

Spanish Media Project

As part of your extended learning, you will be expected to complete wider reading around a course-related topic of your choice. There are many TV shows, films, books, magazines and websites about Spanish language and culture - it will be your task to watch, read and research different areas of Spanish language learning and Hispanic culture and write a short report about each of them.

To give you a clearer idea, the following are the topics expected to be covered during your Spanish A-Level course, these are the following:

1. *Social issues and trends*

3.1.1 Aspects of Hispanic society

Students may study all sub-themes in relation to any Spanish-speaking country or countries.

- Modern and traditional values (Los valores tradicionales y modernos)
 - Los cambios en la familia
 - Actitudes hacia el matrimonio/el divorcio
 - La influencia de la Iglesia Católica
- Cyberspace (El ciberespacio)
 - La influencia de internet
 - Las redes sociales: beneficios y peligros
 - Los móviles inteligentes en nuestra sociedad
- Equal rights (La igualdad de los sexos)
 - La mujer en el mercado laboral
 - El machismo y el feminismo
 - Los derechos de los gays y las personas transgénero

3.1.2 Multiculturalism in Hispanic society

Students may study all sub-themes in relation to any Spanish-speaking country or countries.

- Immigration (La inmigración)
 - Los beneficios y los aspectos negativos
 - La inmigración en el mundo hispánico
 - Los indocumentados - problemas
- Racism (El racismo)
 - Las actitudes racistas y xenófobas
 - Las medidas contra el racismo
 - La legislación anti-racista
- Integration (La convivencia)
 - La convivencia de culturas
 - La educación
 - Las religiones

2. *Political and artistic culture*

3.2.1 Artistic culture in the Hispanic world

Students must study the sub-theme Spanish regional identity in relation to Spain. Students may study the remaining sub-themes in relation to any Spanish-speaking country or countries.

- Modern day idols (La influencia de los ídolos)
 - Cantantes y músicos
 - Estrellas de televisión y cine
 - Modelos
- Spanish regional identity (La identidad regional en España)
 - Tradiciones y costumbres
 - La gastronomía
 - Las lenguas
- Cultural heritage (El patrimonio cultural)
 - Sitios turísticos y civilizaciones prehispánicas: Machu Picchu, la Alhambra, etc
 - Arte y arquitectura
 - El patrimonio musical y su diversidad

3.2.2 Aspects of political life in the Hispanic world

Students must study Monarchies and dictatorships in relation to any relevant Spanish-speaking country or countries. Students may study the remaining sub-themes in relation to any Spanish-speaking country or countries.

- Today's youth, tomorrow's citizens (Jóvenes de hoy, ciudadanos del mañana)
 - Los jóvenes y su actitud hacia la política : activismo o apatía
 - El paro entre los jóvenes
 - Su sociedad ideal
- Monarchies and dictatorships (Monarquías y dictaduras)
 - La dictadura de Franco
 - La evolución de la monarquía en España
 - Dictadores latinoamericanos
- Popular movements (Movimientos populares)
 - La efectividad de las manifestaciones y las huelgas
 - El poder de los sindicatos
 - Ejemplos de protestas sociales (eg. El 15-M, las Madres de la Plaza de Mayo, ...)

