

Literary Texts Practice

For the GCSE AQA Spanish Reading Exam

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Teacher's Introduction

This resource is designed to help you and your students prepare for the new element of the AQA GCSE reading examination, which is the introduction to the new specification of reading comprehension questions on authentic texts. This skill will raise cultural awareness among students as each text has an element of culture that can be discussed in English with the teacher, placing the reading passage in its true context. There is a snippet of information on the author to spark students' interest and place the text in a historical and geographical context. The question styles for students to practise in the exam practice section are all in line with the question types that AQA uses. Therefore, your students will be better prepared when facing these types of questions in the exam.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

The texts have been selected to link into other GCSE topics from the new specification and can be used within the topic or as a separate literary reading lesson. There are activities to scaffold the reading, giving support to the students with vocabulary and grammar, so that the reading of the texts can form part of their language work as well as introducing them to Hispanic culture. There is the opportunity for group work and discussion on some of the texts and hopefully the texts will encourage students to do further research on aspects that interest them. There are also opportunities for students to do some guided or creative writing or other tasks based on the text they have read. Teachers can use these texts as a stand-alone lesson or as part of a series of lessons within the topic or the grammar point being taught. Each text indicates if it illustrates a particular topic or grammar point.

By using this resource, your students will feel more confident when facing literary texts in their GCSE exam and will have adopted strategies for understanding the overall meaning of a piece of literary writing.

There are three sections to the resource:

1. **Introduction** – four texts (two Higher and two Foundation) with supporting activities for before and after reading the text
2. **Practice** – six texts (three Higher and three Foundation) with activities for students to do based on the reading of the text
3. **Exam practice** – ten texts (five Foundation and five Higher) with a task that mirrors the type of exam questions in the new specification.

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Helping your students gain skills for

It is important for students following the new specification to gain skills for reading face texts containing unfamiliar language with confidence. To develop these skills

- Identify key words in the text
- Predict where they have gaps in their understanding
- Use the context of the passage to set the scene
- Look out for cognates
- Learn about word families
- Use grammatical clues to piece together the overall meaning (verb endings)
- Look for time phrases
- Skim read the passage without giving up when finding unknown vocabulary
- Scan for information required in the question
- Have a sound knowledge of high frequency words

The exercises in this resource should help your students gain these skills and build the exam technique.



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Teacher's Notes

A glimpse at the authors you will read and a mini analysis of the extract of their work.

Frederico García Lorca (1898-1936)

was a famous playwright and poet of the 1930s. He wrote about the predicament of three famous plays were otherwise known as his rural trilogy. They were written in villages in Andalucia to raise awareness of how family life was at that time. It is said as well how women felt as he was a homosexual. Sadly Lorca was assassinated at a young age.

In the text included the mother is talking to her son about his fiancée. It is written as if it is a conversation between family members. The characters in the play express their views about marriage and the role of women in society, and this is seen in the text. It says that when her husband died she just looked at the wall in front of her, as the Civil War in Spain was taken very seriously.

Lazarillo de Tormes by an anonymous author

This is a short novel from sixteenth-century Spain, the author of which is unknown. It tells the story of Lazarillo, and what he does to survive in his poverty-stricken life. Although at the time of the novel, a powerful nation, many people lived in poor conditions. The novel is a picaresque that narrates the story in an amusing and simple way of a rascal of a boy who tries to survive in various ways, and his story reaches the heart of the reader. *Lazarillo de Tormes* is a favourite novel and is studied in most degree courses as a classic. It is said that this novel can be seen as a simple, comical autobiography and the other on a deeper level, criticising the social conditions of the time.

The text is a narrative passage in the past tense written in the third person, describing what his parents did and how, after his father died, his mother had to make a living. It shows his feelings and fears and shows what the basic needs of a young boy would have been. The use of the two past tenses illustrates well their usage, with the imperfect used for descriptions and the preterite for completed actions.

Jordi Sierra i Fabra (1946-)

was born in 1946 in Barcelona and wrote his first novel when he was a boy of 12. He has written many books for young people and there is a Literary Prize for Young Writers named after him.

In the text included, we see a diary extract about a weekend away in the Pyrenees. The text appeals to young readers as it is quite easy to read and follows the adventures of a young man. It includes extracts and drawings, a lot of which are quite amusing. In the text included, it describes a recent trip to Andorra and there is a hint of humour when he says that at last he has found a place where he can relax.

Antonio Machado (1875-1939)

was a Spanish poet who was one of the leaders of the '98 Generation, a group of poets who expressed criticism and for the fall of the government at the time.

The poem 'La torre tiene una torre' is a very simple poem and is a romance from the 16th century. The simplicity of the poem gives it beauty and the repetition of the words builds up a picture of the 'plaza' and what it was like and how the lady with the white flower stood out from the children and is very simple to memorise and recite.

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Carmen Laforet (1921-2004)

was a Spanish writer who was born in Barcelona in 1921 and who wrote after the war. *Nada* is considered to be a classic of Spanish literature.

In the text included, we read a description of the house that the protagonist arrives at. The text gives us the detail of each room so that reading the text is similar to seeing a photograph. We can explore the house with the writer and make our own decisions along the way about what is based on what we see.

Isabel Fraire de Matos (1915-2004)

was a writer, a journalist, a poet, a teacher and an activist for the independence of Puerto Rico. She wrote about nature and tried to raise awareness among children through her writing, of the importance of nature.

In the text included, we read a poem about how a seed grows into a flower. The poem is a fairy tale. It starts with 'érase una vez'; 'once upon a time...' and makes us appreciate the very poetic way of writing about the marvels of nature and Isabel Fraire de Matos' story about the sunflower. It is quite simple that happens when a sunflower seed is planted.

Carlos Ruiz Zafón (1964-)

born in Barcelona in 1964, is a contemporary Spanish author of novels for adults. His novel *La sombra del viento* was a bestseller in 2001. *El príncipe de la niebla* was published in 2008.

In the text included, we read about the area where the Carver family lives. The poet uses adjectives that paint a picture of the scene.

Laura Esquivel (1950-)

is a Mexican novelist born in 1950. Her first novel is called *Como agua para chocolate*. She uses "magic realism" to combine the real and the supernatural. This novel is set at the beginning of the century during the Mexican revolution and is a diary of recipes for the Mexican kitchen and relationships in some extraordinary ways.

In the text included we read how family relationships are tense in Tita's family. The characters feel at important points in their lives, from the death of someone close to them that is forbidden to the jealousy of a pregnant wife. We can begin to understand the main characters and the effect they all have on each other.

Miguel de Cervantes (1547-1616)

was a famous poet, writer and playwright who lived in Spain in the sixteenth century. His novel is *Don Quijote*, a classic of Spanish literature that is considered to be the most influential. The novel follows the adventures of Don Quijote and Sancho Panza which have been adapted into many films and plays.

In the text included, we read about Don Quijote and who he was and what he enjoyed. The famous line from Spanish literature 'Don Quijote de la Mancha' sets the scene for the story. The use of the passage of time is a descriptive narrative.

Ramón Sender (1902-1982)

was born in Huesca, Spain, and was a famous journalist, essay writer and novelist. His novel is *La tesis de Nancy* about the life of a young American student in Andalusia and his language and culture.

In the text included, we read about Nancy's visit to a bullfight. The author describes the scene with her eyes and we start to understand the culture shock that she is experiencing in her first experience of description and the reflection of a young foreigner trying to work out why things are different in this strange country called Spain.

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Elvira Lindo (1962-)

was born in Spain in **1962**, and is a contemporary author who worked in radio and her creation of the character Manolito Gafotas, a humble boy from a working-class

In the text included, we read the list of punishments that Manolito was given for his misbehaviour. The text uses a lot of simple and simplistic humour in the writing which makes us feel for Manolito.

Montserrat Roig (1946-1991)

was a Catalan author, known for her narrative about feminism, and topics such as *hora violeta* shows her feminist stance. She was a left-wing feminist and protestor. Her books were mainly about women.

In the text included, we read about two friends and what they were doing when they were in prison. The language in the text is descriptive in the first paragraph, setting the scene for the story. The text changes to dialogue in the second paragraph as the characters are described and these are the main elements of the dialogue.

Carmen Martín Gaité (1925-2000)

was an author of many genres. She was born in Salamanca in 1925, and was known for winning the *Premio Nacional de Literatura* in 1978 for her novel, *EL cuarto de atrás*, which was a writer. *Las Ataduras* is a book of short stories which have something in common with society; hence the title *Las ataduras*, which means 'ties'.

In the text included, we read about a visit to a rural fair and a description of a house. The writing in which Alina, the protagonist, recalls her childhood and describes the fair. We can identify the key elements of a Spanish 'feria', from the colourful costumes to the traditional games and lights. It describes a party atmosphere and makes the reader want to read more.

Mario Vargas Llosa (1936-)

was a Peruvian writer, born in **1936**, who was also a journalist and politician. He is known for his literature. His book *La Tía Julia y el escribidor* was a response to the book published by

In the text included, we read about where she lived and what jobs she did. The story is set in Europe, similar to a travel journal, and she explains her reasons for wanting to travel.

Isabel Allende (1942-)

was born in Peru to Chilean parents in **1942**, and is famous for her novels of magical realism, such as *Espíritus*. She wrote 20 books, some of which have been made into movies.

In the text included, we read about what happened in Atacama when her parents were in prison. The school she went to is vivid and allows us to understand how she felt there. Isabel's story is an element of mystery as we wonder what might have happened during her life as a prisoner.

Lorenzo Silva (1950-)

is an award-winning Spanish writer born in Madrid in **1966**. He wrote a series of books about the Civil Guard and *El lejano país de los estanques* is about the investigation of a murder in Austria, a distant country of lakes as the title explains.

In the text included, we read about what the inspectors were doing during the investigation. The writing is simple and is almost like a diary entry written in the past tense.

