

## A level Spanish: Covering the themes

### Theme 1: La evolución de la sociedad española

Theme 1 is set in the context of Spain only. This theme covers social issues and trends:

#### Sub-theme: El cambio en la estructura familiar

*La evolución de las actitudes hacia el matrimonio, las relaciones y las familias.*

#### Sub-theme: El mundo laboral

*La vida laboral en España y las actitudes hacia el trabajo; las oportunidades de trabajo para los jóvenes; la igualdad de género.*

#### Sub-theme: El impacto turístico en España

*El impacto económico; las oportunidades que ofrece el turismo; el impacto socioambiental.*

When approaching this theme, students should be able to draw on language learnt during Key Stage 4. To enable them to develop the language met previously the teacher could approach this theme through literature, including texts about what life was like before and poems about friendship in Spanish. Research can be conducted into employment statistics in Spain and the history of tourism.

#### Suggested activities

- Use **literary texts** to look at the life of a character, in order to practise the simple past tense.
- Look at **clips** from the Spanish TV drama series *"Cuéntame como pasó"* which looks at family life in Spain from the 1970s to the 1980s.
- Use **poetry** to expand ideas about friendship and develop vocabulary.
- Use **Venn diagrams** on adjectives, to develop positive and negative adjectives on the theme of *relationships*.
- **Debate** the advantages and disadvantages of social media, to encourage spontaneous speaking.
- Show the students two **photos** of a holiday resort in Spain, one taken in the 1950s and one today. Ask them to discuss the changes. Are they for the better?

#### Resources

| Sub-theme                                  | Resource and activity  | Skill developed        | Teacher notes   |
|--|--|------------------------|---|
| <b>El cambio en la estructura familiar</b> | Watch extracts from the film <i>la gran familia Española</i> and discuss the themes arising from it. | Listening and speaking | Clips available on YouTube. Longer segments, or even the whole film, could be watched and studied for a good introduction to the topic of the Spanish family. |

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| <p><b>El cambio en la estructura familiar</b></p> | <p>Read three articles on how family structure has changed in Spain.</p> <p>New family models and structures in Spain:<br/> <a href="http://www.20minutos.es/noticia/631685/0/nuevas/familias/ejemplos/">http://www.20minutos.es/noticia/631685/0/nuevas/familias/ejemplos/</a></p> <p>Changing family structures after a decade of gay weddings and express divorces:<br/> <a href="http://www.20minutos.es/noticia/631638/0/nuevos/modelos/familia/">http://www.20minutos.es/noticia/631638/0/nuevos/modelos/familia/</a></p> <p>The family revolution, from <i>El País</i>:<br/> <a href="http://elpais.com/diario/2005/10/09/eps/1128839212_850215.html">http://elpais.com/diario/2005/10/09/eps/1128839212_850215.html</a></p> | <p>Reading, writing, translation</p>           | <p>The articles could be used as basis for written work and translations, as well as grammar exercises.</p>   |
| <p><b>La vida laboral en España</b></p>           | <p>Read various articles on work in Spain:<br/> <a href="http://noticias.universia.es/empleo">http://noticias.universia.es/empleo</a></p>   | <p>Reading, writing, translation</p>           | <p>The articles could be used as a basis for written work and translations, as well as grammar exercises.</p>   |
| <p><b>El impacto turístico en España</b></p>      | <p>Read article on the importance of tourism to the Spanish economy since the financial crisis:<br/> <a href="http://www.bbc.com/mundo/noticias/2013/07/130705_economia_turismo_espana_crisis_ch">http://www.bbc.com/mundo/noticias/2013/07/130705_economia_turismo_espana_crisis_ch</a></p>  | <p>Reading, speaking, writing, translation</p> | <p>The article could be used as basis for written work and translations, as well as grammar exercises and a discussion on the positive and negative impacts of tourism.</p> |
| <p><b>El impacto turístico en España</b></p>      | <p>Short video with lots of statistics about tourism in Spain. Could be used as an introduction to the topic:<br/> <a href="https://www.youtube.com/watch?v=-XIVzHkEeQI">https://www.youtube.com/watch?v=-XIVzHkEeQI</a></p>  | <p>Listening, independent research</p>         |   |
| <p><b>Tourism in Spain</b></p>                    | <p>Good site for information on policies on tourism and developments in Spain:<br/> <a href="http://www.tourspain.es/es-es/Paginas/index.aspx">http://www.tourspain.es/es-es/Paginas/index.aspx</a></p>   | <p>Independent research</p>                    |   |