3. Grammar

	DON'T KNOW	NEED TO LEARN	QUITE CONFIDENT	VERY CONFIDENT		DON'T KNOW	NEED TO LEARN	QUITE CONFIDENT	VERY CONFIDENT
Nouns					Verbs				
gender					Regular conjugations of –ar, –er, –ir verbs, including radical changing verbs / boot verbs (eg <i>recordar/recuerdo, pedir/pido</i>) and orthographic-changing (eg <i>abrazar/abracé</i>) verbs in all tenses and moods				
singular and plural forms					Regular and irregular verbs in all tenses and moods				
plural of male/female pairs (eg <i>los Reyes</i>)					Agreement (verb-subject)				
affective suffixes (R)					Use of <i>hay que</i> in all tenses				
Articles					Use of tenses				
definite (el, la, los, las)					Present (eg <i>juego</i>)				
indefinite (un, una, unos, unas)					Preterite (eg <i>jugué</i>)				
El with feminine nouns beginning with stressed a (<i>el agua</i>)					Imperfect (eg <i>jugaba</i>)				
Lo + adjective					Future (near and simple futures) (eg <i>voy a jugar / jugaré</i>)				
Adjectives					Conditional (eg <i>jugaría</i>)				
Agreements (gender and number)					Perfect (eg <i>he jugado</i>)				
Position/word order					Future perfect (eg <i>habré jugado</i>)				
Apocopation (eg <i>gran, buen, mal, primer</i>)					Conditional perfect (eg <i>habría jugado</i>)				
Comparative and superlative (eg <i>más fuerte, mejor, peor, mayor, menor, tan</i>)					Pluperfect (eg <i>había jugado</i>)				
Adjectives used as nouns (eg <i>una triste, la roja, las norteamericanas</i>)					Use of the infinitive, the gerund and the past participle				
Demonstrative (eg <i>este, ese, aquel</i>)					Verbal paraphrases and their uses. These include but are not limited to: (ir a+, estar+, llevar+ gerund), (ir+, venir+ gerund) (R)				
Indefinite (eg <i>alguno, cualquiera, otro</i>)					(acabar de +, estar para + infinitive)				
Possessive (weak and strong forms) (eg <i>mi / mio</i>)					Use of the subjunctive (WEIRDO TIP)				
Interrogative and exclamatory (eg <i>¿cuánto?/¡cuánto!</i> , etc, including use of <i>¿qué?/¡qué!</i>)					Subjunctive – how to form it				
Relative (<i>cuyo</i>) (R)					Subjunctive – when to use it				
Numerals					Subjunctive with commands				
Cardinal (eg <i>uno, dos</i>)					In relative clauses (R)				
Ordinal 1-10 (eg <i>primero, segundo</i>)					Conditional sentences / "Si" clause				
Agreement (eg <i>cuatrocientas chicas</i>)					After conjunctions of time				
Expressions of time and date					After <i>para que, sin que</i>				
Adverbs					After other subordinating conjunctions (R)				
Formation of adverbs (-mente)					After verbs and verbal expressions of wishing, commanding, influencing, emotional reaction, doubt, denial, possibility, probability (R)				
Comparative and superlative (eg <i>más despacito</i>)					Sequence of tenses in indirect speech and other subordinate clauses				
Comparative constructions. These include but are not limited to the following: <i>eg tan...como..., más...que..., tiene más dinero de lo que creía</i> (R)					Passive Voice				
Use of adjectives as adverbs (eg <i>rápido, claro</i>)					Uses of the reflexive as a passive (eg <i>El puente se construyó para unir a las comunidades</i>)				
Adjectives as equivalents of English adverbs (eg <i>salió contenta</i>)					Use of ser + past participle				
Interrogative (eg <i>¿cómo?, ¿cuándo?, ¿dónde?</i>)					Use of estar + past participle				
Intensifiers/quantifiers					"Nuance" reflexive verbs (eg <i>caerse, pararse</i>)				
(eg <i>muy, bastante, poco, mucho</i>)					Modes of address (tú, usted; vos) (R)				
Pronouns					Constructions with verbs				
Subject / Personal (eg <i>yo, tú, él, nosotros</i>)					Verbs followed directly by an infinitive (eg <i>querer, poder</i>)				
Object: direct and indirect object (eg <i>lo, la, le</i>). Use of <i>se</i> for <i>le(s)</i>					Verbs followed directly by a preposition plus an infinitive or noun phrase (eg <i>insistir en, negarse a</i>)				
"redundant" use of indirect object (eg <i>Dale un beso a tu papá</i>)					Verbs followed by a gerund (eg <i>seguir, continuar</i>)				
Reflexive (eg <i>te lavas</i>)					Verbs of perception (eg <i>Vi asfaltar la calle</i>)				
Relative (eg <i>qué, quien, el que, el cual</i>)					Uses of <i>ser</i> and <i>estar</i>				
Demonstrative (eg <i>este, ese, aquel; esto, eso, aquello</i>)									
Indefinite (eg <i>algo, alguien</i>)									
Possessive (eg <i>el mío, la mía</i>); expression of possession by the use of an indirect object pronoun (eg <i>le rompió el brazo</i>)									
Interrogative (eg <i>qué, quién, dónde</i>)									

