



Harington School

A Level Spanish



RUTLAND AND DISTRICT  
SCHOOLS' FEDERATION

## Transition Booklet



Student name: \_\_\_\_\_

## ¡Bienvenidos!

We follow the **AQA exam**. Spanish, Spanish and German cover similar topics. The new spec started in September 2016 with the first AS exam in Summer 2017 and the first A Level exam was in Summer 2018. The new AS exam does not count towards the A Level qualification; many schools, like Harington, have therefore decided not to enter students for this. There will, however, be internal mock exams in June of Year 12.

### Structure of the course

The structure of the A Level exam is explained below. You will be assessed across three papers at the end of year 13.

#### Paper 1: Listening, Reading and Writing (50% of A Level)



This is listening, reading and translation all in one paper. You will have to manage your own time so that all questions are answered in the given time. You will have control over your listening tracks and can listen to them as many times as you want. In both the listening and reading sections, there are questions which require you to summarise information you have heard or read in Spanish in no more than 90 words. All questions are in Spanish and require an answer in Spanish, unless otherwise stated.

In detail, this is a 2 hours 30 minutes paper that is separated into two sections:

##### Section A – Listening and writing (30 marks)

In this section, you will have to listen to texts of various length and respond to questions in Spanish. You will have to write a summary of a recording in no more than 90 words.

##### Section B – Reading and writing (70 marks)

In this section, you will have to read texts from various sources and answer questions in Spanish. You will have to write a summary of a text in no more than 90 words. There are also two translation tasks of approximately 100 words; one from English into Spanish, and one from Spanish into English.

#### Paper 2: Writing (20% of A Level)

Throughout the course you study a film and a text in-depth, looking at characterisation, themes, historical context and symbolism among many other things which will prepare you to write an essay on each Spanish work in the exam. You will have a choice of question to answer on both the book and the film. The exam board recommend 300 words in Spanish for each essay, however, there is no word limit.

#### Paper 3: Speaking (30% of A Level)

The speaking exam is separated into two parts:



##### **Part 1 (5-6mins) Discussion of one sub-theme**

As part of studying the 4 broad themes with your class teacher, you will also research, discuss and debate the sub-themes and other related issues in lessons. Upon entering the exam, you are given a choice of two stimulus cards (each from a different sub-theme) and you choose one of them. The cards contain a picture, a text and three questions. You will have 5 mins to prepare to answer the three questions and any follow-up questions on the same sub-theme. You will also be expected to answer the examiner two questions arising from the material on the card.

##### **Part 2 (2min presentation and 9-10min discussion)**

You will have to choose a subject or key issue that is of particular interest to you and which relates to a country where Spanish is spoken. This will require you to research information from different sources both printed and on the internet in order to prepare a 2 min spoken presentation of your findings in Spanish followed by a 10 min discussion of the issue with the examiner.

## Course content

The topics for the 2 year course are shown below and are studied in relation to at least one Spanish-speaking country.

### Year 12 subject content:

#### ➤ Aspects of Hispanic Society

##### ☐ Modern and traditional values

- Los cambios en la familia
- Actitudes hacia el matrimonio/el divorcio
- La influencia de la Iglesia Católica



##### ☐ Cyberspace

- La influencia de internet
- Las redes sociales: beneficios y peligros
- Los móviles inteligentes en nuestra sociedad



##### ☐ Equal rights

- La mujer en el mercado laboral
- El machismo y el feminismo
- Los derechos de los gays y las personas transgénero



#### ➤ Artistic culture in the Hispanic world

##### ☐ Modern day idols

- Cantantes y músicos
- Estrellas de televisión y cine
- Modelos



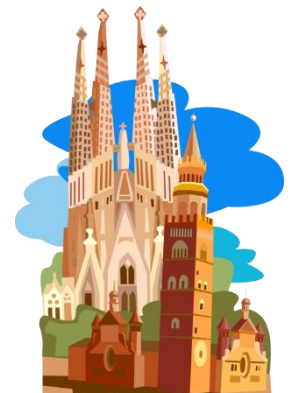
##### ☐ Spanish regional identity

- Tradiciones y costumbres
- La gastronomía
- Las lenguas



##### ☐ Cultural heritage

- Sitios turísticos y civilizaciones prehispánicas: Machu Picchu, la Alhambra, etc
- Arte y arquitectura
- El patrimonio musical y su diversidad