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Gioconda Belli (1948-)

was born in 1948 in Nicaragua, and a poet and novelist. Her novel *La mujer habitada* which became famous because it tackled the issue of gender in Nicaragua. Gioconda was exiled in Mexico and fought hard for her political beliefs.

In the text included, she talks about the career choices Flor was considering and what

Pablo Neruda (1904-1973)

was a Chilean poet. He wrote in a number of different styles and often wrote in a simple style. Neruda was also a diplomat and won both the International Peace Prize and the Nobel Prize.

In the quotations used, we see how the simplest of subjects, such as a suit over the top of a head, can be poetic. We see how aware Neruda was of nature around him, from the spider to the onion to a sandcastle on the beach. The quotations from his poem make us think of the

Vicente Aleixandre (1867-1928)

was a Spanish writer and politician, famous for his novels about the First World War. His novel *La barraca*, describes the realism of life in Valencia at the time and the suffering that existed.

In the text included, there is a description of the San Juan festival, a really important calendar. It is full of adjectives describing the beauty of the countryside in June. The text aims to evoke the feeling of the summer heat and the rich, fruitful countryside of his home. The text mentions magnolia and jasmine, and the lively, carefree festival where people drink and celebrate. It is a happy piece of writing that makes the reader want to celebrate San Juan with him.

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Texts

Introduction - Foundation Level

Bodas de sangre, by Federico García Lorca

Tips for reading and understanding a literary text

- Look at the vocabulary you know.
- Look for cognates (words which are similar to English).
- Look into the words you don't know. Can you see any clues there? Does the word begin with a recognisable prefix, such as 'im' or 'des'? Can you tell if it's a verb or a noun? Does it have the article 'el' or 'la', 'los' or 'las' in front of it? So on and so forth.
- Look at the whole passage as a whole – what is it roughly about?
- Look at the questions you are being asked. The information to answer them will be in the text in the same order as the questions. So if you can see the answer to Q2 and Q4, you know that the section between those answers will contain the answer to Q3.

1 PREPARATION ACTIVITIES

Let's try the above technique with the dialogue below!

Look at the vocabulary you know. Look for cognates.

What do these key words mean?

Madre	.....	Solo	.....
¿Cuánto tiempo?	.....	Buena	.....
Relaciones	.....	Importante	.....
Tres años	.....	Hijo	.....
Ella	.....	Ve	.....
Novio	.....	Domingo	.....
Padre	.....	Los pendientes	.....
Una mujer	Antiguos
Un hombre		

How did you do? You can check in the answers section.

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Now try to analyse the sentences. Are they negative? Are they questions?

	Negative or Question?
«Cuánto tiempo llevas en relaciones.»	
«No sé. Creo que no.»	
«Yo no miré a nadie.»	
«Eso no es importante.»	
«Qué.»	
«Cuándo vas a verla.»	

How did you do? You can find the answers in the answers section.

Now, look at the phrases you are given in the glossary to help you.

Can you now piece together the gist of the conversation?

Here are the bare bones of the conversation:

- How long have you been in a relationship?
- Three years
- She had another boyfriend?
- I don't know
- I looked at your father. They killed him. I looked at the wall. One woman with
- My girlfriend is good
- Her mother
- Not important
- Son
- What?
- When will you see her?
- Sunday
- Earrings

From these bare bones, we get a feel of what the conversation is about. A mother and her daughter's relationship.

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Bodas de sangre, by Federico García Lorca

«Madre – Perdóname. ¿Cuánto tiempo llevas en relaciones?

Novio – Tres años.

Madre – Tres años. ¿Ella tuvo* un novio, no?

Novio – No sé. Creo que no. Las muchachas** tienen que mirar con quién se casan.

Madre – Sí. Yo no miré a nadie. Miré a tu padre y cuando lo mataron**** miré a una mujer con un hombre solo.

Novio – Mi novia es buena.

Madre – Pero no sé como es, ¿no naciste con ella?

Novio – Es una buena muchacha. Me gusta mucho.

Madre – ¿Hoy?

Novio – ¿Qué?

Madre – ¿Cuándo vas a verla?

Novio – El domingo.

Madre – Le llevaré***** los pendientes que son antiguos.»

(*Bodas de sangre*,
1937, 10th edition, CA)

GLOSSARY

* She had

** young girls

*** they marry

**** they killed him

***** I will take her

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2 COMPREHENSION

Now look at the questions below. Do you understand the questions? Try to identify the answer to each will be and highlight it.

Questions on the text:

1. ¿Cuántas personas hablan en la conversación?
2. ¿Cuánto tiempo hace que tiene novia?.....
3. ¿Qué le pasó al padre del novio?.....
4. ¿Cuándo va a ver a la novia?
5. ¿Qué regalo va a dar la madre al novio?

Language vocabulary dialogue:

- (1) ¿Cuánto tiempo llevas? — this is a structure used in Spanish to ask how long e.g. ¿Cuánto tiempo llevas en este colegio? How long have you been at the school? It can also be followed by a verb in the gerund (this is the 'ing' ending in English) e.g. ¿Cuánto tiempo llevas estudiando español? It ends in 'ando' for AR verbs and 'iendo' for ER/IR verbs.

What would these questions mean in English?

- ¿Cuánto tiempo llevas en esta casa?
- ¿Cuánto tiempo llevas de vacaciones?.....
- ¿Cuánto tiempo llevas haciendo tus deberes?
- ¿Cuánto tiempo llevas estudiando español?.....
- ¿Cuánto tiempo llevas jugando a la Xbox?

- (2) *Creo que no.* This means 'I don't think so'.

Creo means 'I think' / 'I believe'.

No sé means 'I don't know'.

No lo dudo means 'I don't doubt it'.

How would you say the following in Spanish?

- I think so
- I doubt it.
- I know.

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(3) Future tenses. There are two ways of talking about the future in Spanish. What are the two sentences in the conversation that are in the future?

- ¿Cuándo vas a verla? This is the immediate future tense formed with the infinitive of what you are going to do. The LA on the end refers to the person you are going to see.
- Le llevaré los pendientes. This is the future tense formed by the infinitive + the future ending (é/ás/á/emos/éis/án) The word *le* at the end means 'to him/her/it'.

Using the immediate future tense, how would you say in Spanish...?

- I am going to watch TV.
- We are going to swim.
- I am going to buy a DVD.
- We are going to eat ice cream.

Using the future tense, how would you say in Spanish...?

- I will watch TV.
- We will swim.
- I will buy a DVD.
- We will eat ice cream.

3 CULTURAL DISCUSSION

How do you think the topic of marriage was different in Spain in the 1930s to what it is now?

.....

.....

.....

What was the mother explaining in the dialogue about this when she said 'las mujeres se casan por el dinero, no por el amor'?

.....

.....

Why do you think the play is referred to 'facing the wall'?

.....

.....

Why do you think the play might be called 'Bodas de sangre' (Blood Wedding)?

.....

.....

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El cuarto de atrás by Carmen Martín Gaité

- «- Perdón, ¿no tiene usted sed?
- Sí, un poco.
- ¿Le gusta el té?
- Sí, mucho.
- Es té frío, con limón. Lo hago por las mañanas.
- Es lo que más quita la sed.
- Pues, espere un momento. Voy a buscarlo a la cocina.
- Me levanto.
- ¡Tenga cuidado con las cucarachas!»

(*El cuarto de atrás* – Destino libro vol. 1)

Tips for reading and understanding a literary text

- Look at the vocabulary you know.
- Look for cognates (words which are similar to English).
- Look into the words you don't know. Can you see any clues there? Does the word begin with a negative prefix, such as 'im' or 'des'? Can you tell if it's a verb or a noun? Does it have the article 'el' or 'la', 'los' or 'las' in front of it? If so, it is a noun.
- Look at the passage as a whole – what is it roughly about?
- Look at the questions you are being asked. The information to answer them will be in the text in the same order as the questions. So if you can see the answer to Q2 and Q4, you know that the section between those answers will contain the answer to Q3.

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1 PREPARATION ACTIVITIES

Which words do you understand already?

.....

What is the conversation about?

.....

Is it formal or informal? How do you know?

.....

Where does the dialogue take place? How do you know?

.....

What do the following words mean? Use a dictionary to help you.

• Sed

• Hielo

• Buscar

• La cocina

• Las cucarachas

What do the following verbs and phrases mean? Look at them in context:

¿Tiene sed? Remember that some verbs are used with *tener* (to have) in Spanish.
Tengo quince años = I am 15 years old.

.....

Lo hago por las mañanas *Hago* is the *yo* form of the verb *hacer*. Remember this in English!

.....

Quita la sed You may have come across the word *quitar* with *quitarse la ropa* = to take off clothes. Now know that *sed* = thirst, what do you think *quitar la sed* might mean?

.....

Espere un momento You may have known *un momento*. In a restaurant the waiter may say *espere un momento* if you are waiting to be served, you may hear it.

.....

Me levanto – This is a reflexive verb (*levantarse*). You may have seen it in the text 'I get up'.

.....

Tenga cuidado – *cuidar* = to care for. '**Tenga**' is the formal command form of the verb *cuidar*.

.....

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1. Tiene. Write your answer in the box provided.

A sed

B frío

2. Exactly what type of tea does he make in the mornings?

.....

3. What should he be careful of when walking to the kitchen?

.....



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Introduction - Higher Level

Lazarillo de Tormes by an anonymous author

«Esta es la historia de la vida y aventuras de Lazarillo de Tormes.

Los padres de Lazarillo se llamaban Tomé González y Antoña Pérez. El padre de Lazarillo nació cerca del río Tormes, sus padres lo llamaron Lazarillo de Tormes.

Cuando Lazarillo tenía ocho años de edad, su padre robó de los sacos del molino prisión. Después del juicio fue desterrado. En el destierro, cuidó las mulas de un dueño. Después, murió en una batalla contra los moros.

La madre de Lazarillo tuvo que ganarse la vida para sí misma y para su hijo. Se fue a una casita cerca de la Universidad. Allí preparaba la comida para algunos estudiantes y algunos mozos de caballeriza.