	DON'T KNOW	NEED TO LEARN	QUITE CONFIDENT	VERY CONFIDENT
Prepositions :				
Simple prepositions (eg <i>a, con, bajo</i>)				
More complex prepositions (eg <i>encima de</i>)				
"Personal" a				
When to use <i>por</i> and <i>para</i>				
Conjunctions				
Coordinating conjunctions (eg <i>y, o, pero</i>)				
Subordinating conjunctions. These include but are not limited to the following: cause (<i>porque</i>), purpose (<i>para que</i>), proviso (<i>con tal de que</i>), supposition (<i>a no ser que</i>), time (<i>cuando</i>), concession (<i>aunque</i>)				
Use of <i>que</i> to introduce a cause (eg <i>¡Cuidado, que se va a quemar la tortilla!</i>)				
Negation				
Questions				
Commands				
Word order				
Subject following verb (eg <i>Ha llegado el profesor; Me gustan las patatas</i>)				
Focalisation (eg <i>Tú, ¿qué opinas?; A Cristiano lo odian</i>) (R)				
Other constructions				
Time expressions with <i>hace/hacia</i> and <i>desde hace/hacia</i>				
Expressions of concession other than by <i>aunque</i> (<i>por muy + adj + que, por mucho que</i>) (R)				
Indirect speech				
Discourse markers (eg <i>por ejemplo, ahora bien</i>)				
Fillers (eg <i>pues, bueno</i>)				

Algunos recursos en línea para practicar la gramática:

www.languagesonline.org.uk > Español > Grammar

www.kerboodle.com [usa tu nombre de usuario y contraseña]

www.todoeele.net > materiales > ejercicios de gramática

<http://www.ver-taal.com/>

<http://aprenderespanol.org/>

<http://www.studyspanish.com/tutorial.htm>

<http://conjugation.org/>

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

<http://personal.colby.edu/~bknelson/SLC/>

<http://www.practicaespanol.com/>

<http://www.rtve.es/television/destino-espana/>

4. Works

You will study one original Spanish literary book and one Spanish film. In Year 12 you will do your work around the film *Volver* by Pedro Almodóvar and in Year 13 you will read *La Casa de Bernarda Alba*, a play by Federico García Lorca.

In order to support you with your project, please see the list below. This is not an extensive list - but it should help to get you started. There will be extra credit for those students who go above and beyond in this task when you return to begin the course in September.

FILMS

Volver (15)

Specification Links: A Level writing paper, aspects of Hispanic society and artistic culture in the Hispanic world (paper 1 and paper 3).

Story line: Raimunda (Penélope Cruz) works and lives Madrid with her husband Paco and daughter Paula. Her sister Sole (Lola Dueñas) lives nearby and they both miss their mother Irene (Carmen Maura), who died several years ago in a house fire along with their father. A former neighbor from their hometown reports that she has seen the ghost of Irene and both daughters do not believe her. After a murder and a family tragedy, Irene's spirit materializes around her daughters to help comfort them.

Ocho apellidos vascos (Spanish affair) (15)

Specification Links: A-Level papers 1 and 3 – regional identity, multiculturalism, cultural coexistence and changes in family.

Rafa (Dani Rovira) has never left his native Seville, Andalucía, until he meets a Basque girl named Amaia (Clara Lago), who resists his seduction techniques. Against his friends' advice, he follows her to Euskadi after she stays the night in his house and forgets her purse.

El laberinto del fauno (Pan's labyrinth) (15)

Specification Links: A-Level papers 1 and 3 – aspects of Hispanic society and aspects of political life in the Hispanic world.

Story line: It's 1944 and the Allies have invaded Nazi-held Europe. In Spain, a troop of soldiers are sent to a remote forest to flush out the rebels. They are led by Capitan Vidal, a murdering sadist, and with him are his new wife Carmen and her daughter from a previous marriage, 11-year-old Ofelia. Ofelia witnesses her stepfather's sadistic brutality and is drawn into Pan's Labyrinth, a magical world of mythical beings.

María, llena de gracia (Maria full of grace) (15)

Specification Links: A-Level papers 1 and 3 – changes in family, the incorporation of women to the labor market, chauvinism, social issues.

Story line: Seventeen-year-old Colombian Maria (Catalina Sandino Moreno) is desperate: pregnant and with a large family to care for, she's forced to leave a demanding job after an altercation with her boss. Needing work as soon as possible, she encounters charming Franklin (John Álex Toro), who offers her a dangerous job as a drug mule. With cocaine pellets in her stomach, Maria flies to New York for the drug drop-off, but finds her new line of work may be far riskier than it initially seemed.