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| <b>El impacto turístico en España</b> | Class debate on positives and negatives of tourism, focusing on the many types of tourists who visit Spain from students' own countries  | Speaking, leading to writing    | Evaluative skills and language can be developed in these kinds of exercises, in weighing up the pros and cons of different types of tourism. |
| <b>El impacto económico</b>           | Good article for facts about tourism in Spain. Could be used as translation exercise.<br><i>España tiene el sector turístico más competitivo del mundo:</i><br><a href="http://economia.elpais.com/economia/2015/05/06/actualidad/1430908896_668329.html">http://economia.elpais.com/economia/2015/05/06/actualidad/1430908896_668329.html</a> | Reading, research, translation. | The skill and language needed to build facts and figures into arguments can be developed here.   |

## Theme 2: La cultura política y artística en el mundo hispanohablante

Theme 2 is set in the context of Spanish-speaking countries and communities. This theme covers artistic culture (through music and festivals and traditions) and political and artistic culture (through media).

### Sub-theme: La música

*Los cambios y las tendencias; el impacto de la música en la cultura contemporánea.*

### Sub-theme: Los medios de comunicación

*La televisión y las telenovelas; los medios de comunicación escritos y en internet; el impacto en la sociedad y la política.*

### Sub-theme: Los festivales y las tradiciones

*Los festivales, las fiestas, las costumbres y las tradiciones.*

### Suggested activities

- The class **listen** to some songs from the Spanish music charts and choose their favourite, giving reasons.
- Each student is asked to **research** the music of a Latin American country. They present their research to the class, with examples.
- **Discussion** about preferred TV programmes or music through a “diamond nine” activity, which helps to prioritise and categorise arguments and ideas, in order to encourage spontaneous talk.
- Students **watch** Spanish TV online and choose a programme to explain to the class in a **presentation**, giving their reasons for choosing it.

- Allocate each student a traditional festival to **research** and **present** to the rest of the class.
- Use **songs** to teach specific points of **grammar**, e.g. *Héroe* by Enrique Iglesias to teach the imperfect subjunctive.
- Students **listen** to a song and complete a gap fill activity.
- Use online Spanish **news reports** as a **starter**.

## Resources

| Sub-theme  | Resource and activity   | Skill developed                 | Teacher notes   |
|--|---|---------------------------------|---|
| <b>Historia de la música española</b>                | Information on how Spanish has developed, broken into short paragraphs which are ideal for summary and translation work:<br><a href="http://www.enforex.com/espanol/cultura/historia-musica-espanola.html">http://www.enforex.com/espanol/cultura/historia-musica-espanola.html</a>         | Summary/translation             |   |
| <b>Historia de la Música española</b>                | Podcast done by Spanish student with music and links to art movements of the time. A little difficult to understand at times but extracts can be used for summary/comprehension or gap fill activities:<br><a href="https://vimeo.com/4680996">https://vimeo.com/4680996</a>                | Listening                       | Students could also use these podcasts as a model for their own presentation                                    |
| <b>La música española</b>                            | Article and video links to contemporary Spanish musicians, <b>as well as listening habits in Spain: ¿Qué música se escucha en España?</b><br><a href="http://www.dream-alcala.com/que-musica-se-escucha-en-espana/">http://www.dream-alcala.com/que-musica-se-escucha-en-espana/</a>        | Reading and listening, speaking | Teachers could also set independent research and mini-presentation projects with this site as a starting point. |
| <b>La Música en Español</b>                          | Article that covers Latin America too:<br><i>La Gran Variedad de Música en Español</i><br><a href="http://carla.umn.edu/cobalrt/lessonplans/attachments/87/03-reading.pdf">http://carla.umn.edu/cobalrt/lessonplans/attachments/87/03-reading.pdf</a>                                       | Reading and translation         |   |
| <b>Musica popular y tradicional en latinoamerica</b> | Good website with videos showing the different musical styles (Cuban/tango, etc.) and traditional instruments.<br><a href="http://musicaluex.blogspot.co.uk/2010/12/musica-popular-y-tradicional-en.html">http://musicaluex.blogspot.co.uk/2010/12/musica-popular-y-tradicional-en.html</a> | Research and background info    | Could also be used as basis for class presentations.  |