## Year 13 subject content:

### ➤ Multiculturalism in Hispanic society

#### ☐ Immigration

- Los beneficios y los aspectos negativos
- La inmigración en el mundo hispánico
- Los indocumentados – problema



#### ☐ Racism

- Las actitudes racistas y xenófobas
- Las medidas contra el racismo
- La legislación anti-racista



#### ☐ Integration

- La convivencia de culturas
- La educación
- Las religiones



### ➤ Aspects of political life in the Hispanic world

#### ☐ Today's youth, tomorrow's citizens

- Los jóvenes y su actitud hacia la política : activismo o apatía
- El paro entre los jóvenes
- Su sociedad idea



#### ☐ Monarchies and dictatorships

- La dictadura de Franco
- La evolución de la monarquía en España
- Dictadores latinoamericanos



#### ☐ Popular movements

- La efectividad de las manifestaciones y las huelgas
- El poder de los sindicatos
- Ejemplos de protestas sociales (eg El 15-M, las Madres de la Plaza de Mayo, ...)



## Grammar:

The following is a list of grammar that is covered at A Level. It is separated into two lists, one for Year 1 (or AS Level where studied) and the extra grammar expected at Year 2 of the A Level.

### 3.3.1 AS grammar

### 3.3.1.1 Nouns

Gender

### Singular and plural forms

Plural of male/female pairs (eg *los Reyes*)

### Affective suffixes (R)

### 3.3.1.2 Articles

## Definite and indefinite

*El* with feminine nouns beginning with stressed *a* (*el agua*)

*Lo* + adjective

### 3.3.1.3 Adjectives

## Agreement

## Position

Apocopation (eg *gran, buen, mal, primer*)

Comparative and superlative (eg *más fuerte*; *mejor*, *peor*, *mayor*, *menor*)

Use of adjectives as nouns (eg *una triste, la roja, las norteamericanas*)

Demonstrative (eg *este, ese, aquel*)

Indefinite (eg *alguno, cualquiera, otro*)

Possessive (weak and strong forms) (eg *mi/mío*)

Interrogative and exclamatory (eg *¿cuánto?/¡cuánto!*, etc, including use of *¿qué?/¡qué!*)

Relative (*cuyo*) (R)

#### 3.3.1.4 Numerals

Cardinal (eg *uno, dos*)

Ordinal 1–10 (eg *primero, segundo*)

Agreement (eg *cuatrocientas chicas*)

## Expression of time and date

### 3.3.1.5 Adverbs

### Formation of adverbs in *-mente*

Comparative and superlative (eg *más despacio*)

Use of adjectives as adverbs (eg *rápido*, *claro*)

Adjectives as equivalents of English adverbs (eg *Salió contenta*)

Interrogative (eg ¿cómo?, ¿cuándo?, ¿dónde?)

### 3.3.1.6 Quantifiers/intensifiers

(eg *muy, bastante, poco, mucho*)



### 3.3.1.7 Pronouns

Subject

Object: direct and indirect; use of *se* for *le(s)*; 'redundant' use of indirect object (eg *Dale un beso a tu papá*)

Reflexive

Unstressed/stressed forms (eg *me/mí*)

Position and order

Relative (*que, quien, el que, el cual*)

Demonstrative (*este, ese, aquel; esto, eso, aquello*)

Indefinite (eg *algo, alguien*)

Possessive (eg *el mío, la mía*). Expression of possession by the use of the indirect object pronoun (*Le rompió el brazo*) must also be included.