Trece rosas (13 roses) (15)

Specification Links: A Level papers 1 and 3 – aspects of political life in the Hispanic world, Franco's dictatorship, the role of women.

Story line: True story of thirteen totally normal young women that suffered harsh questioning and were put in prison under made up charges of helping the rebellion against Franco back in the 1940's. Despite of their innocence, the thirteen were soon executed without even a trace of evidence of any wrong doing.

Abel (15)

Specification Links: A-Level papers 1 and 3 – aspects of Hispanic society.

Story line: Abel is an unstable child whose issues have only gotten worse since his father walked out on the family. No one in the household is sure what to do for Abel or how they should behave around him, and a stay in a mental hospital does little to ground him. However, one day Abel wakes up and decides that he's the man of the house and begins acting like his absent father rather than the youngest child. To the surprise of everyone, adult responsibilities agree with Abel, and the family seems significantly happier with his new personality. But this proves to be short-lived when Abel's real dad unexpectedly returns, and the two vie for the status of head of the household.

For whichever film you try to watch, try to answer the following questions:

1. What is the film about? Make your own summary.
2. What evidence have you found in the film that links to the specification links mentioned in the description above?
3. Research two pieces of information linking to the key topics related to the Hispanic world you have identified in your film – how do they link?
4. What is your opinion about the information at hand?
5. How do you feel this has helped your learning about Hispanic culture and society?

TV SHOWS

La Casa de Papel (Money Heist) – Netflix

This suspense-packed show will have you at the edge of your seat! It follows the story of a man and his eight recruits planning the most daring bank robbery in history. The mission is to break into the Royal Mint of Spain and get away with more than 2 billion euros, but before they manage, they have to deal with the police and a whole bunch of hostages...

Narcos - Netflix

The show follows the infamous journey of Pablo Escobar, from his humble origins in rural Colombia to global drug kingpin. It offers an interesting and at times very brutal look into the drug trade in Latin America, the corruption and politics surrounding it, and the way American authorities became involved at the dawn of the so-called 'war on drugs'.

Seasons 1, 2 & 3 deal with Escobar and the Cali Cartel (that took over from Escobar), while season 4 takes a look at Miguel Felix Gallardo, Mexico's answer to Escobar.

Velvet – Netflix

Set in one of the most prestigious fashion stores in Spain in the 1950s, the show centers on the romance between the heir to the store and one of the seamstresses. If only it were that simple. Jealousy, money and drama rope in family, neighbors and customers, turning this romance into a rather complicated (but highly entertaining) affair.

Paquita Salas – Netflix

A show so unexpectedly popular that Netflix bought it after the first season. The show is about a talent agency that is losing clients left, right and centre. When their last, most important client terminates the relationship, the main character and her eclectic team are forced to re-invent themselves and go on the search for talented individuals that could save their firm. If you love your comedy – and want it in Spanish – this show's for you.

Tiempos de guerra - Netflix

From the producers of Velvet, this historical drama takes us back to war-torn Spanish Morocco in the 1920s. At the time, many upper classes ladies volunteered as nurses there and perhaps predictably, drama, adventures and romance ensues.

For whichever TV show you try to watch, try to answer the following questions:

1. What is the TV series about? Make your own summary.
2. Have you found any links to the specification mentioned at the beginning of this document?
3. Make a presentation about this series explaining the key issue from a Hispanic point of view. E.g. drug wars in Mexico for Narcos.

BOOKS

There are hundreds of books about different areas of Hispanic society, culture, politics and art. Below are some links with some interesting lists of books you might enjoy.

