8 insultos | 9 conviertan | 10 patrón | 11 balcones |  |

|  |
| --- |
| The present subjunctive of regular verbs |
| Students revise here how to form the subjunctive of regular verbs and of when the subjunctive mood is required.  A more detailed treatment can be found in the ‘Grammar’ section of the Student Book (pages 155‒156).  For further practice, a self-marking interactive activity is provided on Kerboodle: 5.1A Grammar activity: The present subjunctive.  For further practice, a worksheet is provided on Kerboodle: **5.1B Grammar worksheet: The present subjunctive of regular verbs**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 3 Completa las frases con la forma correcta del subjuntivo. |

Grammar activity. Students read the sentences and fill the gaps with the correct form of the subjunctive of the verb given in parenthesis.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 participe | 2 se preocupen | 3 se vista | 4 venga | 5 se tiren |

|  |
| --- |
| 4 Aquí tienes varias opiniones positivas y negativas sobre distintas tradiciones y costumbres en España. En cada caso, empareja la opinión con la pregunta adecuada. |

Reading activity. Students read the statements 1‒5 about festivals of Spain and match them with a question a‒e.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 b | 2 e | 3 d | 4 a | 5 c |

|  |
| --- |
| 5 El Carnaval, ¿debemos apoyar esta fiesta? Mira las fotos y lee las dos opiniones. Después prepara y discute estas preguntas con tus compañeros/as: |

Speaking activity Students discuss the *Carnaval* tradition. Should it be supported or discouraged? Some questions are provided to focus the discussion and there is a ‘Key expressions’ box to aid fluency.

Students could discuss here the two sides of the Carnival celebrations: how many enjoy wearing costumes, socialising, dancing, drinking, creating memories, meeting new people, etc., whilst others hate the celebrations and the noise/rubbish/crimes they involve. The discussion should include reasons why it should continue such as it is: it is an ancient tradition in many places; it creates a sense of community/belonging for those groups that decide to wear the same costumes/sing in the Carnival celebrations; it attracts a lot of tourists to those areas; it creates jobs; it brings money to the economy, etc.

On the other hand, the negative points should also be discussed: rubbish, crime, alcohol and drug abuse, noise, dirt in the areas, the lack of authenticity for tourists etc.

5.2 A: La gastronomía

|  |  |
| --- | --- |
| Spread number | 5.2 A (pages 94‒95) |
| Language covered | Describing and discussing the similarities and differences in the gastronomy of Spain |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | La gastronomía |
| Skills | Identifying correct and incorrect sentences |
| Vocabulary | Page 106 |
| Audio files and transcripts | 5.2A Student Book audio: activity 4  5.2A Student Book transcript: activity 4  Unit 5 Bilingual vocabulary list  Unit 5 Bilingual vocabulary list audio  Unit 5 Key expressions list  Unit 5 Key expressions audio |
|  | 5.2A Reading activity: Las costumbres alimenticias de los españoles  5.2A Reading activity: La dieta mediterránea  5.2A Strategy worksheet: Identifying correct and incorrect sentences  5.2A Strategy worksheet: Identifying correct and incorrect sentences audio  5.2A Strategy worksheet: Identifying correct and incorrect sentences transcript  5.2A Mixed skills worksheet  Unit 5 Worksheet answers |

|  |
| --- |
| 1 Habla con un(a) compañero/a de las costumbres a la hora de comer. Considera y contesta las siguientes preguntas. Después, discutid vuestras respuestas con el resto de la clase. |

Speaking activity. Students discuss customs regarding meal times in pairs based on six questions detailed in the Student Book. Then they share their answers with the class as a whole. There is a ‘Key expressions’ box to facilitate their discussion.

Answers to these first six questions will vary according to student’s knowledge of Spanish eating habits and their own personal experience in the country (e.g. through holidays or a school exchange). Generally, the following points will be expected:

1 Breakfast around the same time than in the UK, but usually it will consist of bread/cakes/biscuits/fruit.

2 At breakfast, normally coffee (not tea!).

3 The meal at midday is not at the same time than in the UK. It is much later (around 2‒3 p.m.) and it is the main meal of the day.

4 Lunch will vary depending on the household and the region but it will usually consist of either fish/meat/stew/omelette/ pasta served with salad or cooked with vegetables/rice/pulses.

5 The evening meal or *cena* is late, around 9 or 10 p.m. It will usually be a light meal.

6 *Merienda* =afternoon snack (usually a *bocadillo*/cake … for children).

|  |
| --- |
| 2a Lee el artículo y busca la traducción de estas frases o palabras. |

Reading and vocabulary activity. Students read the article on eating habits in Spain. They match the English words 1‒9 with their Spanish equivalents in the text. There is a ‘Vocabulary’ box to help with their general understanding of the text.