Interrogative

### 3.3.1.8 Verbs

Regular conjugations of *-ar*, *-er* and *-ir* verbs, including radical-changing (eg *recordar/recuerdo, pedir/pido*) and orthographic-changing (eg *abrazar/abracé*) verbs in all tenses and moods, finite and non-finite forms

Regular and irregular verbs, in all tenses and moods, finite and non-finite forms

Agreement of verb and subject

Use of *hay que* in all tenses

Use of tenses:

- present
- preterite
- imperfect
- future
- conditional
- perfect
- future perfect
- conditional perfect
- pluperfect.

Use of the infinitive, the gerund and the past participle

Verbal paraphrases and their uses. These include but are not limited to the following:

- *ir a* + gerund
- *estar* + gerund
- *acabar de* + infinitive
- *estar para* + infinitive
- *llevar* + gerund
- *ir* + gerund (R)
- *venir* + gerund (R).

Use of the subjunctive

Commands

Conditional sentences

After conjunctions of time

After *para que, sin que*

In relative clauses (R)

After other subordinating conjunctions (R)

With verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility, probability (R)

Sequence of tense in indirect speech and other subordinate clauses

Voice



Use of the reflexive as a passive (eg *El puente se construyó para unir a las comunidades*)

Use of the reflexive to express an impersonal subject (eg *¿Cómo se llega a la estación?*)

Use of *ser* + past participle

Use of *estar* + past participle

'Nuance' reflexive verbs (eg *caerse*, *pararse*)

Modes of address (*tú*, *usted*; *vos* (R))

Constructions with verbs

Verbs followed directly by an infinitive (eg *querer*, *poder*)

Verbs followed by a preposition plus an infinitive or noun phrase (eg *insistir en*, *negarse a*)

Verbs followed by a gerund (eg *seguir*)

Verbs of perception (eg *Vi asfaltar la calle*)

Uses of *ser* and *estar*

### 3.3.1.9 Prepositions

All prepositions, both simple (eg *bajo*) and complex (eg *encima de*)

'Personal' *a*

Discrimination of *por* and *para*

### 3.3.1.10 Conjunctions

Coordinating conjunctions (eg *y*, *o*, *pero*)

Subordinating conjunctions. These include but are not limited to the following:

- cause (*porque*)
- purpose (*para que*)
- proviso (*con tal que*)
- supposition (*a no ser que*)
- time (*cuando*)
- concession (*aunque*).

Use of *que* to introduce a clause (eg *¡Cuidado, que se va a quemar la tortilla!*) (R)

### 3.3.1.11 Negation

### 3.3.1.12 Questions

### 3.3.1.13 Commands

### 3.3.1.14 Word order

Subject following verb (*Ha llegado el profesor*; *Me gustan las patatas*)

Focalisation (*Tú ¿qué opinas?*; *A Cristiano lo odian*) (R)

### 3.3.1.15 Other constructions

Time expressions with *hace/hacía* and *desde hace/hacía*

Cleft sentences (*Fue en Madrid donde nos conocimos*)

Comparative constructions. These include but are not limited to the following:

- *tan... como...*, etc
- *más... que...*, etc.

*Tiene más dinero de lo que creía* (R)

Indirect speech

### 3.3.1.16 Discourse markers

(eg *Esque...*, *Por ejemplo*, *Ahora bien...*)

### 3.3.1.17 Fillers

(eg *pues*, *bueno*)



## Adjectives

Relative (*cuyo*)

### 3.3.2.2 Verbs

Use of the subjunctive:

- in relative clauses
- after other subordinating conjunctions
- with verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility, probability.

### 3.3.2.3 Conjunctions

Use of *que* to introduce a clause (*¡Cuidado, que se va a quemar la tortilla!*)

### 3.3.2.4 Other constructions

Comparative constructions

*Tiene más dinero de lo que creía*

Expression of concession other than by *aunque* (*por muy adjective que, por mucho que*) (R)

## Set texts and films:

For Paper 2 your teacher will choose either 2 books, or a book and a film from the list below to study. However, it is good practice to read around the subject to get a broad knowledge and so it would be good to read another text from the list as well as watching some of the set films.