En las caballerizas la madre de Lazarillo conoció a Zayde, un mozo negro. Él la ayudaba y ella tenía miedo al principio. Pero cuando vio que Zayde siempre traía pan y leña en su trabajo, Zayde llegó a ser miembro de la familia y al poco tiempo Lazarillo tuvo un hermano.

(Lazarillo de Tormes p. 147, Easy Spanish Reader, 2nd edition The McGraw-Hill Companies)

Tips for reading and understanding a literary text

- Look at the vocabulary you know.
- Look for cognates (words which are similar to English).
- Look into the words you don't know. Can you see any clues there? Does the word begin with a negative prefix, such as 'im' or 'des'? Can you tell if it's a verb or a noun? Does it have the article 'el' or 'la', 'los' or 'las' in front of it? If so, it is a noun.
- Look at the passage as a whole – what is it roughly about?
- Look at the questions you are being asked. The information to answer them will be in the text in the same order as the questions. So if you can see the answer to Q2 and Q4, you know that the section between those answers will contain the answer to Q3.

In this adaptation of the book Lazarillo de Tormes, the author describes Lazarillo's life and how he earns a living.

Read the text following the advice in the bullet points above.

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1 PREPARATION ACTIVITIES

Actividad 1 – Look at the vocabulary
Busca las palabras en el texto que significan (están en este orden en el texto):

Inglés	
the story	
a miller	
the river	
widow	
a small house	
the stables	
bread and wood	
winter	
member of the family	

2 COMPREHENSION

Actividad 2 – Getting the gist
When you can identify key nouns in a story, you can start to get the gist of the story in English to your partner with what you have understood so far, focusing on
«Esta es la **historia** de la vida y **aventuras** de Lazarillo de Tormes.

Los padres de Lazarillo se llamaban **Tomé González y Antoña Pérez**. El padre de Lazarillo **nació cerca del río** Tormes, sus padres lo llamaron Lazarillo de Tormes.

Cuando Lazarillo tenía **ocho años** de edad, su **padre robó** de los sacos del molino, **prisión**. Después del juicio fue desterrado. En el destierro, cuidó las mulas de un **caballero** y **murió en una batalla** contra los moros.

La madre, ya viuda, tuvo que ganarse la vida para sí misma y para su hijo. Se fue a **casita cerca de la Universidad**. Allí **preparaba la comida** para algunos **estudiantes** y algunos mozos de caballeriza.

En las caballerizas **la madre** de Lazarillo **conoció** a **un mozo negro**. Él la visitaba y tenía miedo al principio. Pero cuando **él** fue siempre **traía pan y leña** en su casa. **Zayde** llegó a ser **miembro de la familia** y al poco tiempo Lazarillo tuvo un **hermano**.

Actividad 3 – Higher level thinking skills
Discuss the differences between the following words and think about what they might mean.

- Molino/molinero.....
- Tierra/destierro/desterrado
- Caballo/caballero/caballerizas.....

Can you think of other groups of words that are linked in this way?

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Actividad 4 – 20 verbos – 20 verbs to put the story together!

Identifica y empareja los verbos. Pon el número correcto en la columna:

1	Llamarse	..... To be ... year
2	Nacer	..... To confess
3	Lllamar	..... To have to
4	Tener...años	..... To be born
5	Robar	..... To rent
6	Cconfesar	..... To cook the
7	Cuidar	..... To be called
8	Encontrar	..... To meet
9	.....	..... To steal
10	Tener que	..... To do the w
11	Ganarse la vida	..... To begin
12	Alquilar	..... To look after
13	Preparar la comida	..... To be afraid
14	Lavar la ropa	..... To bring
15	Conocer	..... To die
16	Tener miedo	..... To earn a liv
17	Traer	..... To become
18	Empezar	..... To call
19	Querer	..... To exile
20	Llegar a ser	..... To love

Actividad 5 – Understanding the use of tenses in one story

Preterite or imperfect?

Find the above verbs in the story. Highlight the preterite and the imperfect in two

Discuss which are the preterite (completed action) or the imperfect (ongoing past or description).

.....

.....

.....

.....

.....

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3 EXAM-STYLE QUESTION

Answer the questions in English.

1. How did Lazarillo get his surname?

.....

2. Why did Lazarillo's father go to prison?


.....

3. How did he die?

.....

4. Where did Lazarillo and his mother live in Salamanca?

.....

5. Name  the jobs she did to earn a living.

.....

6. How did Lazarillo feel about Zayde at first?

.....

7. Why did Lazarillo change his mind about Zayde?

.....

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Introduction – Higher Level

La hora violeta by Montserrat Roig

«Judith y Patricia estaban en el jardín, sentadas junto al estanque. Era a finales de verano, cuando empezaban a levantando un viento que anunciaba una tormenta. Lluís jugaba a la guerra con los otros niños y dormía en su cuna.

- Deberíamos entrar – dijo – me parece que va a llover.

De pronto apareció Kati con la cara blanca. Parecía un fantasma. Kati miró a Judith y a Patricia.

- Patrick ha muerto. Su cuerpo ha desaparecido en el río Ebro.

Patricia empezó a llorar. Luego cogió a los niños y se los llevó adentro. Kati tembló.

(*La hora violeta* by Montserrat Roig, p. 169)



1 COMPREHENSION

Looking at the style of a passage by analysing the language

This passage sets the scene by describing what was happening. To do this, in Spanish the author uses the imperfect tense. Highlight all of the imperfect tense verbs in the passage.

Now go back to each of these verbs and say what the author was describing:

-
-
-
-
-
-
-
-

Now find the preterite verbs in the text. There are six. Remember, in the he/she/it form, the preterite is the same for all three. Do they mean in the context?

-
-
-
-
-
-



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This tense indicates a completed action, something that happened once and then

At what point in the passage does the author change from description to completion?

Why?

What was said that changed the mood and the language?

What do you think has happened to Patrick? Who do you think he is?

2 EXAM-STYLE QUESTION

Completa el texto usando palabras de la lista. Escribe la letra correcta en cada caso.

Dos mujeres estaban sentadas en el jardín al lado del . Era . Hacía familia, estaba dormida. De repente Kati llegó con unas noticias.

Entraron en la con los niños.

A agua B mucho C malas D madre E muy

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Practice - Foundation Level

La plaza tiene una torre by Antonio Machado

«La plaza tiene una torre,
la torre tiene un balcón,
el balcón tiene una dama,
la dama una blanca flor.
ha pasado un caballero
-¡ quién sabe por qué pasó !-,

Y se llevó la plaza con su torre, su balcón, con su balcón y su dama, su dama y su flor.



La plaza tiene una torre – Machado <http://www.camino-lit.com>

1 PREPARATION ACTIVITIES

Nouns and Articles

Write a list of all of the nouns in the poem and complete the columns with the definite article. Show if they are masculine or feminine. Follow the example which has been filled in.

The	A	Noun	Noun (plural)	
la	una	plaza	plazas	

How would you say?

His car

Her house

Her children

Their cats

His pen

Their teachers



SU

Su = his/her/its/the

Sus = his/her/its/the

e.g. Su torre

La dama tiene sus flores

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2 COMPREHENSION

Now complete this summary about the poem:

*This poem tells us about a who passed by and saw a
on a in the which was in the He to
with its and its and its dame with her*

Now challenge yourself! Can you translate part of the poem from English to Spanish?

The square has a tower	.....
The tower has a balcony	.....
The balcony has a dame	.....
The dame a white flower	.....
A gentleman passed by	ha pasado un
Who knows why he passed by	¿..... sabe pasó
And he has taken the square	Y se ha llevado
With its tower	..... torre
And its balcony,	..... balcón
With its balcony and its dame	con su balcón y su dama
Its dame and her white flower	su dama y

3 EXAM-STYLE QUESTIONS

1. Where is the balcony? Write the correct letter in the box.
- A in the bedroom
- B in the tower
- C at the back ☐
2. What exactly is the lady holding? Answer in Spanish.
-

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Pobre Manolito by Elvira Lindo

Mi castigo consiste en:

- a. No ver la televisión en todo el fin de semana.
- b. No salir con mis amigos al parque.
- c. No recibir paga durante dos fines de semana.
- d. Comer verdura.
- e. Poner y quitar la mesa.
- f. Lavarme los pies todos los días.
- g. No comer para mí.

Adapted from: <https://www.google.com/search?q=the+best+television+series+of+all+time&rlz=C3B3n+en+to+...>

1 PREPARATION ACTIVITIES

Actividad 1

Make a list of all of the verbs in the list of punishments that Poor Manolito gets them?

1.
2.
3.
4.
5.
6.
7.

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Actividad 2

Match the Spanish words below with their English meanings. Draw lines to link them.

Español
El fin de semana
El parque
Con tus amigos
La paga
Verdura
La mesa
Durante
Los pies
Todas las noches
Caramelos

2 EXAM-STYLE QUESTION

Which **two** statements are true? Write the correct letters in the boxes.

- A He won't get any pocket money for two months.
- B He will have to eat his vegetables up.
- C He won't be allowed to watch TV all weekend.
- D He will have to wash his hair every night.
- E He won't be allowed to go the park to walk the dog.

<input type="checkbox"/>	<input type="checkbox"/>
--------------------------	--------------------------

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Practice – Foundation Level

This is an extract from Mariano’s diary, in which he describes what he did at the ski resort.

Diario de un pardillo by Jordi Sierra i Fabra

«8 de diciembre

Hoy era fiesta. Papá, mamá y yo pasamos el fin de semana en Andorra. La idea a mano es divertida. He esquiado sin romperme una pierna, he hecho snowboard de bolas de nieve. Andorra ha estado bien, la comida era más barata y hay mucho más que he estado en el extranjero!

Mariano»

(2) *Diario de un pardillo* by Jordi Sierra i Fabra page reference

1 PREPARATION ACTIVITY

Look at this word snake and divide it into all of the nouns that you have read in Module 1 English next to each one.