Answers

|  |  |  |  |
| --- | --- | --- | --- |
| 1 normalmente/por lo general | 2 magdalenas | 3 la pausa para el café | 4 los horarios de trabajo |
| 5 seguido de | 6 la merienda | 7 aún más | 8 algo ligero | 9 lleno |

|  |
| --- |
| 2b Decide si las frases son Verdaderas (V), Falsas (F) o No mencionadas (N). |

Reading activity. Reading for understanding: comprehension. Students read the article again. They decide whether the statements 1‒7 are true (V), false (F) or are not mentioned (N).

Answers

1 F 2 N 3 F 4 V 5 F 6 V 7 N

|  |
| --- |
| 2c Haz un resumen de 70 palabras del artículo. |

Reading and writing activity. Students read the article again. They write a summary of about 70 words, describing what the Spanish eat, where they eat and when they eat.

Students could mention:

A typical breakfast in Spain today consists of a coffee, fruit juice or hot chocolate and something sweet, like biscuits or pastries.

Many Spaniards take a break for coffee and snack mid-morning.

Lunch is the main meal of the day and is late, after 2 p.m.

Mid-afternoon, many have a snack (a sandwich, fruit, or something sweet).

Dinner is late in Spain and is a small meal: usually something light before going to bed.

A follow-on self-marking interactive activity can be found on Kerboodle: **5.2A Reading activity: Las costumbres alimenticias de los españoles**.

|  |
| --- |
| 3a Lee el texto “España y la dieta Mediterránea” y rellena los huecos con las palabras de esta lista. |

Reading activity. Students read the article about the Mediterranean diet and fill in the gaps with words from the list.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 caracteriza | 2 utilizan | 3 mediterránea | 4 alimentos | 5 consumen |
| 6 sobrepeso | 7 obesidad |  |  |  |

|  |
| --- |
| 3b Ahora traduce el texto al inglés. |

Translation activity. Students translate the completed text into English. There is a ‘Vocabulary’ box to help them with new terminology.

Suggested answers

|  |
| --- |
| Spanish gastronomy is characterised by a variety of dishes that use products from the Mediterranean diet. Spain’s geographical location makes it one of the countries where this type of diet predominates. The Mediterranean diet is a balanced diet whose secret is the variety of its foods and how and when they are eaten. To enjoy good health, experts recommend this diet. It has demonstrable benefits/beneficial effects, such as reducing the risk of cardiovascular disease, being overweight, obesity, high cholesterol levels, etc. |

An accompanying self-marking interactive activity can be found on Kerboodle: **5.2A Reading activity: La dieta mediterránea**.

|  |
| --- |
| 4a Escucha el informe sobre la influencia de los abuelos en la dieta mediterránea hoy en día. ¿Cómo dicen estas palabras o frases en el informe? |

Listening and vocabulary activity. Students listen to the report about the influence of grandparents on the Mediterranean diet today. They identify the Spanish equivalents of the English words 1‒8. A transcript of the recording can be found on Kerboodle in the folder for 5.2.

Answers

|  |  |  |  |
| --- | --- | --- | --- |
| 1 según | 2 la falta de conocimiento | 3 la comida precocinada | 4 los culpables |
| 5 los hábitos alimenticios | 6 cuidar a sus hijos | 7 el estudio revela | 8 están pasando |

|  |
| --- |
| Identifying correct and incorrect sentences |
| Introduce students to skills they can use in their approach to identifying correct or incorrect sentences. There is an opportunity for immediate practice in Activity 4b and there is a worksheet on Kerboodle for extra practice.  An accompanying worksheet can be found on Kerboodle: **5.2A Strategy worksheet: Identifying correct and incorrect sentences**. An audio file and transcript are also available. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 4b Sólo seis de las siguientes frases son correctas. Al escuchar el informe de nuevo, decide cuáles son. |

Listening activity. Students listen again to the recording and decide which six sentences (of the eight) are correct, according to the report.

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2 | 3 | 4 | 5 | 6 | 8 |

|  |
| --- |
| 5 ¿Sigues una dieta variada y equilibrada? Describe tu dieta y da tu opinión sobre los alimentos que deberías consumir menos o más. Escribe 200 palabras. |

Writing activity. Students write 200 words on their own diet. They consider the foods they eat and what perhaps they should eat more or less of.

Answers to this question will vary depending on each individual student’s eating habits. It is envisaged that there will be a mention of fast food and pre-cooked meals, plus the lack of time to prepare home-made meals.



An accompanying worksheet can be found on Kerboodle: **5.2A Mixed skills worksheet**.Answers for worksheets can be found in the Teacher Support folder.