### Literary works:

- Federico García Lorca *La casa de Bernarda Alba*
- Gabriel García Márquez *Crónica de una muerte anunciada*
- **Laura Esquivel *Como agua para chocolate***
- Ramón J. Sender *Réquiem por un campesino español*
- Carlos Ruiz Zafón *La sombra del viento*
- Isabel Allende *La casa de los espíritus*
- Gustavo Adolfo Bécquer *Rimas*
- Fernando Fernán-Gómez *Las bicicletas son para el verano*
- Luis de Castresana *El otro árbol de Guernica*
- Gabriel García Márquez *El coronel no tiene quien le escriba*

### Films:

- *El laberinto del fauno* Guillermo del Toro (2006)
- *Ocho apellidos vascos* Emilio Martínez-Lázaro (2014)
- *María, llena eres de gracia* Joshua Marston (2004)
- ***Volver* Pedro Almodóvar (2006)**
- *Abel* Diego Luna (2010)
- *Las 13 rosas* Emilio Martínez-Lázaro (2007)



Towards the end of Year 12 you will also choose a topic which interests you for your Individual Research Project. This will form the basis of your final oral exam. Each student must choose a different subject. The aim of this is to develop your individual research skills but you will be given further guidance about this later on.

## How to organise yourself and ensure good progress.

Good organisation and a positive work ethic are essential for the A Level course. Try to establish good habits from the start. We will build in the following, to help you progress:

- Weekly vocab tests.
- Fortnightly grammar tests.
- Regular individual oral sessions
- Termly checkpoints ( testing 2 of oral, listening, reading or writing skills)
- File inspection on a termly basis.
- Practice exam questions on each topic on a regular basis
- Weekly homework, roughly 4 hours.
- Extra reading, listening or grammar practice using websites, newspapers, magazines and Spanish readers.

### File organisation and books.

You may request an exercise book to record useful vocab and grammar notes. Otherwise all notes are made on file paper. You are expected to provide your own file paper and files for all topic work and essays. File dividers will help you to keep your file organised. Get one very large ring binder with 17 dividers. Bring to school on the first lesson back labelled as follows:

1. Los valores tradicionales y modernos
2. El ciberespacio
3. La igualdad de los derechos
4. La influencia de los idolos
5. La identidad regional en España
6. El patrimonio cultural
7. La inmigración
8. El racismo
9. La convivencia y la integración
10. Jóvenes de hoy, ciudadanos de mañana
11. Monarquías y dictaduras
12. Movimientos sociales

Grammar

Vocabulary

Literary Text

Film

Research for speaking presentation

Get one smaller ring binder in which you will keep the work from the last 2 weeks' lessons and any work that you have to hand in that week. After 2 weeks, all work is filed in the large ring binder at home. This will be checked by your teacher every half term.

You will be given an oral exam guide at the start of the course. This will contain examples of stimulus cards for the oral exam, useful phrases, a fact-file and a mark scheme; we will refer to these as we work through each topic.

You will need to buy the Oxford AQA Spanish A Level text book (approx. £24) and the accompanying Grammar and translation workbook. (approx. £8).

As you study you will begin to form an idea of which topic interests you the most and what could be the research question you will choose for your IRP. Try to keep notes, articles or useful websites referring to this topic and start your own research ready for the summer term.

You will also need to gather facts, examples and statistics on each language topic as you will need these for the oral exam.

### **Useful websites:**

<http://www.bbc.co.uk/languages/spanish/>

Provides a variety of useful language resources including links to online Spanish language

[www.elpais.com](http://www.elpais.com)

El País newspaper.

<http://www.veintemundos.com/en/>

Digital newspaper with exercises and sound files.

<http://rtve.es>

Search for '4 minutos' within the site and then listen and try to pick out the main stories.

<http://es.euronews.com/>

Online news videos with transcripts.