<https://espanol.free-ebooks.net/ebook/La-guerra-civil-espanola>

<https://espanol.free-ebooks.net/ebook/Yerma>

<https://espanol.free-ebooks.net/ebook/La-Mujer-Trabajadora>

<https://espanol.free-ebooks.net/ebook/La-Democracia-en-Espana-Engano-y-Utopia>

http://uk.dailyfreebooks.com/free_ebooks/d/?b=B07Q6MXTS6 (The Rise of the Spanish Empire)

http://uk.dailyfreebooks.com/free_ebooks/d/?b=B07SRWKZJG (Spanish Food: Enjoy Delicious Spanish Food at Home)

http://uk.dailyfreebooks.com/free_ebooks/d/?b=B07ZC9DZVW (Spanish Phrase Book: 2500 Super Helpful Phrases and Words You'll Want for Your Trip to Spain or South America)

http://uk.dailyfreebooks.com/free_ebooks/d/?b=B00VD7OBI6 (Spanish Intermediate Reading Comprehension)

http://uk.dailyfreebooks.com/free_ebooks/d/?b=B0758D2RSH (Murder at the Mayan Temple)

http://uk.dailyfreebooks.com/free_ebooks/d/?b=B01LWOE1I6 (Mayan Civilization: A History from Beginning to End)

<http://www.gutenberg.org/ebooks/36805> (Spanish Tales for Beginners)

PODCASTS

“News in Slow Spanish”

News in Slow Spanish is the best Spanish podcast for people who already have an intermediate or even advanced level. It allows you to listen to useful things, in this case a summary of the week's news, in a simplified Spanish that is spoken at a slow pace (not very natural). That said, many news stories are both available in “slow” Spanish and “normal” Spanish to familiarize your ear with the speed of real speech. On the official website, you will find for each podcast a vocabulary sheet, as well as the full text of each news story (with additional paid content).

<https://www.newsinslowspanish.com/>

“Notes in Spanish”

Progressive courses that are well done... But unfortunately, there is much more English than Spanish at the beginner level. If you know English, it can make you review English and Spanish at the same time. On the other hand, I feel that learning or reviewing two languages at the same time is not optimal, and the risk is to mix everything up. However, be aware that the upper levels (intermediate and advanced) offer more Spanish than English. This is a good thing so if you already have a level that allows you to listen mostly Spanish!

<https://www.notesinspanish.com/>

“Unlimited Spanish by Oscar”

On his website Unlimited Spanish, Oscar offers Spanish lessons in the form of podcasts. You'll find lots of free lessons on different topics, whether it's more news or lessons in grammar, syntax or vocabulary.

The site currently includes +100 podcasts from 15 to 20 minutes each. This is already good content to review regularly! Spanish is clear (not very natural), and therefore accessible at a beginner or intermediate level.

<https://www.unlimitedspanish.com/>

“Español Automático”

The Español Automatico site has just under 100 podcasts, only in Spanish. Karo Martinez, creator of the site and podcasts, offers lessons on some essential points of the Spanish language (such as tilde or verb tenses), and also offers podcasts on expressions or vocabulary words explained. A man and a woman (Karo Martinez) host this podcast, and they speak quite naturally. They are also available in video format (YouTube channel). It's really Spanish lessons, which can be boring sometimes ... At least, they really listen to an educational purpose (neither for fun, nor for news).

<http://www.espanolautomatico.com/>

“Lightspeed Spanish”

LightSpeed Spanish offers podcasts divided by levels, with a great work of precision on levels! There are indeed podcasts for beginners, for advanced intermediaries ... In short, you will find a lot of Spanish podcasts for free. This site offers podcasts, focused on basic Spanish lessons to get started. Podcasts are spoken by a man (English-speaking) and a woman (Spanish-speaking).

The first lessons, you will probably hear a lot more English (British) than Spanish ... But again, maybe it's good if you want to familiarize your ear in both languages. There are many Spanish “lessons” on learning the basics: time, grammar, vocabulary... Available on their official website, on iTunes and on their YouTube channel.

<https://lightspeedspanish.co.uk/>

“Coffee Break Spanish”

This Spanish podcast includes a large number of lessons of 15 to 20 minutes each, for beginners. A teacher and another Spanish student like you host the show. Learning is cumulative. But of course, when they do not speak Spanish, they speak English ... with a nice Scottish accent 😊 As for News in Slow Spanish, you now have to pay for content and lessons on this site. You'll find content from this Spanish podcast for free on iTunes, but some content is not free. iTunes Link – Official Site

In addition to the six described above, there are hundreds more Spanish podcasts available to users over the Internet, and more are being added every day. Find something you're interested in and research it. The following website will give you access to numerous podcasts in Spanish about any topic of your choice!

https://www.ivoox.com/audios_sa_f_1.html

VIDEOS

Type Spanish in Youtube and you will find an immense amount of contents to access! However, here are some of our top picks:

Lirica – learn Spanish with music

This channel combines studying the Spanish language with Spanish music – no surprise it is on top of our list. Next to vocabulary and grammar exercises there are lots of Spanish songs with their lyrics written down and the English translations. Once you get a little tired or exhausted of the exercises you can switch to the fun song part and still keep practicing and improving your skills.