5.2 B: La gastronomía

|  |  |
| --- | --- |
| Spread number | 5.2 B (pages 96‒97) |
| Language covered | Describing and discussing the similarities and differences in the gastronomy of Spain |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | La gastronomía |
| Grammar | The perfect tense in the subjunctive |
| Vocabulary | Page 106 |
| Audio files and transcripts | 5.2B Student Book audio: activity 2  5.2B Student Book transcript: activity 2  Unit 5 Bilingual vocabulary list  Unit 5 Bilingual vocabulary list audio  Unit 5 Key expressions list  Unit 5 Key expressions audio |
|  | 5.2B Listening activity: Algunos cocineros españoles dan su opinión  5.2B Listening activity: Algunos cocineros españoles dan su opinión transcript  5.2B Reading activity: La comida española  5.2B Grammar worksheet: The perfect tense in the subjunctive  5.2B Grammar activity: The perfect subjunctive  5.2B Speaking worksheet  Unit 5 Worksheet answers |

|  |
| --- |
| 1a Lee el texto sobre la historia de la gastronomía única de España y busca sinónimos de las siguientes frases o palabras. |

Reading and vocabulary activity. Students read the text on the history of Spain’s unique gastronomy and find in the text synonyms for the words listed 1‒8. There is a ‘Vocabulary’ box to help with new terminology and overall understanding of the text.

Answers

|  |  |  |  |
| --- | --- | --- | --- |
| 1 para empezar | 2 completamente | 3 extensiones de tierra | 4 costas |
| 5 aún | 6 hay que | 7 enseñaron | 8 beneficios |

|  |
| --- |
| 1b Traduce al inglés el párrafo titulado ‘La influencia del pasado cultural’. |

Translation activity. Students translate the paragraph headed ‘*La influencia del pasado cultural*’ into English.

Suggested answer

|  |
| --- |
| The influence of the cultural past |
| To understand even better the wide variety in Spanish gastronomy, it is also necessary to look at the country’s past and its inhabitants throughout the centuries. Then it is possible to better understand the origin of this large culinary diversity. Several cultures have influenced the history of Spanish cooking/gastronomy. The Phoenicians left their sauces; the Romans taught the benefits of olive oil; and the Arabs introduced rice, citrus fruits and nuts. After the discovery of America in the 15th century, products like chocolate, the potato and the tomato arrived in Spain |

|  |
| --- |
| 2 Escucha el informe sobre las opiniones de los cocineros españoles más renombrados en el mundo. Contesta las preguntas en español. |

Listening activity. Students listen to the recording of the opinions of the most famous Spanish cooks in the world and answer the questions 1‒8. A transcript of the recording can be found on Kerboodle in the folder for 5.2.

Answers

|  |  |
| --- | --- |
| 1 | está muy de moda en el mundo |
| 2 | por su excelencia en la cocina |
| 3 | en el extranjero |
| 4 | tener personal español y no servir sólo los platos típicos (como la paella, la tortilla o el gazpacho) |
| 5 | la materia prima nacional / alimentos y condimentos cultivados en España |
| 6 | la calidad del producto |



A follow-on self-marking interactive activity can be found on Kerboodle: **5.2B Listening activity: Algunos cocineros españoles dan su opinión**. A transcript is also provided.

|  |
| --- |
| 3 Lee el texto sobre la gastronomía Española y empareja los siguientes platos regionales con su definición. |

Reading activity. Students read the text on Spanish food and match the dishes listed 1‒6 with the definitions a‒f. The text does not describe the dishes, but the definitions provide some clues.

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 f | 2 a | 3 e | 4 c | 5 d | 6 b |

An accompanying self-marking interactive activity can be found on Kerboodle: **5.2B Reading activity: La comida española**.

|  |
| --- |
| 4 Después de leer sobre la gastronomía en España, escribe un párrafo de 150 palabras sobre la gastronomía en tu país. ¿Es diferente según las regiones? ¿Qué productos y platos se consumen más? |

Writing activity. Based on what they have read, students write a paragraph of 150 words on the food of their country. Does it have regional differences? What are the most popular food products and dishes?

Students will be expected to write here a paragraph on the eating habits in the UK. Depending on the region they live in, they will mention local dishes and more well-known national dishes, such as the Sunday roast, fish and chips but also the popularity and influence of international dishes.

They will probably include their views on how people eat these days and how easily accessible fast food and ready-cooked meals are.

|  |
| --- |
| The perfect tense in the subjunctive mood |
| Introduce students to the form and uses of the perfect tense in the subjunctive.  There is more detailed treatment of the subjunctive in the ‘Grammar’ section of the Student Book (page 157).  Activity 5 provides immediate practice.  For further practice, a worksheet and self-marking interactive activities are provided on Kerboodle: **5.2B Grammar worksheet: The perfect tense in the subjunctive** and **5.2B Grammar activity: The perfect subjunctive**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 5 Traduce las siguientes frases al español. ¡Cuidado! Todas necesitan un verbo en subjuntivo (presente o perfecto). |

Translation activity. Students translate the sentences into Spanish. They will need to use the subjunctive mood in both the present and perfect tenses.