FIESTAFINDESEMANAIDEAPAIPIERNASNOWBOARDBATALLABOLASDENUEVO

2 EXAM-STYLE QUESTIONS

1. What time of year was his trip?

.....

2. Who did he go to Andorra with?

.....

3. Which two winter sports did he do?

.....

4. What does he say about the food there?

.....

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Practice - Higher Level

La barraca by Vicente Blasco Ibañez

«Había llegado la fiesta de San Juan, la mejor época del año. El espacio vibraba africano. Los árboles estaban llenos de frutas y en los jardines magnolias y jazmines. Todo era alegría. En los bares los hombres hablaban de la cosecha y la paga de los jornaleros».

(La Barraca by Vicente Blasco Ibañez, p. 181)

1 PREPARATION ACTIVITIES

What is the theme of the passage? Is it positive or negative?

Look at the meaning of the following words to help you decide:

Mejor

Calor

Sol

Llenos

Perfume

Alegría

What do these words tell us about the passage?

What do the following words have in common?

Árboles

Frutas

Jardines

Magnolias

What time frame is the passage set in? Present, past or future? Look at the verbs.

Había llegado

Vibraba

Estaban

Era

Hablaban

So, we know the passage is about the theme of It is set in the It has a feel.

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2 COMPREHENSION

Now translate the text into English: To help you, some words are already there for

«Había llegado la fiesta de San Juan, la mejor época del año. El espacio vibraba de alegría y se sentía el calor del verano africano. Los árboles estaban llenos de frutas y en los jardines magnolias y jazmines. Todo era alegría. En los bares los hombres hablaban de la cosecha y la paga de San Juan»

The San Juan had arrived, the time of the
..... with and with an
..... were full of and in the
..... in the Everything was
..... about the harvest and the San Juan

3 EXAM-STYLE QUESTION

Completa el texto usando palabras de la lista. Escribe la letra correcta en cada caso.

La gente estaba F porque la fiesta de San Juan,
la del año más bonita. Había muchas en los jardines.
También calor y sol y en el aire se notaba el olor a flores.

A temporada B hacía C plantas D era E más

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This poem tells the story of how a seed becomes a flower and how we need care for it. It shows the poet's love of nature.

La semilla by Isabel Freire de Matos

«Érase una vez una semilla que cayó entre las rocas y no podía salir.

Se puso muy triste y dijo:

- Nunca llegaré a ser una planta, sin tierra, sin agua y sin sol.

Un pájaro oyó a la semilla y fue a ver a la madre natura.

- La semilla está atrapada entre las rocas y no puede salir.

Entonces, la madre natura llamó al sol y a la lluvia. Los tres juntos fueron donde la semilla.

- Abre tus ojos, semilla,
al viento y al sol.
Nacerá tu tallo
una bella flor.

La lluvia comenzó a caer. La semilla se hundió en la tierra fértil. Tomó la fuerza para crecer y a germinar.

Las hojas parecían dos ojitos verdes maravillados del mundo. El tallo siguió creciendo y pronto nació un capullo y luego brotó la flor: un círculo con pecas rodeado de pétalos amarillos.

¡Aquella flor tan hermosa era un girasol!»

(*La semilla* <http://www.actiludis.com/wp-content/uploads/2013/03/la-semilla.pdf>)

1 GRAMMAR FOCUS

Actividad 1

Find all of the adjectives in the poem and write them in column 2:

Noun	

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Actividad 2

Then write down in column 1 the noun that each adjective describes.

What do you notice about the way adjectives change their endings? What pattern

.....

.....

Actividad 3

Rewrite all of the adjectives in column 2 as if they were describing the nouns in column 1. Use the rules for how and when adjectives change their endings?

Noun	
pájaro	
insecto	
árbol	
campo	
campos	
flores	
mundo	

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2 COMPREHENSION

Actividad 4

Read the poem and try to fill in the words that you know. Then check in the dictionary to see if you know.

Once upon a time there was a seed that fell between the and
It felt very and said:
'I will never become a without earth,
A heard the seed and we
The seed is trapped between the and cannot
So Mother and the
The together went to the seed and said
..... your leaves to the and the
From your stem will be born a
The started to fall and the seed huddled into the
It took strength from the and the and
The leaves looked like two eyes, marvels of the world
The carried on growing and growing
Suddenly a bud was born and then a
A circle with freckles surrounded by petals
That so was a sunflower!

3 EXAM-STYLE QUESTIONS

Actividad 5

- 1. Where did the seed fall?
- 2. Who was the seed's first friend?
- 3. Who did Mother Earth call to help the seed grow?
- 4. What did the leaves look like?
- 5. What colour was the flower?

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4 ADDITIONAL EXTENSION TASK FOR DISCUSSION

What is the purpose of this poem?

What moral values does it promote?

Why do you think Isabel Fraire de Matos wrote about nature?

What topics could we discuss if we were to imagine that in the poem the seed rep

5 CROSS-CURRICULAR ACTIVITY

Now, do a drawing based on this poem and your reaction to it.



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Practice – Higher Level

In this passage, Alina remembers a day at the fair with her father.

Las ataduras by Carmen Martín Gaité

«Recordaba ahora la primera vez que había ido con su padre a Orense, un domingo. Recordaba, como la primera emoción de su vida, la de descubrir el río Miño de un movimiento de muchas personas vestidas de colores, merendando. Cerca del río, más abajo, el campo con la feria. Estuvieron allí y su padre bebió y habló con muchos. Cantaban, vendían caramelos, sombreros y otras cosas. Luego, al volver, se veían los pueblos y las casas de Orense con sus ventanas abiertas, algunas con luces, otras con

(*Las ataduras* by Carmen Martín Gaité, p. 77 Easy Spanish)



GLOSSARY

La ermita = the little chapel

Feria = this is a special time for Spanish villages when the fair is set up in the village and everyone goes there to eat, drink and dance. It is a celebration and Alina remembers it fondly.

1 PREPARATION ACTIVITIES

Which words in the text do you think tell us about the fair?

.....

.....

Here are a few. What do they mean in English?

- Feria
- Emoción
- Movimiento
- Muchas personas
- Vestidas de colores
- Mucha
- Bailaban
- Cantaban
- Caramelos
- Luces

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Pick out all the time phrases from the text. These give us the time setting of the

Find the phrases that mean:

The first time

A Sunday in summer

Mid afternoon

Later

Pick out all the expressions that tell us where things were happening. These help

Find the phrases that mean:

• The river

• Close to

• The little chapel

• A bit further down

• The field

• The hills

• The villages

• The houses

Now look at the verbs. These tell us what was happening. Look at the stem of the
the infinitive would be for each.

e.g. Estuvieron = estar

• Recordaba

• Merendando

• Bebió

• Habló

• Bailaban

• Cantaban

• Vendían

• Veían

Now you have worked on and analysed the vocabulary, you have created a clear

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Fill in the gaps with one of the words from the box below:

Era el . Alina y su fueron a la feria por la

tarde. Había música y vendían dulces y .

La feria estaba en el cerca del .

A río B padre C sábado D bebidas E campo F



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Exam Practice - Foundation

In this passage he describes the area where the Carver family live.

El príncipe de la niebla by Carlos Ruiz Zafón

«La nueva casa de los Carver estaba situada en el extremo norte de una larga playa con pequeñas islas de hierbas. Enfrente de la playa había pequeñas casas de madera de muchas pintadas en amables tonos pastel, con jardín. El lugar era tranquilo y los habitantes iban a pie para ir de un sitio a otro. Las calles estaban limpias...»

El príncipe de la niebla, Carlos Ruiz Zafón

Decide if the statements are TRUE, FALSE or NOT MENTIONED, according to the text. Write T, F or NM in the space provided.

1. La casa de los Carver era blanca.
2. Estaba en el extremo norte de la playa.
3. Había un bloque de pisos enfrente de la playa.
4. Los habitantes andaban para ir a sitios.

Writing Task

Change the words in bold in the text to write about a different house in another area. Use a wide range of vocabulary. Remember that your adjective endings may change depending on the noun you choose.

La **nueva** casa de **los Carver** estaba situada en el **extremo norte** de una **larga** playa **blanca** y **luminosa** con **pequeñas islas de hierbas**. Enfrente de la playa había **pequeñas** casas de **madera** de no más de dos pisos, muchas pintadas en **amables tonos pastel**, con **jardín**. El lugar era **tranquilo** y los habitantes usaban **la bicicleta o iban a pie** para ir de un sitio a otro. Las calles estaban **limpias**.

Now write a similar paragraph about where you live in the present tense. Use some of the vocabulary from the text to help you.

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Como agua para chocolate by Laura Esquivel

«La muerte de Nacha tiene a Tita en un estado de depresión muy grande. Al morir ella, es como la muerte de su propia madre. Pedro, tratando de ayudarla, piensa que le regala un ramo de rosas al cumplir su primer año como cocinera del rancho. Pero Rosaura no opina lo mismo, y en cuanto le ve entrar con el ramo en las manos y dárselo a Tita, abandona la sala llorando.»

(Como agua para chocolate by Laura Esquivel)

Answer by giving the first letter of the correct person on: N (Nacha), T (Tita), P (Pedro).

Match up the characters with the actions.

Who...

1.
2. feels depressed?
3. gave Tita a bunch of roses?
4. is pregnant?

Writing Task

Look at the list of ingredients below. Each chapter of the novel *Como agua para chocolate* has a recipe which links to the chapter in some way. Using a dictionary, translate the ingredients into English, and write down the chapter which comes before the text you have read.

12 rosas, de preferencia rojas

12 castañas

Dos cucharadas de mantequilla

Dos cucharadas de fécula de maíz

Dos gotas de esencia de rosas

Dos cucharadas de miel

Dos cucharadas de ajo

6 codornices

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Look at the quotations from Pablo Neruda's poetry. Match them to the category

Poemas de Neruda

- «Cada mañana esperas,
Traje, sobre una silla.»
- «La araña es una ingeniera.»
- «La torre de arena
Y el espacio marino.»
- «No ves que florece el manzano.»
- «Cebolla
Luminosa, roja,
Pétalo de alba.»