### **Learning vocabulary.**

You will need to ensure you learn vocabulary regularly to increase not only your active vocabulary, but also your passive knowledge and deductive skills. If you understand the words in the context, you can often deduce the meaning of unfamiliar vocabulary. Therefore it is essential to record vocabulary methodically and then learn and use it. When using a dictionary, remember to look up and record the infinitive form of a verb as well as any unusual part of it, such as an irregular past participle; when looking up nouns always note their gender. Two very good websites you can use to make up your own vocab practice tests are [www.quizlet.com/](http://www.quizlet.com/) or [www.memrise.com](http://www.memrise.com). You will have access to [www.quizlet.com](http://www.quizlet.com) at home, searching the username "catmosemfl". You need to actively learn vocabulary on a regular basis so make it as fun as possible!



## Essay writing

Before you write your first essay you will be given structured guidance on how to write essays at this level, as well as a checklist and the mark scheme. In the exam you will write essays about the book and film you study, but we will practise others too. Basically you need to answer the question set, produce a balanced argument, include a good range of vocabulary and grammatical structures and show a good level of analysis. Normally you will need to write a minimum of 300 words. There are many good essay phrases which we will teach you and which can be slotted in to a number of essays, but you will need to study the book and film in detail to be able to write a comprehensive essay on them. We will give you example essays to analyse and mark during the course, to enable you to see what is required for a higher grade. Planning is essential. You need to observe good essay structure: an introduction in which you make it clear that you have understood the question and you outline the argument you are going to make; one paragraph per main point, in which you make your point, explain it, give an example, and refer back to the question set; sum up with a conclusion in which you show you have really answered the question and try to leave the examiner with your personal thoughts or standpoint and perhaps something to muse upon ....

## Speaking Spanish

It is essential that you experiment with Spanish and try to speak in Spanish every lesson. We will not mind if you make mistakes – you just need to practise. If you are worried about correct pronunciation you can check this on [wordreference.com](http://wordreference.com), or use the vocab pages on the digital book on [kerboodle](http://kerboodle). You could also try some tricky phrases on the website [ttsreader.com](http://ttsreader.com) which converts text to speech. Try speaking to yourself in Spanish, or practising with a friend or parent. The best way to practise, however, is to go to Spain.....

### Contact with Spain and Spanish speakers.

- Every time you go to Spain on holiday try to speak as much as possible; don't be shy! Keep a notebook of useful vocabulary you come across. Also take the opportunity to scrounge leaflets and free information form tourist centres about current issues and places of interest; it's all good reading practice!
- There will hopefully be an opportunity to go to Spain as part of a school trip. This past year we had a cultural Barcelona trip which students thoroughly enjoyed. Alternatively you may wish to do a week's work experience placement and we can help you organise this through Halsbury Travel. You would travel independently, or as a small group, with students of Spanish from other schools. Some of the Year 12 students at Harington did this three years ago and thoroughly enjoyed the experience, staying with a family during their week.
- Try to converse as much as possible in Spanish in class. Spanish lessons at A Level are conducted mainly in Spanish! We hope to have access to a Spanish assistant at some stage during your course to give you extra speaking practice with a young native speaker, and hope to organise social meetings, sometimes with students of Spanish at Oakham School.

To get the most out of this course you must be prepared to work independently, as languages need constant practice and good discipline. However, we will be there to support you, so don't worry.

# Tasks in preparation for A Level Spanish

## Grammar and Tenses:

Please **complete the GCSE Core Grammar Workbook** available on the Harington Google drive. Before starting A Level, it is important that you are confident with the core grammar taught at GCSE level. Read the introduction and then complete the activities for that section. If you get stuck, check if there is a video on YouTube that can explain it or check out SpanishDict's grammar page:

<https://www.spanishdict.com/guide>

In addition to the workbook, the Languages Online website is very useful and I would encourage you to use it to further your knowledge of key grammar – especially any areas you found difficult in the workbook. There are also self-correcting exercises for you to complete which will give you a good idea of how you are doing.