Suggested answers

|  |  |
| --- | --- |
| 1 | Quiero que pruebes este plato. No creo que hayas comido este tipo de pescado antes. |
| 2 | Siento que nunca hayas visitado Andalucía. Tiene una gastronomía muy variada. |
| 3 | Es probable que hayan comprado todos los ingredientes para hacer una paella española. |
| 4 | Va a pedirle a mis abuelos que le muestren/enseñen su jardín de verduras/hortalizas. |
| 5 | Es una pena que no hayas cocinado ese plato antes. ¡Es delicioso!/¡Está muy bueno! |
| 6 | (Te) Recomiendo que cambies tu dieta por la dieta mediterránea. |

|  |
| --- |
| 6 ¿Tiene futuro la dieta mediterránea? Prepara y discute con tus compañeros. |

Speaking activity. Students consider the items listed for discussion and prepare their opinions. Then they discuss their thoughts in groups or as a class.

Students are likely to mention the fact that they are not surprised fast food is more popular than Mediterranean food, as there are so many fast food restaurants nowadays everywhere you go in the world.

They should point out that it is important that parents/teachers/older friends talk to children and young people about the advantages and disadvantages of a healthy diet/bad diet.

Finally, they should mention the fact that it is essential children and young people learn about the gastronomy of their country as that is part of their heritage/history/traditions as a society.



An accompanying worksheet can be found on Kerboodle: **5.2B Speaking worksheet**.Answers for worksheets can be found in the Teacher Support folder.

5.3 A: Las lenguas

|  |  |
| --- | --- |
| Spread number | 5.3 A (pages 98‒99) |
| Language covered | Considering the languages that are spoken in Spain and the issues surrounding them |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | Las lenguas |
| Skills | Filling in gaps in a text |
| Vocabulary | Page 107 |
| Audio files and transcripts | 5.3A Student Book audio: activity 2  5.3A Student Book transcript: activity 2  Unit 5 Bilingual vocabulary list  Unit 5 Bilingual vocabulary list audio  Unit 5 Key expressions list  Unit 5 Key expressions audio |
|  | 5.3A Reading activity: Una lengua con muchos hablantes  5.3A Strategy worksheet: Filling in gaps in a text  5.3A Strategy worksheet: Filling in gaps in a text audio  5.3A Strategy worksheet: Filling in gaps in a text transcript  5.3A Writing worksheet: Filling in gaps in a text  5.3A Writing worksheet: Filling in gaps in a text audio  5.3A Writing worksheet: Filling in gaps in a text transcript  Unit 5 Worksheet answers |

|  |
| --- |
| 1a Lee el texto y busca la traducción de estas frases o palabras. |

Reading and vocabulary activity. Students read the text on the Spanish language and find the Spanish words for the English words and phrases listed 1‒8.

Answers

|  |  |
| --- | --- |
| 1 actualmente | 2 esta cifra |
| 3 nivel | 4 soldados y comerciantes |
| 5 viene de OR proceden de | 6 casi |
| 7 avances | 8 dejaron una huella |

|  |
| --- |
| 1b Contesta las preguntas en español. |

Reading activity. Students read the text on the Spanish language again and answer the questions.

Suggested answers

|  |  |  |  |
| --- | --- | --- | --- |
| 1 unos 470 millones | 2 segundo | 3 de Canarias y de Andalucía | |
| 4 entre los siglos tres y uno antes de Cristo | 5 el árabe | | 6 casi ocho siglos |

A follow-on self-marking interactive activity can be found on Kerboodle: **5.3A Reading activity: Una lengua con muchos hablantes**.

|  |
| --- |
| 2a Escucha a Pedro y Gloria hablar sobre la importancia del español en el mundo actual. ¿Cómo dicen estas frases y palabras? |

Listening and vocabulary activity. Students listen to the speakers discussing the status of Spanish in the world today. They listen out for the Spanish words which translate the English phrases 1‒9.

A transcript of the recording can be found on Kerboodle in the folder for 5.3.

Answers

|  |  |  |
| --- | --- | --- |
| 1 ha aumentado | 2 en las últimas décadas | 3 entrevista |
| 4 sin ninguna duda | 5 todas las fuentes | 6 el mundo de los negocios |
| 7 a través de | 8 procedente de | 9 cada vez más normal |

|  |
| --- |
| **Filling gaps in a text** |
| Take students through the strategies they can use when approaching an activity that involves filling the gaps in a text.  An accompanying worksheet can be found on Kerboodle: **5.3A Strategy worksheet: Filling in gaps in a text**. An audio file and transcript are also available. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 2b Escucha otra vez y responde a estas preguntas. |

Listening activity. Students listen to the recording again and answer the questions on the role of the Spanish language in the world. The first two questions are gap fill sentences that cover the introduction in the listening passage, so it would be good to direct them to the Skills box on the right.

Answers

1. El español es una lengua bonita y amable.

2. Gloria habla de cómo ha evolucionado el español en años recientes.

3. El español será uno de los tres idiomas que dominarán la comunicación mundial en el futuro (junto con el chico y el inglés).