¿Qué poema habla de...? Escribe la letra del poema en la casilla.

- ¿Un árbol? ☐
- ¿La ropa? ☐
- ¿Una verdura? ☐
- ¿La playa? ☐

Writing Task

Mind-mapping vocabulary.

Now look at the words from the poem and write all the words you know in Spanish in the category you have chosen.

e.g. Beach --- how many words do you know that have some connection to the beach?

You could make a mind map of these words starting with beach (playa) in the middle and different word types coming out from it. (e.g. Nouns to do with the beach / adjectives to do with the beach / verbs of things you do at the beach / things you eat or drink at the beach / clothes you wear at the beach)

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La mujer habitada by Gioconda Belli

«Cuando decidió su carrera, la medicina fue otra de sus posibilidades. De adolescente se interesó por la medicina y los hospitales. Pero su padre no opinaba lo mismo. Demasiados años de guerra...

(*La mujer habitada* by Gioconda Belli, p. 10)

Answer the following questions in English:

1. What career was Flor considering?
.....
2. What did she do as a young girl?
.....
3. Why did her father think her career choice was a bad idea?
.....

Writing Task

Using the notes below, write a paragraph about which jobs you would like and why:

Carrera	Lo bueno	Lo malo
Profesor	Muchas vacaciones	Paga poco
Piloto	Viajas a muchos países	Necesitas estudiar mucho
Bombero	Ayudas a la gente	Es peligroso
Dependiente	Es fácil	Es aburrido
Cantante	Ganas mucho dinero	Necesitas talento

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Exam Practice – Foundation Level

El lejano país de los estanques by Lorenzo Silva

«El día siguiente Chamorro y yo nos levantamos pasados las dos y media, después Comimos en el puerto deportivo y no fuimos a la playa. Pasamos la tarde en casa organizando mis ideas.»

(*El lejano país de los estanques* by Lorenzo Silva, p. 20)

1. Chamorro got up... (write the correct letter in the box)

A at two o'clock

B after half past two

C at half past two in the morning

☐

2. Where did he have lunch?

.....

3. What did Chamorro do during the afternoon?

.....

Writing Task

Write five sentences for your Facebook status about what you did yesterday.
Use the preterite (past) tense.

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Exam Practice - Higher Level

Nada by Carmen Laforet

«Ví sobre el sillón un gato que limpiaba sus patas al sol. Me miró con sus grandes

Al abrir la puerta a mi cuarto, ví el sombrío recibidor donde convergían todas las
Enfrente estaba el comedor con un balcón abierto al sol. Había un hueso para
aquella habitación excepto un loro. Creo que aquel animal estaba loco. Había una
silla, un muñeco de goma. En el cuarto de mi tía había un balcón a la calle. Ella
pequeño escritorio. Esta habitación estaba limpia y en orden, no como el resto
un gran crucifijo, una cama y un tocador.»

(Nada by Carmen Laforet)

Answer the following questions in English:

1. What could she see on the armchair?
.....
2. What other **two** pets did the family have?
.....
3. Whose room had a balcony overlooking the street?
.....
4. What was different about her aunt's room?
.....

Writing Task

Based on the description of the room in the text, write a description of a room
have just discovered, called 'La habitación secreta'.

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Cuentos de Eva Luna by Isabel Allende

«La madre de Analía Torres murió de una fiebre cuando ella nació y su padre no pocas semanas después se dio un tiro de pistola en el pecho. Hasta los seis años Analía vivió con su tutor y luego fue al Colegio de las Hermanas donde pasó los doce años siguientes. Le encantaba la disciplina y la austeridad del edificio. Lo que no le gustaba era el olor de las salas de clases.»

(Cuentos de Eva Luna, p. 211, Párrafo 1)

1. ¿Cómo murió la madre de Analía?
.....
2. ¿Cómo murió su padre?
.....
3. ¿Cuántos años pasó Analía en el Colegio de las Hermanas?
.....
4. ¿Qué le gustaba del colegio? (1 ejemplo)
.....
5. ¿Qué no le gustaba?
.....

Writing Task

«Luego fue al Colegio de las Hermanas donde pasó los doce años siguientes. Era buena alumna y le encantaba la disciplina y la austeridad del edificio. Lo que no le gustaba era el olor de las salas de clases.»

Based on this quote describing her opinion of her school, imagine you have just left school. Write a description of your own school for a blog, saying what was good and bad about it.

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The text describes the character Don Quijote, telling us what he looked like and what he was like.

Don Quijote de la Mancha by Cervantes

«En un lugar de la Mancha, no hace mucho tiempo que vivía un hidalgo.* No era muy viejo, pero ya tenía muchos años y se llamaba Alonso Quijano. Era un hombre fuerte, pero muy delgado. Muy aficionado a la caza.* Vivía con una vieja ama de llaves.* una joven sobrina y un criado.* También muy aficionado a los libros de caballerías. Le gustaban tanto los libros que no se ocupaba de sus bienes. Pasaba los días y las noches leyendo sin parar. Así, de dormir poco, se volvió loco.»

(El Quijote para estudiantes de Español Level A2 Beginners, Edited by Z19 Education)



GLOSSARY

- *Un hidalgo = a country gentleman
- *Ama de llaves = housekeeper
- *La caza = hunting
- *Un criado = a servant
- *Madrugaba = he used to get up very early

Answer the following questions in English:

- How wealthy was Alonso Quijano?
.....
- How would you describe him physically? Give two details.
.....
- Which family member lived with him?
.....
- What was he so passionate about that he did it day and night?
.....
- Name one of the things that caused him to go mad.
.....



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Writing Task

Using the template of this literary passage, write the beginning of a story about a person who could be a friend, a family member, a famous person or a character from your favourite book.

Look at how the structures are used in the literary text and what they mean and use them to write your own story using the template.

En un lugar de, haceque vivía

No era y no era Tenía años y se llamaba Era un /una hombre/mujer, pero muy mucho y era muy aficionado/a Vivía con, un/una y un/una

.....era también muy Le gustaban tanto que olvidaba Pasaba los días y las noches Así, de, de no y de tanto volvió



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La tesis de Nancy by Ramón Sender

«Fui a una corrida de toros. Fue bastante aburrida. Los toreros salieron en varios colores bordada en oro y plata. Debían de tener un calor infernal. No sé cómo. Por fin salió el toro. Más de quince personas todas contra un pobre toro indefenso nunca a las personas. El toro solo ataca la tela. Con un toro que solo ataca la tela, ¿verdad? Pero yo no lo sería nunca a ningún precio, aunque hay mujeres que estaban conmigo reaccionaron igual que yo. Tal vez porque en nuestros países no amamos a las vacas y a sus maridos. Aquí solo toman leche de los bebés. Bueno, me gustaron los toros. Es porque es escocesa la mujer.»

(La tesis de Nancy, Ramón J Sender, pp. 32–33, Editorial Espasa)

Answer the questions in English:

1. What was Nancy's opinion of the bullfight?
.....
2. Why did she think that the bulls would feel uncomfortable?
.....
3. How many people were in the ring?
.....
4. Why did she think the American tourists liked bulls and cows?
.....
5. Where is Mrs Dawson from?
.....

Writing Task

Imagine you have surveyed a number of people on their opinion on bullfighting and you have received the following responses. Sort them into FOR or AGAINST bullfighting. Then write a paragraph using the phrases to talk about the good and bad points of bullfighting.

«Odio la corrida de toros.»

«Es cruel con los toros.»

«Pobre animal indefenso.»

«Me gusta la idea de conservar la tradición española.»

«En Cataluña está prohibida.»

«Es una gran parte de la historia de España.»

«Me encanta la corrida de toros porque es muy viva y llena de arte.»

«No voy nunca a los toros. Está pasado de moda.»

«Música, colores, ¡es espléndida!»

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La tía Julia by Mario Vargas Llosa

«Había vivido con la tía Julia un año en España y cinco en Francia y luego seguía en Europa, primero en Londres y luego en Barcelona. Entonces yo tenía un trabajo que yo enviaba artículos y me pagaban con viajes que me permitían volver todos los meses. Pensaba continuar viviendo en Europa de manera indefinida porque era periodista, traductor o profesor.»

(*La tía Julia*, p. 430 *Biblioteca de bolsillo*)

Which **four** of the following statements are true according to the text? Write the correct letters in the boxes.

- a) She lived with her aunt for five years in Spain.
- b) She lived in Spain for six years with her cousin.
- c) She lived with her cousin in Europe in two different cities.
- d) She lived with Patricia in Barcelona and then in London.
- e) She went back to Peru every year.
- f) She wanted to continue to live in Europe to travel around Spain.
- g) She wanted to stay in Europe because there were more work opportunities.

☐
☐
☐
☐

Writing Task

Write an email of about 90 words to your Spanish friend saying:

1. Where you live now and your opinion of the place.
2. Where you used to live when you were younger and who you lived with.
3. Where you would like to live in the future and why.