<https://www.languagesonline.org.uk/Hotpotatoes/spanishindex.html#Grammar>

You should keep the Core Grammar Workbook in the Grammar section of your folder. Make a note of any questions you have about the grammar and we will clarify any misconceptions in the first few weeks of the course. We spend the first term consolidating our knowledge of the core grammar

## Reading Practice

Keep your own vocabulary book for new expressions you come across. You could order it alphabetically, by topic area based on what we are going to study or just use it as a diary and scribble away your Spanish development in it.

You should **get into the habit of reading some Spanish every week**. This could be a news article, a recipe, blog post or even a Spanish novel. This will expose you to new vocabulary as well as the culture of the countries we will be studying at A Level. Some news websites are listed below:

<https://elpais.com/>

<https://www.elmundo.es/>

<https://www.bbc.com/mundo>

<https://cnnespanol.cnn.com/>

<https://www.rtve.es/>

### Tip: Don't look up every word you are not sure of when reading an article/ book

When you are reading articles etc, try not to look up every word as it will take you forever. Skim and scan the text to get the gist. Remember to use the context or the article, cognates and common sense to figure out what the article is saying. Pick out a couple of words that you like the look of, that you feel may be real hurdles to getting the idea of the text, look them up carefully and add them to your vocab booklet. The aim at this stage is to get the gist of the article, not be able to translate it completely. Translation is a whole different ball game and you will learn it soon enough. You will be surprised how much more enjoyable reading will be if you really pay attention to this tip.

## Current Affairs:

At A Level we will look at the current situation in Spanish-speaking countries in a number of different topics. In order to give you a head start, it would be good to have a basic knowledge of what is happening in Spain at the minute. Below is a link to a podcast from El País (Spain's most popular newspaper). It is in English, but about the Spanish news. Listen to episodes from the past year so you know what has been happening in Spain's recent history.

[https://elpais.com/agr/podcast\\_que/a](https://elpais.com/agr/podcast_que/a)

**Task:** Find two articles based on two topics we will study over the course (see the content list earlier) and summarise them in Spanish. Include your opinions on the article. We will look at these in the first few weeks of the course.

Reading Practice Question

Read this text and answer the questions that follow.



ESPAÑA ES UNO DE LOS PAÍSES QUE MÁS USA WHATSAPP

Las elevadas tarifas telefónicas en España han contribuido en gran parte al aumento de aplicaciones móviles de mensajería gratuita instantánea, como WhatsApp, que actualmente lidera en el mundo con más de 700 millones de usuarios.

Los españoles son los cuartos del mundo en el uso de este popular servicio de mensajería, y más del 80% de poseedores de teléfonos inteligentes lo emplean diariamente, una cifra muy elevada si la comparamos con la de algunos países vecinos, como el Reino Unido (30%) y Francia (15%).

La popularidad de la mensajería gratuita ha tenido un fuerte impacto en las compañías telefónicas, que han visto disminuir el uso de mensajes de texto de un 91% a un 25% en tan solo dos años, y como consecuencia, están perdiendo mucho dinero.

WhatsApp no conoce de edades ni de contextos, se utiliza entre amigos, los profesores lo utilizan para comunicarse con los padres, en las empresas se utiliza para informar a sus empleados, e incluso los más mayores lo usan con facilidad.

El poder de WhatsApp parece no tener fin en España, y hace unos meses incluso se empezó a discutir la posibilidad de incluir el verbo wasapear en el diccionario de la lengua española.

- a. What do you know about the cost of mobile phones in Spain?  
.....
- b. How many people use WhatsApp in Spain?  
.....
- c. How often do people with smartphones use it?  
.....
- d. What do the figures 30% and 15% stand for?  
.....
- e. How has the use of WhatsApp affected mobile phone providers?  
.....
- f. Name three of the most common users of the app.  
.....
- g. How do we know that the use of WhatsApp is having a big impact on Spanish society?  
.....