4. Porque muchos lo ven como un idioma esencial a nivel profesional y para el mundo de los negocios.

5. Casi 140 millones de usuarios.

6. Por la constante inmigración de Centroamérica y Sudamérica y porque muchos Americanos tiene raíces hispanas.

|  |
| --- |
| 3a Empareja las dos partes de las siguientes frases. ¡Cuidado! Sobran dos segundas partes. |

Reading activity. Students read the article on regional languages. There is a ‘Vocabulary’ box to help with new terminology. Then they match opening phrases 1‒5 with the second half of the sentences a‒e to reflect the text they have read. They need to take care. There are two extra second sentences, which will not be needed.

Answers

1 e 2 h 3 c 4 a 5 f 6 d

\* At the top of the text under the title, the regional language phrases translate as: gallego: good afternoon, vasco/euskera: thank you, catalan/valenciano: welcome (the act of welcoming), asturiano: see you later.

|  |
| --- |
| 3b Haz un resumen de 70 palabras. |

Reading and writing activity. Students read the article again, if necessary, and write a summary of 70 words. They include: diversity of languages in Spain today; what happened during Franco’s dictatorship; how Catalan, Basque and Galician speakers preserved their language; where these languages were not allowed to be used; the changes that democracy brought about.

Students could mention some of the following.

In Spain today there is one official language, Spanish, but there are also some regions where a second language is spoken and these regional languages are called ‘*lenguas cooficiales*’, but Spanish is also spoken.

During Franco’s dictatorship, Spaniards who lived in regions where there was a second language were not allowed to speak their language in public. It was prohibited.

The speakers of Catalan, Basque, and Galician continued to speak their own regional language in private among close friends and family.

It was also against the law to use these languages in schools, churches, the media, literature or music.

With democracy came a new Constitution that recognised the importance of conserving and maintaining these languages. They were given the same status as Spanish.

An accompanying worksheet can be found on Kerboodle: **5.3A Writing worksheet: Filling in gaps in a text**. An audio file and transcript are also available. Answers to worksheets can be found in the Teacher Support folder.

5.3 B: Las lenguas

|  |  |
| --- | --- |
| Spread number | 5.3 B (pages 100‒101) |
| Language covered | Considering the languages that are spoken in Spain and the issues surrounding them |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | Las lenguas |
| Grammar | Numerals |
| Vocabulary | Page 107 |
| Audio files and transcripts | 5.3B Student Book audio: activity 4  5.3B Student Book transcript: activity 4  5.3B Student Book audio: activity 5  5.3B Student Book transcript: activity 5  Unit 5 Bilingual vocabulary list  Unit 5 Bilingual vocabulary list audio  Unit 5 Key expressions list  Unit 5 Key expressions audio |
|  | 5.3B Reading activity: El vasco no fue una lengua aislada  5.3B Grammar worksheet: Numerals  5.3B Grammar activity: Numbers  5.3B Listening activity: Las lenguas de España  5.3B Listening worksheet  5.3B Listening worksheet audio  5.3B Listening worksheet transcript  Unit 5 Worksheet answers |

|  |
| --- |
| 1a Lee el artículo y decide si las frases son Verdaderas (V), Falsas (F) o No mencionadas (N). |

Reading activity. Students read the article on ‘co-official’ (minority/regional) languages in Spanish education. They decide whether the statements 1‒7 are true (V), false (F) or are not mentioned (N).

Answers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 V | 2 N | 3 F | 4 F | 5 V | 6 V | 7 V |

|  |
| --- |
| 1b Haz un resumen en inglés de 70 palabras. Explica las características del sistema educativo en Cataluña, Galicia y País Vasco. ¿Qué sistema te parece más adecuado? |

Reading and writing activity. Based on the article, students write a summary of 70 words explaining the options in the educational systems in three regions where there are minority/regional languages. They say which system they think is best. There is a ‘Key expressions’ box to help them.

They could mention:

Cataluña, the Basque Country and Galicia have a second official language.

Parental choice: children taught in Spanish only; in Spanish and regional language; or in Spanish, the regional language and English.

Cataluña: state schools / private schools/ ‘trilingual’ schools offer different options.

Galicia: 50% lessons in Spanish and 50% in Galician. Some schools now offering a third of classes in English.

Basque County: 3 models and different approach to the regional language in each.

|  |
| --- |
| 1c Traduce los tres últimos párrafos (desde ‘Galicia es la región…’) del artículo al inglés. |

Translation activity. Students translate the last three paragraphs of the article into English.