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| <b>Telenovelas</b>                         | YouTube site with short extracts from popular <i>telenovelas</i> . Can be used as listening or 'continue the story' activity:<br><a href="https://www.youtube.com/user/TelenovelaTelevisa">https://www.youtube.com/user/TelenovelaTelevisa</a>                   | Listening, Role play, speaking |  |
| <b>Impacto del Internet en la Sociedad</b> | Not in Spanish but this short video is set in Spain and can be used as the basis for a class debate on the use of technology and the impact in society:<br><a href="https://www.youtube.com/watch?v=Gqccb0yrNzM">https://www.youtube.com/watch?v=Gqccb0yrNzM</a> | Debate                         |  |
| <b>Los festivales y las tradiciones</b>    | Each student to research a different festival or custom in the Spanish speaking world and present over the half term.<br><a href="http://www.portalfiestas.com/">http://www.portalfiestas.com/</a>   | Presentations                  |  |

### Theme 3: La inmigración y la sociedad multicultural española

Theme 3 is set in the context of Spain only. This theme covers social issues and trends.

#### Sub-theme: El impacto positivo de la inmigración en la sociedad española

*Las aportaciones de los inmigrantes en la economía y la cultura.*

#### Sub-theme: Enfrentando los desafíos de la inmigración y la integración en España

*Las medidas adoptadas por las comunidades locales; la marginación y el aislamiento desde el punto de vista de los inmigrantes.*

#### Sub-theme: La reacción social y pública hacia la inmigración en España

*El enfoque político hacia la inmigración; la opinión pública.*

#### Suggested activities

- Students **research** current immigration figures in Spain. Where do the majority of immigrants come from? Which regions have the most immigrants?
- Have a class **debate** on *lo bueno y lo malo de la inmigración*
- The students **write** a diary on the life of an immigrant living in Spain.
- **Read** extracts from *El romancero gitano* by Federico García Lorca. Follow-up discussion on how gypsies are treated in Spain today.

## Resources

| Sub-theme   | Resource and activity   | Skill developed                 | Teacher notes  |
|---|---|---------------------------------|--|
| <b>La inmigración</b>   | Government site providing statistics and information about immigration in Spain.<br><i>Portal de inmigración:</i><br><a href="http://extranjeros.empleo.gob.es/es/index.html">http://extranjeros.empleo.gob.es/es/index.html</a>  | Independent research            |  |
| <b>La inmigración</b>   | <i>El Mundo</i> and <i>El País</i> have many articles presenting different aspects of immigration which can be used for reading and debate.:<br><a href="http://elpais.com/tag/inmigracion/">http://elpais.com/tag/inmigracion/</a><br><a href="http://www.elmundo.es/sociedad/2015/09/22/56003ea646163ffb2a8b4595.html">http://www.elmundo.es/sociedad/2015/09/22/56003ea646163ffb2a8b4595.html</a><br><a href="http://www.elmundo.es/espana/2015/07/03/559593c8e2704e5a7b8b459e.html">http://www.elmundo.es/espana/2015/07/03/559593c8e2704e5a7b8b459e.html</a> | Reading, speaking and writing   | Writing work could follow research and debate.   |
| <b>la marginación y el aislamiento desde el punto de vista de los inmigrantes</b> | YouTube has a variety of news reports showing conditions and interviews with immigrants in Spain.<br><a href="https://www.youtube.com/watch?v=gvs1k5d55do">https://www.youtube.com/watch?v=gvs1k5d55do</a><br><a href="https://www.youtube.com/watch?v=RQ7kX-RQoa0">https://www.youtube.com/watch?v=RQ7kX-RQoa0</a>   | Listening and debating          | There is ample scope for students to research and give presentations summarising the videos. |
| <b>La inmigración</b>   | Get students to watch the film <i>Biutiful</i> (15) and write a critical analysis essay. Can also be used for debate. Warning: this is a hard-hitting film.   | Writing, speaking and listening |  |
| <b>La inmigración latina</b>  | Students could watch extracts of <i>sin nombre</i> and then discuss what they have seen. Can also be used for critical analysis work (warning the film does have episodes of violence and potentially upsetting scenes - it is rated 15 in the UK)  | Writing, speaking and listening |  |

## Theme 4: La dictadura franquista y la transición a la democracia

Theme 4 is set in the context of Spain only. This theme covers political culture.