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Answers

Bodas de Sangre by Federico García Lorca

Madre	mother
¿Cuánto tiempo?	How long? (literally 'how much time?')
Relaciones	Relationship (COGNATE! It looks like the English)
Tres años	Three years
Ella	she
Novio	boyfriend (it also means 'fiancé')
Padre	father
Una mujer	a woman/wife
Un hombre	a man
Solo	only/alone (Think what this word means in English – for example, who is alone?)
Buena	good
Importante	important (COGNATE! It looks like the English word)
Hijo	son
Ver	to see
Domingo	Sunday
Los pendientes	earrings
Antiguos	old (this looks like the English word 'antique')

«Cuánto tiempo llevas en relaciones.»	Question
«No sé. Creo que no.»	Negative
«Yo no miré a nadie.»	Negative
«Eso no es importante.»	Negative
«Qué.»	Question
«Cuándo vas a verla.»	Question

- ¿Cuántas personas hablan en la conversación? – How many people are talking in the conversation?
- ¿Cuánto tiempo hace que tiene novia? – How long has he had a girlfriend?
- ¿Qué le pasó al padre del novio? – What happened to the boyfriend's father?
- ¿Cuándo va a ver a la novia? – When is he going to see his girlfriend?
- ¿Qué regalo va a dar la madre a la novia? – What present is the mother going to give the girlfriend?
- ¿Cuánto tiempo llevas en esta casa? – How long have you lived in this house?
¿Cuánto tiempo llevas de vacaciones? – How long have you been on holiday?
¿Cuánto tiempo llevas haciendo tus deberes? – How long have you been doing your homework?
¿Cuánto tiempo llevas estudiando español? – How long have you been studying Spanish?
¿Cuánto tiempo llevas jugando a la Xbox? – How long have you been playing on the Xbox?
 - Creo que sí.
Lo dudo.
Lo sé.
 - I am going to watch TV. – Voy a ver la tele.
We are going to swim. – Vamos a nadar.
I am going to buy a DVD. – Voy a comprar un dvd.
We are going to eat ice cream. – Vamos a comer helado.
I will watch TV. – Veré la tele.
We will swim. – Nadaremos.
I will buy a DVD. – Compraré un dvd.
We will eat ice cream. – Comeremos helado.

Cultural discussion

How do you think the topic of marriage was different in Spain in the 1930s to what it is now?
 Women were very much second-class citizens. Marriage was the only option for a girl to move up to the same class as your own family and have children, stay at home and look after the children. Love marriages were always based on love but often on money and who your family thought was suitable. Marriages based on love were considered to be wrong. Spain was a very Catholic country and religion was taken very seriously.

What was the mother explaining in the dialogue about this?

The mother says 'las muchachas tienen que mirar con quien se casan'. Girls should look at who they are marrying. They should be the same class and respectable.

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Why do you think she referred to 'facing the wall'?

In Spain at that time, when a woman was widowed, she would not look at another man, she would be mourning and women had to wear black. She talks about facing the wall to mean not looking at another man.

Why do you think the play might be called 'Bodas de sangre' (Blood Wedding)?

It ends in tragedy. Someone will die. There is bad blood between the families.

Questions:

1. ¿Cuántas personas están hablando? Dos.
2. ¿Cuánto tiempo hace que tiene novia? Tres años.
3. ¿Qué pasó al padre del novio? Lo mataron.
4. ¿Cuándo va a ver a la novia? El domingo.
5. ¿Qué regalo va a dar la madre a la novia? Los pendientes antiguos.

El cuarto de atrás by Carmen Martín Gaité

Which words do you understand already?

What is the conversation about? – 'Tengo sed' talking about how they like their tea.

Is it formal or informal? How do you know? – Formal because he uses the USTED form.

Where does the conversation take place? How do you know? – Inside a house, because there is a kitchen.

What do the following words mean? – Use a dictionary to help you.

Sed – thirst

Hielo – ice

Buscar – to fetch

La cocina – the kitchen

Las cucarachas – cockroaches

What do the following verbs and phrases mean? Look at them in context.

- ¿Tiene sed? – Are you thirsty?
- Lo hago por las mañanas – I do it in the morning
- Quita la sed – To quench your thirst = literally to take off your thirst.
- Espere un momento –Yes, it means 'wait a moment'.
- Me levanto – This is a reflexive verb (levantarse). You may have seen it in the text 'I got up'. Here it means 'I get up from the chair'.
- Tenga cuidado – Cuidar = to care for. Tenga is the formal command form of the verb. Have you worked it out? Yes, it means *take care!* or *Be careful!*

Exam-style question

1. Tiene: a. Sed
2. Lemon tea with ice
3. The cockroaches

Lazarillo de Tormes by an anonymous author

Actividad 1

Busca las palabras en el texto que significan (están en este orden en el texto):

Inglés	Español
the story	la historia
a miller	el molinero
the river	el río
a widow	viuda
a small house	una casita
the clothes	la ropa
the stables	las caballerizas
bread and wood	pan y leña
winter	invierno
member of the family	miembro de la familia

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Actividad 3 Higher-level thinking skills

Discuss the links between the following words:

- Molino/molinero (mill/miller) – the ending ‘ero’ often refers to a person who works in something. E.g. Molino is a mill and molinero is a miller (person who works in a mill); a person who works in a mine; pelo is hair and peluquero is someone who works in a hair salon.
- Tierra/destierro/desterrado – it is useful to look ‘into’ the word to work out the meaning. With ‘tierra’ in the other two words. We also know that ‘des’ as a suffix has a negative meaning. We can work it out to be something to do with NOT in LAND. It means exile/exilee.
- Caballo/caballero/caballerizas – students will probably know the word ‘caballo’ (horse). An example of this part “ero” is a person who... In this case it is a horseman or knight. Do you know the word ‘caballeros’ in modern-day Spain? (Male toilets.) The horseman historically was a person who would have owned a horse and would, therefore, be of a good social class. What do you do with horses. Students could think of what this could be (e.g. stables).

Students can be given these groups of words to consider alongside any they have found in the story.

- Cocina (two meanings) / cocinar / cocinero / cocinera
- Pelo/peluquero/peluquería / peluca / pelirrojo/peludo
- Escribir/escritor/escritora / describir
- Igual/diferente / igualar/igualar

Actividad 4 - Verbs – 20 verbs to put together the story!

Identifica y empareja los verbos. Pon el número correcto en la columna.

1	Llamarse	4	To be ... years old
2	Nacer	6	To confess
3	Lllamar	10	To have to
4	Tener...años	2	To be born
5	Robar	12	To rent
6	Confesar	13	To cook the food
7	Cuidar	1	To be called
8	Desterrar	15	To meet
9	Morir	5	To steal
10	Tener que	14	To do the washing
11	Ganarse la vida	18	To begin
12	Alquilar	7	To look after
13	Preparar la comida	16	To be afraid
14	Lavar la ropa	17	To bring
15	Conocer	9	To die
16	Tener miedo	11	To earn a living
17	Traer	20	To become
18	Empezar	3	To call
19	Querer	8	To exile
20	Llegar a ser	19	To love

Actividad 5 – Understanding the use of tenses in the story

Find the above verbs in the story. Highlight the preterite and the imperfect in two different colours. Nació / le llamaron / robó / confesó / murió / alquiló / vino / empezó / llegó a ser / actions that happened once.

Se llamaban/era/tenía/preparaba / vivía / visitaba/tenía miedo/traía. These imperfects happened over a period of time more than once or were things that used to occur.

Exam-style questions

- He was ... near the river Tormes (the name of the river).
- He stole from the sacks at the mill.
- In a battle (with the moors).
- In a little/rented house.
- She cooked for university students /she did washing (for the stable boys).
- He was afraid of him.
- Because Zayde used to bring them bread and wood.

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La hora violeta by Montserrat Roig**Looking at the style of a passage by analysing the language**

Students should have highlighted:

Estaban / era / se estaba levantando / anunciaba / jugaba / dormía / parecía.

Now go back to each of these verbs and say what the author was describing:

Estaban – where they were sitting.

Era – what time of year it was.

Se estaba levantando – the wind was getting up.

Anunciaba – it was telling them of (announcing) a storm.

Jugaba – he was playing.

Dormía – she was sleeping.

Parecía – she was looking like.

Now find the preterite verbs in the text. There are six. Remember in the he/she form.

The preterite verbs were: Apareció – she appeared, Miró – she looked at, Dijo – she said, Cogió – she picked up, Llevó – she took

- This tense indicates a completed action, something that happened once and then the passage continues. When does the author change from description to completed actions?
- Why? To change the mood and tone from description to actions.
- What was said that changed the mood and the language?
- What do you think has happened to Patrick? Who do you think he is?

Exam-style question

Fill in the gaps choosing from the words below. You will not need all of the words.

Dos mujeres estaban sentadas en el jardín al lado del **A**. Era **G**. Hacía **B** viento. Natalia estaba dormida. De repente Kati llegó con unas **C** noticias.

Entraron en la **F** con los niños.

La plaza tiene una torre by Antonio Machado

The	A	Noun	Noun (plural)	The	Some
la	una	plaza	plazas	las	unas
la	una	torre	torres	las	unas
el	un	balcón	balcones	los	unos
la	una	dama	damas	las	unas
la	una	flor	flores	las	unas
el	un	caballero	caballeros	los	unos

His car – Su coche

Her house – Su casa

Her children – Sus hijos

Their cats – Sus gatos

His pen – Su bolígrafo

Their teachers – Sus profesores

Now complete the sentences about the poem:

This poem tells about a **gentleman** who passed by and saw a **dame** with a white flower which was in the **square**. He took away the **square** with its **tower** and its **balcony** and

Exam-style questions

1. B.
2. A white flower.

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Pobre Manolito by Elvira Lindo

Actividad 1

Make a list of all of the verbs in the list of punishments that Poor Manolito gets. Then write them in the correct order: Ver/salir/recibir/comer/poner/quitar/lavar

Actividad 2

Match the the Spanish words below with their English meanings. Draw lines to link them.

Español	Inglés
El fin de semana	The weekend
El parque	The park
Con tus amigos	With your friends
La paga	Pocket money
Verdura	Green vegetables
La mesa	The table
Durante	During
Los pies	Feet
Todas las noches	Every night
Carameles	Sweets

Exam-style question

Match the words A and B with the words C in any order.

Diario de un pardillo by Jordi Sierra i Fabra

Fiesta	Bank Holiday
Fin de semana	weekend
Idea	idea
País	country
Pierna	leg
Snowboard	snowboarding
Batalla	fight
Bolas de nieve	snowballs
Comida	food
Extranjero	abroad

Exam-style questions

1. Winter/December
2. His parents
3. Skiing and snowboarding
4. (The food was) cheap

La barraca by Vicente Blasco Ibañez

What is the tone of the passage? Is it positive or negative?