Suggested answer

|  |
| --- |
| Galicia is the region where children have most opportunity to learn both languages up to the same level. Half the classes are taught in Galician and the other half in Castilian/Spanish. In recent years, many schools have started to offer trilingual teaching, with one third of the classes taught in English. |
| In the Basque country there are three models of education. The first offers classes in Castilian/Spanish and Basque is just a subject; on the second model, Basque is the principal language and Spanish is taught as a subject; on the third model, classes are taught in both languages but Basque predominates. |
| Finally, in the other regions where there is also an official second language (Valencia and the Balearic Islands), parents have similar options to those in Galicia. |

An accompanying self-marking interactive activity can be found on Kerboodle: **5.3B Reading activity: El vasco no fue una lengua aislada**.

|  |
| --- |
| 2 ¿Deben los niños aprender el idioma cooficial de su región? Discute estas cuestiones con tu compañero. |

Speaking activity. Students discuss whether children should learn the ‘co-official’ language of their region. Four questions are provided as focus:

Should students in regions with co-official languages only be taught in Castilian Spanish?

Is it a good idea for children to learn the regional language?

Advantages/disdavantages?

What about children who move to such a region from elsewhere?

Students are expected to offer their personal views on these questions. Some will see learning two or more languages as a real benefit in their learning (e.g. keeping up with the region’s identity, creating jobs for teachers, widening horizons for students, more prospects in terms of jobs for those that can speak more than one language, etc.). Some students will also consider some of the dangers: too much pressure on students’ learning, the risk of confusion between languages, the cost for the region and the schools, the resources needed, etc.

|  |
| --- |
| 3 Traduce las siguientes frases al español. Utiliza el vocabulario del texto para ayudarte. |

Translation activity. Students translate the sentences 1‒5, using vocabulary from the text at 1a.

Suggested answers:

|  |  |
| --- | --- |
| 1 | Los padres deberían tener el derecho a elegir las lenguas que sus hijos deben estudiar. |
| 2 | Algunos niños encuentran dificultades en adaptarse a un colegio donde se enseña la lengua regional. |
| 3 | Aprender al menos dos lenguas/idiomas puede mejorar tus oportunidades laborales en el futuro. |
| 4 | El sistema educativo es muy complejo en España porque cada región puede decidir sobre asignaturas específicas para esa región. |
| 5 | Los colegios públicos y privados ofrecen diferentes modelos de educación para el aprendizaje de la lengua regional. |

|  |
| --- |
| 4 Escucha la historia de Fátima, una chica del sur de España que ahora vive en el norte. Luego elige la palabra correcta para completar cada frase. |

Listening activity. Students listen to Fátima, a girl from southern Spain who has moved to live in the north. Then in each sentence they select the correct word from the alternatives to complete the statement to reflect what they have heard on the recording. A transcript of the recording can be found on Kerboodle in the folder for 5.3.

Answers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 cuarto | 2 mudaron | 3 acudir | 4 conocimientos | 5 decidió | 6 dos | 7 viajar |

|  |
| --- |
| Numerals |
| Take students through the information on cardinal and ordinal numbers.  There is more on numerals in the ‘Grammar’ section of the Student Book (pages 163‒164).  Activity 5 provides an opportunity to listen for numbers and tests comprehension.  For further practice, a worksheet and self-marking interactive activities are provided on Kerboodle: **5.3B Grammar worksheet: Numerals** and **5.3B Grammar activity: Numbers**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 5 Escucha este informe sobre las diferentes lenguas y dialectos de España. ¿A qué se refiere cada cifra? Une cada explicación con un número. ¡Cuidado! Sobran dos explicaciones. |

Listening activity. Students listen to the item on the different languages and dialects of Spain. They identify the number in the table (columns 1‒7) to which a fact A‒I refers. There are two more statements of fact than there are numbers in the table: two facts do not have numerical matches.

A transcript of the recording can be found on Kerboodle in the folder for 5.3.

Answers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 C | 2 F | 3 E | 4 H | 5 A | 6 I | 7 B |
|  |  |  |  |  |  |  |

A follow-on self-marking interactive activity can be found on Kerboodle: **5.3B Listening activity: Las lenguas de España**. A transcript is also provided.



An accompanying worksheet can be found on Kerboodle: **5.3B Listening worksheet**. An audio file and transcript are also available. Answers to worksheets can be found in the Teacher Support folder.

Repaso ¡Demuestra los que has aprendido!

This page provides activities for revising the language, grammar and vocabulary related to *’La identidad regional de España*’.

|  |
| --- |
| 1 Estas palabras pertenecen al tema ‘La identidad regional de España’. Empareja los sinónimos. |

The words listed 1‒18 have appeared in Unit 5. Students match each one with its synonym in the list a‒r.

Answers

1 c 2 l 3 f 4 r 5 o 6 n 7 d 8 m 9 g

10 q 11 h 12 k 13 p 14 b 15 i 16 e 17 a 18 j

|  |
| --- |
| 2 ¿Cuánto has aprendido? Da la respuesta correcta. |

Revising the content of Unit 5.1, students answer the multiple-choice questions.