Butterfly Spanish

Ana, your tutor in this channel, is a native speaker, lives in a Spanish speaking country and studied linguistics. In her videos, she teaches grammar, vocabulary, phrases and pronunciation and will show you exactly how native speakers talk. She knows all about the different specialties of Mexican Spanish, Latin American Spanish and Spanish in Spain. There are topics for beginner, intermediates and advanced Spanish students.

Señor Jordan

Señor Jordan teaches Spanish in a fun way. He provides videos for different speaking levels and topics. His videos are short, catchy and very entertaining. For example, he wrote a song for the irregular form of the first person. If you listen to it often you will soon get it stuck in your head and the first person will be no longer be a problem for you.

SpanishPod101

SpanishPod101 introduces the Spanish culture by talking about topics like languages, Spanish holidays and fiestas, hobbies, staying fit and relaxing. Of course, all in Spanish. The videos are with English and Spanish subtitles. Also, they are great quality and are about 2 to 4 minutes long.

For more suggestions on Youtube channels for Spanish learning please check the following link:
<https://letsspeakspanish.com/learn-spanish-youtube/>

Also, you could try to find some popular Spanish Youtubers such as Auronplay or Rubius to get a better feel of what is popular amongst Hispanic youth 😊

Why should you learn Spanish? Have a look at the following articles:

<https://www.realfastspanish.com/motivation/25-reasons-learn-spanish>

<https://www.babbel.com/en/magazine/top-5-reasons-to-learn-spanish>

<https://warwick.ac.uk/fac/arts/languagecentre/academic/spanish/whystudyspanish/>

<https://www.monster.com/career-advice/article/value-of-spanish-in-workplace>

<https://unbabel.com/blog/brain-language-learning/>

<https://www.bbc.co.uk/programmes/articles/2NsHY4MhL95FgclByxS1XRI/can-learning-a-new-language-boost-your-brain>

<https://www.fluentu.com/blog/spanish/learn-spanish-news/>

Spanish Media Project

Have a go at accessing the media and use the resources below to review it and return it to your Spanish teacher.

Title:

Type of media:

Link to Spanish culture and language :

Media outline and image:

Review with links to Spanish:

			Has it improved your	
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Action	Enjoyment	Relevance to the specification	understanding of Spanish Culture?	Would you recommend it?
/10	/10	/10		

Step-by-Step Guide to How to Write a Film Review <https://edusson.com/blog/how-to-write-movie-review>

Beginnings are always the hardest. This is the point where you set the pace and determine how to approach this assignment in the most efficient manner. Here are some useful tips to kick-start the movie review writing process:

- Watch the movie or documentary with your full focus and take notes of both major and minor events and characters. It's a mistake to rely on the power of your memory only, there's always something we overlook or forget.
- Carry out thorough research. Watching the movie isn't enough, research is equally important. Look for details such as the name of the filmmaker and his/her motivation to make that film or documentary work, locations, plot, characterization, historic events that served as an inspiration for the movie (if applicable). Basically, your research should serve to collect information that provides more depth to the review.
- Draft an outline that you will follow to write the review in a concise and cohesive fashion
- Include examples for claims you make about the movie. Where the plot is relevant to the Spanish speaking world, mention an example of a situation or scene when that was evident.
- Analyze the movie after you watch it. Don't start working on the review if you aren't sure you understand the film. Evaluate the movie from beginning to an end. Re-watch it, if necessary, if you find some parts confusing. Only when you understand events that happened on the screen will you find it easier to create the review.

How to organise your review:

- Introduction (with title, release date, background information)
- Summary of the story
- Links to Spanish, being specific about the area of the Spanish speaking world, with examples.
- Opinion (supported with examples and facts from the story)
- Conclusion (announcing whether the filmmaker was successful in his/her purpose, re-state your evidence, explain how the motion picture was helpful for providing a deeper understand of course topic)