Look at the meaning of the following words to help you decide:

- Mejor – best
- Calor – hot
- Sol – sun
- Llenos – full
- Perfume – perfume
- Alegría – happiness

What do the following words tell us about the passage? It is positive and vibrant, a happy time.

What do the following words have in common? – They are all to do with fruits, trees and gardens.

- Árboles – trees
- Frutas – fruits
- Jardines – gardens
- Magnolias – magnolias
- Jazmines – jasmines
- Cosecha – harvest

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What time frame is the passage set in? Present, past or future? Look at the verbs.

- Había llegado – had arrived
- Vibraba – vibrated
- Estaban – were
- Era – was
- Hablaban – were talking

So, we know the passage is about the theme of **nature**. It is set in the **past** tense and

Now make a translation of the text into English: To help you, some words are already

The San Juan **festival** had arrived, the **best** time of the **year**. The area **vibrated** with life. The **trees** were full of **fruits** and in the **gardens** magnolias and jazmines **with their perfume** and **happiness**. In the **bars**, the **men were talking** about the harvest and the San Juan party.

Exam-style question

La gente estaba **F** porque **D** la fiesta de San Juan. La **ciudad** era **A** más bonita. Había mucho **C** calor y sol y en el aire se notaba el olor a **E**.

La semilla by Isabel Freixas

Actividades

Noun	Adjective
semilla	triste
semilla	atrapada
flor	bella
tierra	fértil
ojitos	verdes
pétalos	amarillos
flor	hermosa

Actividad 3

Rewrite all of the adjectives in column 2 as if they were describing the nouns in column 1 for how and when adjectives change their endings?

noun	adjective
pájaro	triste
insecto	atrapado
árbol	bello
campo	fértil
campos	verdes
flores	amarillas
mundo	hermoso

Check that students have discovered and understood the rules for adjectival agreement

- If an adjective ends in an unstressed vowel, add -s. Examples: verde ('green' singular) *El árbol es verde* – the tree is green. *Los árboles son verdes* – the trees are green.
- If it ends in a z, change the z to a c and add -es. Example: feliz ('happy' singular) *La semilla está feliz* – the seed is happy. *Las semillas están felices* – the seeds are happy.
- If it ends in another consonant or a stressed vowel, add -es. Example: azul ('blue' singular) *El pájaro es azul* – the bird is blue. *Los pájaros son azules* – the birds are blue.
- Sometimes it is necessary to add or take away an accent to maintain the stress of the word.
- If the singular masculine adjective ends in an -o, change it to an -a to describe a feminine noun. Example: hermoso ('beautiful' masculine singular), *hermosa* ('beautiful' feminine singular) *La campiña es hermosa* – the countryside is beautiful. *Los campos son hermosos* – the fields are beautiful. *Las flores son hermosas* – the flowers are beautiful.
- If the singular masculine adjective ends in any other letter, the feminine form is the same. Example: grande ('big' masculine singular), *grande* ('big' feminine singular) *La roca es grande* – the rock is big.

Adjectives can come before or after nouns, or they can be used with verbs such as *ser* or *estar*. They must match the nouns they describe in both number and gender.

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Actividad 4

Once upon a time there was a seed that fell between the **rocks** and could not **get out**.
It felt very **sad** and said:
'I will never become a **plant** without earth, **water** and **sun**.'
A **BIRD** heard the seed and went to **see** Mother Earth
'The seed is trapped between the **rocks** and cannot **get out**'
So Mother Earth called the **sun** and the **rain**
The **three** together went to the seed and said
Open your leaves to the **wind** and the **sun**
From your stem will be born a **flower**.
The **rain** started to fall and the seed huddled into the **fertile** earth
It took strength from the **water** and the **sun** and **started** to germinate
The leaves looked like two **green** eyes, marvels of the world
The **stem** carried on growing and growing
Suddenly a bud was born and then a **flower**
A circle with freckles surrounded by **yellow** petals
That **flower** so **beautiful** as a flower!

Actividad 5 Comprehension questions

1. On the
2. A bird
3. The sun and the rain
4. Little green eyes
5. Yellow

What is the purpose of this poem?

To raise awareness of how wonderful nature is and how we need it to survive. How

What moral values does it promote?

We should look after our planet and not destroy nature as it is an important force.

Why do you think Isabel Fraire de Matos wrote about nature?

She wanted the message to get to children that every little seed can grow into a lovely plant. They should understand and enjoy nature.

What topics could we discuss if we were to imagine that in the poem the seed represents a child?

If we nurture a child from birth and look after him/her, he/she will grow into a healthy person and eat well to grow healthily. If someone falls on the way, we must help them.

Las ataduras by Carmen Martín Gaité

Practice Higher 3

Which words in the text do you think tell us about the fair?

Here are a few. What do they mean in English?

Feria – fair

Emoción – excitement

Movimiento – movement

Muchas personas – many people


Vestidas de colores – dressed in bright colours

Mucha gente – many people

Bailaban – were dancing

Cantaban – were singing

Caramelos – sweets

Luces – lights 

Pick out all the time phrases from the text. These give us the time setting of the story.

Find the phrases that mean:

The first time – la primera vez

A Sunday in summer – un domingo de verano

Mid afternoon – en plena tarde

Later – luego

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Pick out all the expressions that tell us where things were happening. These help us see

Find the phrases that mean:

The river – el río

Close up – de cerca

The little chapel – la ermita

A bit further down – un poco más abajo

The field – el campo

The hills – los montes

The villages – los pueblos

The houses – las casas

Now look at the verbs. These tell us what was happening. Look at the stem of the verb and the infinitive would be for each.

e.g. estuvieron = estar

Recordaba – recordar

Merendando – merendar

Bebió – beber

Habló – hablar

Bailaban – bailar

Cantaban – cantar

Vendían – vender

Veían – ver

Exam-style question

Era el **F**. Alina y su **B** fueron a la feria por la tarde. Había música y vendían dulces y **D**.

La feria estaba en el **E** cerca del **A**.

El príncipe de la niebla by Carlos Ruiz Zafón

Decide if the statements below are TRUE, FALSE or NOT MENTIONED, according to the text. Write your answer in the box provided:

1. La casa de los Carver era blanca. **N**
2. Estaba en el extremo norte de la playa. **T**
3. Había un bloque de pisos enfrente de la playa. **F**
4. Los habitantes andaban para ir a sitios. **T**

Model answer – writing task

Mi casa es nueva. Está situada en el sur de Essex cerca de la playa. Enfrente de la playa hay un bloque de no más de seis pisos. Muchos están pintados en blanco y azul pero no tienen jardines. Los habitantes usan el autobús o el coche para ir de un sitio a otro. Las calles están sucias.

Como agua para chocolate by Laura Esquivel

Exam-style question

1. **N** dies
2. **T** feels depressed
3. **P** gives Tita a bunch of roses
4. **R** is pregnant

Translation

12 roses, preferably red

12 chestnuts

Two spoonfuls of butter

Two spoonfuls of cornflour

Two drops of rose water

Two spoonfuls of honey

Two cloves of garlics

Six quails (small birds)

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Poemas de Neruda

Exam-style question

1. d
2. a
3. e
4. c

Writing task --- mind-mapping vocabulary.

Example of mind map content:

Playa – Arena / mar / castillo de arena / parasol / helado / crema de sol
Bonita/agradable/divertida/calurosa/relajante
Nadar / tomar el sol / dormir / leer / jugar / relajarse
Pantalones cortos / bikini / camiseta / chancas / sandalias / sombrero

La mujer habitada by Gioconda Belli

Exam style questions/Mark scheme

1. What career was Flor conceiving? (1)
Medicine.
2. What did she read as a teenager? (2)
Novels Doctors and hospitals.
3. Why did her father think her career choice was a bad idea? (1)
Too many years of study.

Writing task – model answer

Using the notes below, write a paragraph about which jobs you would like and which you would not like.

Me gustaría ser profesor porque tienes muchas vacaciones. Sin embargo paga poco y ganas mucho dinero, pero lo malo es que necesitas talento. No me gustaría ser bombero porque ayudas a la gente. El trabajo de dependiente es muy fácil, pero es aburrido. No quisiera ser piloto porque necesitas estudiar mucho. Lo bueno es que viajas a muchos países.

El lejano país de los estanques by Lorenzo Silva

Exam-style questions

1. B
2. At the port/marina
3. He read / stayed at home

Write five sentences for your Facebook status about what you did yesterday.

Model answer

Me levanté a las nueve.
Fui al centro comercial.
Compré una chaqueta.
Comí en McDonald's.
Por la tarde vi la tele.

Nada by Carmen Laforet

Exam-style questions

1. A cat
2. Dog and parrot
3. Her aunt
4. It was not a secret (id)

Writing task

Based on the description of the room in the text, write a description of a room you have or would like to have. (10 marks)
habitación secreta'.

Model answer

Estaba en la casa de mi abuela en el campo en Inglaterra. Era grande y antigua, y era muy bonita. Había una cama doble, una mesa redonda, dos armarios altos, una lámpara y un cuadro. Tenía muchos libros románticos, muchas fotografías también, ropa vieja y una radio.

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Cuentos de Eva Luna by Isabel Allende

Exam-style questions

- 1. (Murió) de una fiebre (cuando ella nació).
- 2. Se dio un tiro de pistola en el pecho.
- 3. Doce
- 4. La disciplina / la austeridad del edificio.
- 5. El olor de las salas de clases.

Writing task

Model answer

Fui al colegio *Henbury High* para chicas. Es un colegio privado y hay que llevar uniforme verde, una camisa blanca y una falda negra. No me gustaba llevar corbata, era muy incómoda. Buena alumna y aprobé todos mis exámenes, excepto Química, porque es muy difícil. Estudiaba francés y español. Lo que no me gustaba era la comida en la cantina, era mala. La universidad para estudiar Inglés y Francés.