Answers

|  |  |
| --- | --- |
| 1 | verano |
| 2 | cenar a las seis de la tarde |
| 3 | falso |

|  |
| --- |
| 3 Lee las frases y escribe la forma correcta de la palabra entre paréntesis. |

Revising the subject content of Unit 5.2, students show their grasp of grammar learnt throughout the unit by completing the sentences with the correct form of the word in parentheses.

Answers

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 siguen | 2 gran | 3 suele | 4 primer | 5 merendar | 6 les gusta | 7 entiendas | 8 se comunican |

|  |
| --- |
| 4 Empareja las dos partes de las siguientes frases. |

Revising the content of Unit 5.3, students show their comprehension by matching the first half of each of the sentences 1‒10 with the appropriate conclusion from the list a‒j.

Answers

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 e | 2 d | 3 a | 4 g | 5 i | 6 h | 7 j | 8 f | 9 c | 10 b |

A self-marking interactive activity to accompany this page can be found on Kerboodle (in the Assessment tab): Unit 5 Test yourself.

Repaso ¡Haz la prueba!

These pages include a mixture of exam-style activities related to ‘*La identidad regional de España*’.

|  |  |
| --- | --- |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | La identidad regional de España |
| Total score | 87 (excluding free writing and speaking activities) |
| Tips | Speaking ‒ Responding to a stimulus |
| Audio files and transcripts | Unit 5 Repaso, ¡Haz la prueba! Student Book audio: activity 2  Unit 5 Repaso, ¡Haz la prueba!Student Book transcript: activity 2 |
|  | Unit 5 Discussion 1  Unit 5 Discussion 1 transcript  Unit 5 Discussion 2  Unit 5 Discussion 2 transcript  Unit 5 Listening and writing assessment worksheet  Unit 5 Listening and writing assessment audio  Unit 5 Listening and writing assessment transcript  Unit 5 Reading and writing assessment worksheet  Unit 5 Speaking assessment worksheet  Unit 5 Translation assessment worksheet  The above assessment activities can be found on the Assessment tab. Answers to worksheets are provided in the Teacher Support folder. |

|  |
| --- |
| 1 Lee el artículo y haz un resumen usando un máximo de 70 palabras en español. ¡Cuidado! Responde con frases completas. |

Reading and writing activity. Students read the article on Galicia and write a summary (maximum 70 words). They should mention: the varied landscape [2 marks]; characteristics of the region’s architecture [3 marks]; regional food and language [2 marks].

There are five further marks for the standard of written Spanish. As far as possible students should use their own words.

They could mention:

Galicia is very green, with many mountains and a coast with many river estuaries (ría coastline).

the architecture ranges from the ‘typical' Galician granaries and wayside crucifixes to Roman fortifications in the form of walls and a tower.

Galicia has its own language *gallego* and it has a varied cuisine, with many dishes of seafood and fish. There are also regional sweet dishes. The regional wine is Albariño.

[12 marks]

|  |
| --- |
| 2a Escucha el siguiente extracto sobre la Batalla del Vino de Haro en La Rioja y contesta las preguntas. |

Listening activity. Students listen and answer the questions 1‒6. It’s not necessary for students to write full sentences for all the answers.

Suggested answers

|  |  |
| --- | --- |
| 1 | Durante la mañana del 29 de junio |
| 2 | 1710 |
| 3 | A unos 6 km al norte de Haro (cerca de una ermita) |
| 4 | Any four of: botas, botellas, pistolas de agua, calderos, sulfatadoras |
| 5 | Secar su ropa y almorzar/comer los famosos caracoles |
| 6 | 20.000 hace diez años en comparación con 50.000 en fechas más recientes |

[10 marks]

|  |
| --- |
| 2b Escucha otra vez y rellena los huecos con la información correcta. |

Listening activity. Students listen again and fill the gaps in the sentences 1‒5 with the correct information.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 San Pedro | 2 1965 | 3 morados | 4 blanco/conduce | 5 aproximadamente |

[5 marks]

|  |
| --- |
| 3a Lee el texto y busca le traducción de estas frases o palabras. |

Reading and vocabulary activity. Students read the article about a comedy TV series based on stereotypical regional differences. They find the words in the text which translate the English words 1‒11.

Answers

|  |  |  |  |
| --- | --- | --- | --- |
| 1 una secuela televisiva | 2 de forma exagerada | 3 un soplo de aire fresco | 4 aún |
| 5 se conocen en | 6 atender/ (or cuidar) | 7 como consecuencia | 8 a través de |
| 9 canales de televisión | 10 caluroso | 11 contando chistes |  |

[11 marks]

|  |
| --- |
| 3b Traduce al inglés el último párrafo del texto. |

Translation activity. Students translate into English the last paragraph of the text for activity 3a.