## Reading Practice Question

Read this text and answer the questions that follow.

### La hoguera de San Juan en Alicante la madrugada del 24 de junio.

Publicado el 6 de octubre 2017, 21:00

Este verano he pasado mis vacaciones en Alicante, una ciudad en la costa del Mediterráneo. Me ha encantado y los alicantinos me han parecido cariñosos, divertidos y muy, muy amables, pero vuelvo a casa con un recuerdo muy especial, el de la noche de las hogueras de San Juan.

Mi amiga Carmen me había hablado de esta noche tan especial, la que marca el comienzo del verano, pero no pensaba que iba a gustarme tanto. La Noche de San Juan se celebra en muchas otras ciudades de la costa de España, pero tiene especial significado en la ciudad de Alicante, donde todos se reúnen en la playa para celebrar la noche más corta del año. A medianoche se encienden las hogueras, todos saltan sobre el fuego, y cantan y bailan alrededor de las hogueras.



A pesar de que comenzó como un festival pagano en el que los alicantinos encendían hogueras con trozos de madera y muebles viejos, y bailaban para celebrar la llegada del verano, hace ya muchos años que se relaciona con el día de San Juan, que se celebra el 24 de junio. Las festividades duran unos cinco días, pero culminan en esta noche mágica en la que la playa se ve iluminada por las llamas de estas espectaculares esculturas.

Si nunca has visitado Alicante, te recomiendo que lo hagas a finales de junio para poder disfrutar de una de las celebraciones más espectaculares que he visto. La Noche de San Juan es otra más de las interesantes y únicas tradiciones españolas que te permiten conocer el país, la cultura y a sus gentes.



Laura

Key vocabulary. Complete the table with the English. Use two colours of pen, one for the words you know or work out from context and another for the words you look up.

hoguera		alrededor	
alicantinos		a pesar de que	
cariñosos		pagano	
amables		trozos	
vuelvo		madera	
recuerdo		muebles	
noche		llegada	
marca		verano	
comienzo		ya	
verano		festividades	
iba		duran	
tanto		culminan	
celebra		iluminada	
significado		llamas	
todos		espectaculares	
reúnen		esculturas	
corta		nunca	
medianoche		poder	
encender		disfrutar	
saltan		otra	
sobre		tradiciones	
fuego		conocer	

Verdadero o Falso – Decide if the following statements are true or false according to the text.

- a. Alicante está bastante cerca de Madrid.
- b. Los alicantinos parecen personas muy acogedoras.
- c. Laura no había oído hablar nunca de la Noche de San Juan.
- d. Las hogueras solo se celebran en Alicante.
- e. La Noche de San Juan se celebra por toda España.
- f. Las hogueras son unas fiestas que tienen la intención de unir la comunidad.
- g. Las hogueras se hacían con cosas que ya no se necesitaban.
- h. El festival tiene raíces religiosas.
- i. Las fiestas duran unos días, y terminan la noche más corta de año.
- j. Es buena idea visitar Alicante en junio.
- j. Laura todavía está disfrutando de sus vacaciones en Alicante.
- k. Encender las hogueras en la playa es buena idea.
- l. Me encantaría poder verlas.

## Listening Practice

### Music

At A Level we study both the influence of idols (including musicians) as well as the musical heritage of Spanish-speaking countries. Now is a great time to delve into the world of Spanish (or Latin American) music and get to know the artists, styles and even the lyrics!

#### Lyrics Training

Use the following website to help you engage with the songs. You simply choose a song you like then it will create gap-fill exercises to complete as you listen. You can work through the levels all the way up to Advanced (or even Expert!). I would recommend you **choose 1 song a week to work on and work through each level** on the same song so you begin to pick-up new vocabulary.