Don Quijote by Cervantes

Exam practice questions

- 1. Neither rich nor poor
- 2. Strong and confident
- 3. His niece
- 4. Reading
- 5. Lack of sleep / lack of food / reading too much

An example of how a student could use the template. (This could be given to the students to follow for less able students.)

En un lugar de **chelmsford**, hace **2 meses** que vivía **un chico**. No era **alto** y no era **delgado**. Se llamaba **sam**. Era un **estudiante inteligente**, pero muy **perezoso**. **Jugaba** mucho videojuegos. Vivía con **sus padres**, un **hermano** y un **perro**.

Sam era también muy aficionado a la **Xbox**. Le gustaba tanto **jugar** que olvidó **hacer sus deberes** y las noches **jugando** sin parar. Así, de **jugar mucho**, de no **estudiar** y de tanto **faltar a clase**.

La tesis de Nancy by Ramón Sender

Exam style Questions

- 1. It was boring
- 2. Because of the heat
- 3. More than 15
- 4. Because they drink milk
- 5. Scotland

A favor de los toros	En contra de los toros
«Me gusta la idea de conservar la tradición española.» «Es una gran parte de la historia de España.» «Me encanta la corrida de toros porque es muy viva y llena de acción.» «Música, colores, es espléndido en su opinión.»	«Odio la corrida de toros.» «Es cruel para el animal.» «En Cataluña no se permite.» «Pobre animal.» «No voy nunca a los toros.»

Model answer

Odio las corridas de toros porque el pobre animal es indefenso. No voy nunca a los toros. Es un espectáculo cruel y prohibido en Cataluña. Sin embargo son una gran parte de la historia de España. A mi padre le encantan las corridas de toros porque son muy tradicionales y son espléndido en su opinión.

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La tía Julia by Mario Vargas Llosa

Exam-style question

Which **FOUR** of the following statements are true according to the text?

- b) She lived in Spain for six years with her cousin.
- c) She lived with her cousin in Europe in two different cities.
- e) She went back to Peru every year.
- g) She wanted to stay in Europe because there were more work opportunities.

Writing activity – model answer

Vivo en un pueblo pequeño en el norte de Inglaterra cerca de la costa. Me gusta porque aquí viven aquí. Lo malo es que no hay mucho para hacer en invierno y hace mucho frío.

Cuando tenía cinco años vivíamos en Leeds, que es una ciudad grande. Vivía con mis abuelos en una casa adosada en el centro.

En el futuro, me encantaría vivir en Barcelona porque hace sol y es un lugar muy bonito y español todos los días.



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Translations

***Bodas de Sangre* by Federico García Lorca**

- Mum: Excuse me. How long have you been in a relationship?
- Boyfriend: Three years.
- Mum: Three years. She had another boyfriend, didn't she?
- Boyfriend: I don't know. I don't think so. Girls should look at who they are.
- Mum: Yes. I didn't look at anybody. I looked at your dad and when they were in front of me. One woman with just one man.
- Boyfriend: My girlfriend is going to be like her.
- Mum: I don't know about it. But I don't know what her mum is like.
- Boyfriend: That is not important.
- Mum: Son...
- Boyfriend: What?
- Mum: When are you going to see her?
- Boyfriend: On Sunday.
- Mum: I will take her those vintage earrings.

***El cuarto de atrás* by Carmen Martín Gaité**

- Excuse me. Aren't you thirsty?
 - Yes, a bit.
 - Do you like tea?
 - Yes, a lot.
 - It is cold tea with lemon. I make it in the mornings with ice.
 - It is what quenches your thirst the most.
 - Well, wait a moment. I will go and fetch it from the kitchen.
- I get up and I hear
- Careful with the cockroaches!

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Lazarillo de Tormes by an anonymous author

This is the story of the life and adventures of Lazarillo de Tormes.

Lazarillo's parents were called Tomé González and Antoña Pérez. Lazarillo's father was born near the river Tormes, his parents called him Lazarillo de Tormes.

When Lazarillo was eight years old, his father stole from some sacks at the mill. He went to prison. After the trial, he was exiled. In exile, he looked after the mules for a short time after, he died in a battle with the moors.

His mother, now a widow, had to earn a living for herself and for her son. She was in a cottage near to the university. There she prepared meals for some students. She had some stable boys.

In the stables, Lazarillo's mother met Zavaldo, a poor black man. He often visited Lazarillo at first. But when he saw that Zavaldo brought bread and wood in winter, he became a member of the family. A little while later Lazarillo had a little brother.

La hora violeta Montserrat Roig

The violet hour

Judit and Patricia were in the garden, sitting next to the pond. It was the end of the day. Judit was getting up that was telling us of a storm coming. Lluís was playing war games. Patricia was sleeping in her cot.

- We should go in – she said – I think it's going to rain.

Suddenly Kati appeared with a white face. She looked like a ghost. Kati looked at them.

- Patrick is dead. His body has disappeared in the river Ebro.

Patricia started to cry. Then she picked up the children and took them indoors.

La plaza tiene una torre by Antonio Machado

The square has a tower

The tower has a balcony

The balcony has a dame

The dame a white flower

A gentleman has passed by

Who knows why he passed by

And he has taken away the square with its tower and its balcony,

With its balcony and its dame and its dame, its dame and its white flower.

Pobre Manolito by Elvira Lindo

My punishments consist of:

- Not watching television at the weekends.
- Not going to the park with my friends.
- Not getting pocket money for two weekends.
- Eating green vegetables.
- Setting and clearing the table.
- Washing my feet every night.
- Not eating sweets.

Adapted from: https://www.google.co.uk/?gws_rd=ssl#q=a.%09No+ver+la+televisi%C3%A9n

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Diario de un pardillo by Jordi Sierra i Fabra

8th December

Today was a day off. Dad, mum and I spent the weekend in Andorra. The idea of having a day off is fun. I skied without breaking my leg, I went snowboarding and we had a snowball fight. The food was cheaper there and there is a lot to see. It has been great. And I was abroad for the first time.

Mariano

La barraca by Vicente Blasco Ibañez

The festival of San Juan had arrived, the best time of the year. The area vibrated with the heat of the African sun. The trees were full of fruit and in the garden there were magnolias and jasmines. The air. Everything was happiness. In the bars the men were talking about the harvest and the women about the festival.

Las ataduras by Carme Alerm

She remembered now the first time that she had gone with her father to Orense. There was a fair. She remembered, how the first excitement in her life was discovered. It was in the mid afternoon, with a movement of many people dressed in bright colours, eating in the chapel and a bit further down, the field with the fair. They were there and her father was with many people. They were dancing and singing, selling sweets, hats and other things. She could see far away the hills and the villages and the houses of Orense with their roofs and others closed.

El príncipe de la niebla by Carlos Ruiz Zafón

The Carver's new house was situated at the extreme north point of a long, white, sandy beach. Islands of grass. Opposite the beach there were small wooden houses of no more than one floor in lovely pastel tones, with gardens. The place was quiet and the inhabitants used to move from place to another. The streets were clean...

Como agua para chocolate by Laura Esquivel

Like water for chocolate

The death of Nacha causes Tita to be in a great state of depression. When Nacha dies, it is like the death of her own mother. Pedro, trying to help her, thinks it is a good idea to celebrate her first year as the ranch cook. But Rosaura – who is expecting him to be the same and when she sees him come in with the bouquet in his hands and give it to her, she leaves the room, crying.

Mother Elena, with just a look, orders Tita to leave her room and get rid of the room.

La mujer habitada by Gioconda Belli

When she decided to study medicine, medicine was another one of her possible choices. She devoured novels about doctors and hospitals. But her father was not of the same opinion. He argued that she should study law.

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***El lejano país de los estanques* by Lorenzo Silva**

The following day Chamorro and I got up after half past two after a long sleep. We did not go to the beach. We spent the afternoon at home, Chamorro reading and

***Nada* by Carmen Laforet**

I saw on the armchair a cat who was washing his legs in the sun. He looked at me

As I opened the door to my room, I saw the dark hallway where all the rooms in the dining room with a balcony open to the sun. There was a bone for a dog. There was a parrot. I think that animal was mad. There was a big table and on a chair, a rubber. There was a balcony to the street. She was sitting in front of a desk. This room was the rest of the house. There was a cupboard, a large rug, a bed and a phone.

***Cuentos de Eva Luna* by Isabel Allende**

Analía Torre was born with a fever when she was born and her father could not survive weeks later. He buried himself in the chest. Until the age of six, Analía lived with an Indian and then went to the school called 'El Colegio de las Hermanas' where she spent the rest of her life. She was a good student and she loved the discipline and the austerity of the building. What was the classrooms.

***Don Quijote de la Mancha* by Cervantes**

In a place in La Mancha, not long ago, lived a country gentleman. He was not rich, he was 50 years old and he was called Alonso Quijano. He was a strong man but he was very early a lot and he was very keen on hunting. He lived with an old housekeeper, a woman. Alonso was also very keen on books about knights. He loved these books so much that he did paperwork for his businesses. He spent the days and nights reading without stopping, little, not eating, and reading so much, he became crazy!

***La tesis de Nancy* by Ramón Sender**

I went to a bullfight. It was quite boring. The toreadors came out in several rows of embroidered in gold and silver. They must have been hellishly hot. I don't know if it was the sun. At last the bull came out. More than 15 people all against a poor, defenceless bull attacked people. The bull only attacks the cloth. With a bull who only attacks cloth, a bullfighter, couldn't they? But I would never be one at any price, even though the Americans that were with me reacted in the same way as I did. Maybe because in America they drink milk and we love cows and their husbands. Here only babies drink milk. Well, I like bullfights. It is because she is Scottish and cruel.

***La tía Julia* by Mario Vargas Llosa**

I had lived for one year in Spain and five years in France with Aunt Julia and then in London with Patricia in France, first in London and then in Barcelona. Then I had a job with a newspaper to send articles and they paid me in trips that allowed me to return to Peru every year, thinking of carrying on living in Europe indefinitely because there, there was always a translator or teacher.

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