### Sub-theme: La Guerra Civil y el ascenso de Franco (1936-1939)

*La Guerra Civil y el ascenso de Franco, los republicanos contra los nacionalistas; las divisiones en la sociedad.*

### Sub-theme: La dictadura franquista

*La vida cotidiana bajo la dictadura franquista: la opresión política, la censura, las divisiones en la sociedad.*

### Sub-theme: La transición de la dictadura a la democracia

*El papel del Rey Juan Carlos en la transición; el Gobierno de Suárez; el golpe de Estado de 1981.*

### Suggested activities and resources

- **Show** the students the Channel 4 documentary *The Spanish Civil War*, Granada TV, 1982.
- **Show** the film *Land and Freedom*, dir. Ken Loach, 1995.
- You may wish to **link** a literary work or film to the theme of the Civil War eg *Las 13 Rosas* or *Requiem por un campesino español*
- **Show** clips from the series *Cuéntame como pasó* to show life in Spain during the Franco regime.
- **Show** General Tejero in the Cortes during the 'F-23' *golpe de estado* in 1981.

### Resources

| Sub-theme                      | Resource and activity  | Skill developed       | Teacher notes   |
|--------------------------------|--|-----------------------|---|
| <b>La dictadura franquista</b> | Students to study famous Franco quotations and discuss the meaning and implications of what he said.<br><a href="http://akifrases.com/autor/francisco-franco">http://akifrases.com/autor/francisco-franco</a>  | Reading and research  | Evaluative linguistic skills – determining the meaning and intention of what is said. |
| <b>La dictadura franquista</b> | Students to study speeches of Franco – YouTube has many, and the site below has the text of the speeches, which could be used for reading and translation practice.<br><a href="http://www.generalisimofranco.com/Disursos/discursos/D0000.htm">http://www.generalisimofranco.com/Disursos/discursos/D0000.htm</a> | Listening and reading | Evaluative linguistic skills – determining the meaning and intention of what is said. |

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| <b>La dictadura franquista</b>                   | <p>This site gives plenty of information about the Franco dictatorship and the impacts on daily life from his rise to his death.</p> <p><a href="http://guerracivil.sabanet.es/pagina4.htm">http://guerracivil.sabanet.es/pagina4.htm</a></p>   | Independent research                                | Students can continue to develop their skill in blending facts and arguments.  |
| <b>La guerra civil</b>                           | <p>Animation which explains the causes of the Civil War. Students could be asked to watch this and provide either a written or oral summary.</p> <p><a href="https://www.youtube.com/watch?v=QOcRp0e39jQ">https://www.youtube.com/watch?v=QOcRp0e39jQ</a></p> <p>YouTube has many videos on the Civil War, which can be exploited for listening practice.</p>   | Listening, summarising, both orally and in writing. |  |
| <b>La guerra civil</b>                           | <p>Students are given photos of art and posters from the period including Picasso's Guernica and the weeping woman. These are then discussed in class in terms of the impact on the society at the time and what they show about the war. Some background research may be required.</p> <p><a href="http://libraries.ucsd.edu/speccoll/visfront/evacuar.html">http://libraries.ucsd.edu/speccoll/visfront/evacuar.html</a></p> <p><a href="https://www.theguardian.com/artanddesign/2014/nov/05/conscience-conflict-british-artists-spanish-civil-war-review">https://www.theguardian.com/artanddesign/2014/nov/05/conscience-conflict-british-artists-spanish-civil-war-review</a></p> | Speaking, independent research.                     | The Paris International Expo of 1937, and the genesis of Picasso's Guernica, has the potential to tie the Spanish Civil War to the wider European picture, and the spread of fascism and communism, and give depth to students' understanding of the external forces at work in Spain. |
| <b>La dictadura franquista</b>                   | <p>Students watch <i>El laberinto del fauno (Pan's Labyrinth)</i> as one of their set works and do some sample assessment questions. Extracts could also be studied and the class can discuss how well the film reflects reality.</p>   | Writing – critical analysis practice                | The film is fantastical, but it is also the study in the trauma of Francoist repression on an individual level.  |
| <b>La dictadura franquista y la guerra civil</b> | <p>Students study poems written by Lorca, Neruda (<i>explico algunas cosas</i>) and Miguel Hernandez (<i>El hombre acecha / viento de pueblo</i>)</p>   | Reading and critical analysis                       | Reading poems also has the potential to give students fresh insight into linguistic structures and use.  |

## Studying a film

### Suggested activities

- Use *still images* as a basis for **oral description** and try to predict the storyline.
- Make a set of cards with *quotes* written on. Ask them to match the quotes to characters from the film.
- **Rewrite** a scene from the film – how else could it have started or ended?
- Make a set of *cards* with photos of the characters. The students in groups will have to **talk** about each character in Spanish.
- **Show** a scene *without the sound*. What is happening in this scene? The students will be required to **describe** it in Spanish