Suggested answers

|  |
| --- |
| The Basque Country is shown as a rainy and very green place. Its inhabitants are colder, reserved and conservative, with very little sense of humour, good at cooking and playing *pelota*. They are people who speak their own language, Basque/Euskera, and who like to watch Basque television channels when they are away from the Basque Country. Andalucía/Andalusia is shown as a sunny and warm place, colourful and traditional. The Andalusians are presented as open, funny, religious, lovers of *sevillanas*/Sevillian dances and partying, and constantly telling or playing jokes. They are more emotionally expressive people, who give hugs and kisses to express their affection. These are typical stereotypes that many identify with the regional identity of the Basque Country and Andalucía, but they are not always the reality. |

[10 marks]

|  |
| --- |
| 3c La serie ‘Allí abajo’ presenta muchos estereotipos relacionados con los vascos y los andaluces. Después de leer el texto, ¿puedes decidir en qué columna poner los siguientes? |

Reading activity. Students read the article about a comedy TV series based on stereotypical regional differences again. They then allocate each of the sentences 1‒9 to the appropriate column in the table.

Answers

|  |  |
| --- | --- |
| Los vascos: | Los andaluces |
| 3, 4, 6, 7, 9 | 1, 2, 5, 8 |

[9 marks]

|  |
| --- |
| 3d Piensa en los estereotipos de tu región (acento, comida, bailes, creencias, costumbres …). ¿Cómo os perciben los otros. Escribe un párrafo de 250 palabras. |

Writing activity. Students write about stereotypical aspects of their own locality (city/county/ town).

Answers to the questions in this activity will depend on how much knowledge they have on their own region. They should be given some time to research/ask at home. This activity can be set as a timed writing exercise or as homework.

It is expected that students will mention how different their region is to others in the UK. They should be encouraged to include aspects that make their region unique – e.g. gastronomy/local dishes, traditions, dances, festivals/how they celebrate locally national festivals (like Bonfire night, for example), the accent/dialectical differences, etc.

This activity provides students with an opportunity to practise producing an extended piece of writing. This serves as valuable general preparation for the Paper 2 film and literature exam; as the activity does not directly correspond to the exam task, however, the teacher may wish to decide their own marking system here.

|  |
| --- |
| 4 Practica el subjuntivo y los números. Traduce estas frases al español. |

Translation activity. Students translate the sentences 1‒10, which require the use of the subjunctive mood and numerals, into Spanish.

Suggested answers

|  |  |
| --- | --- |
| 1 | El español es la segunda lengua más hablada del mundo / OR: …el segundo idioma más hablado del mundo. |
| 2 | El quinto plato es mi favorito. No creo que los cocineros vascos lo preparen bien. |
| 3 | El sesenta y cinco por ciento de la población puede comunicarse en la lengua regional. |
| 4 | Es importante que se mantenga este festival/esta fiesta para las generaciones futuras. |
| 5 | Es una pena/lástima que no puedas comer estas cinco tapas. ¡Están deliciosas/muy ricas! |
| 6 | La lengua oficial de esta región es el español, pero los padres también quieren que sus hijos estudien en el colegio la lengua regional: el vasco, catalán o gallego. |
| 7 | Las especialidades de marisco de Galicia ocupan el tercer lugar en la lista de platos más populares . |
| 8 | Varias regiones de España tienen su propio dialecto. Hay un acento diferente en cada regiones. |
| 9 | La población de las Canarias disfruta del carnaval cada año. Te recomiendo que visites las islas el próximo febrero. |
| 10 | No creo que las tradiciones y costumbres de Andalucía sean representativas de las del resto de España |

[30 marks]

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| Speaking ‒ Responding to a stimulus |
| Take students through the tips for approaching oral work in response to a stimulus. They have the opportunity to practice these skills in Activity 5. The ‘Expresiones claves’ on page 27 may also be helpful for certain phrases and words. |

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| 5 España, ¿es realmente diferente? |

Speaking activity. Students discuss the following three questions, using information and language they have learnt in Unit 5. They prepare for the task, following the advice in the skills box.

‒ Does the extent of regional diversity in Spain surprise you?

‒ Do you think that there are similarities between the regions?

‒ Apart from language and festivals, what are the principle aspects of regional identity in each region?

Answers to the questions in this activity will depend on how much knowledge the students have acquired through working through Unit 5.

It is expected that students will mention:

How different the regions in Spain are; how each offers a variety of elements that make them unique (gastronomy, language, festivals, people, climate, traditions, …)

They should mention at least one region as an example and discuss what they have learnt about it.

If they are unable to give details about one specific region (e.g. Galicia), they should mention various elements they have learnt through the unit. For example, they could talk about the variety of gastronomy/eating habits; different education systems; landscapes and climate in the country these days.

This activity is designed to offer preparation for the AS and A Level oral exam. To reflect the marks available for each stimulus card discussion in the exam, the teacher might mark this task out of 30, evaluating students on fluency and conversation skills, quality of language, interpretation of the stimulus material and knowledge and understanding of the subtheme.