This is the website: <https://lyricstraining.com/es>

This is a song you could start on. It is a famous song that has been re-recorded to inspire people during the COVID-19 pandemic. <https://lyricstraining.com/es>

#### Los 40 Principales

You should **get into the habit of checking the Spanish Top 40 every week** to see what Spanish people your age are listening to. You will notice that there are quite a few English language songs because the music industry in countries like the USA is so big. How many songs have we had in Spanish on our radios in the past few years? Can you name 3?

The website for the top 40 (los 40 principales) also contains interviews and articles about the artists which are interesting.

<https://los40.com/>

### TV and Film

If you listen to lots of realistic conversations in TV series and films, over time, you'll start speaking in a more natural way. Here are some suggestions of how to use your media-streaming service to hear authentic foreign languages:

#### Netflix

Here are some ideas for TV shows and films in Spanish with English subtitles. (You may need to set the audio to Spanish and subtitles to English if it doesn't do so automatically):

- Zipi & Zape y la Isla del Capitan
- Tad the Lost Explorer and the Secret of King Midas
- Go! Live Your Way
- The Neighbor (certificate: 15)
- Off Course (certificate: 15)
- Grandma's Wedding (certificate: 15)

BONUS: If you use Google Chrome at home, this extension allows you to have English and foreign language subtitles on at the same time to improve your understanding:

<https://languagelearningwithnetflix.com/>

## Amazon Prime

Here are some ideas for TV shows and films in Spanish with English subtitles (You may need to set the audio to Spanish and subtitles to English if it doesn't do so automatically):

- Tesoros
- El corazón de Sergio Ramos
- Spanish Exile
- Requirements to be a Normal Person (certificate: 13+)
- Death in León (certificate: 13+)

## Youtube

Why not subscribe to some language-learning channels on Youtube?

- Easy Spanish
- Innovative Language Learning
- The Travel Linguist (perfect for holidays when we're allowed to travel again!)

All these channels have videos for beginners, intermediate and advanced learners from real foreign language-speakers.

**Task: Translate the blurb for Volver** (the film we plan to study at A Level). Bring this along with you on paper to your first lesson:

*Volver es la premiada película de 2006 sobre dos hermanas y su viaje para descubrir su pasado tras la muerte prematura de sus padres. La película era la obra cinematográfica número 16 del director español Pedro Almodóvar, y cuenta con un buen número de grandes actrices españolas como Penélope Cruz y Carmen Maura.*

*La película está ambientada en la región de La Mancha en España, donde nació Almodóvar, y trata temas como la muerte, la soledad y la tradición. Aunque menos desmesurada que algunas de las obras anteriores de Almodóvar, Volver contiene varios de sus marcas de estilo cinematográficas: farsa, comedia, tragedia, melodrama, y realismo mágico.*

## Spanish Regional Identity – Research Project

Spain is divided into 17 autonomous communities (just like our regions: Yorkshire, East Midlands, Cornwall, etc.) The image below lists their names and shows various things that are typical to that region (food, sport, festival, etc.). Choose a region (or you could do several) and poster or infographic about it. You should include food, sports, festivals, landmarks, etc. It should be in Spanish.



## Current affairs research/presentation task

(bring to the first lesson in September but we will not do presentations until we know each other a few weeks into the course)

Research an area in Spanish that interests you on one of the following two general areas:

- Modern and traditional values in Spain: changing family life, religious traditions, marriage in Spain.
- Influence of idols: influence of musicians, Spanish sports stars, celebrity culture in Spain.

These are broad areas, and you should find one aspect of the wider topic that influences you. You should write 2 sides of A4 in Spanish with a few PowerPoint slides. We will present this a few weeks into the course.

Suggested websites:

[elpais.es](http://elpais.es)

[elmundo.es](http://elmundo.es)

[google.es](http://google.es)

## Gracias

Thank you again for opting for A Level Spanish. We are really looking forward to starting the course with you. We are sure that you will find it a highly beneficial experience which will open up many doors for your future as it has done for us.

If you have any questions, please do not hesitate to contact Mr Cunningham or Mrs Abbott on the emails below.

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¡Que te pases un buen verano!

Mr Cunningham & Mrs Abbot