



## YEAR 12 SPANISH

### ORGANISING YOUR FILE

A well organised file is the key to success at AS. If you keep to these guidelines you will have no difficulty in keeping yourself prepared for lessons and keeping up with what is expected of you.

Please label your file dividers as follows:

#### 1. **Aspects of Hispanic society: current trends**

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

#### 2. **Artistic culture in the Hispanic world**

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. **Works**

- Film: El laberinto del fauno (Guillermo del Toro 2006)
- Book: *El coronel no tiene quien le escriba* (Gabriel García Márquez)

4. **Grammar**

5. **Oral work & oral exam preparation**

✓ When you are given handouts, please ensure that they are filed in the appropriate section of your folder. If you miss a lesson for **any** reason, it is your responsibility to get a copy of anything handed out.

✓ It is essential that you bring your file to every lesson.

✓ You will see the Language Assistant once a week. This is a compulsory lesson as it is a very important part of the exam and if you know that you are going to be away you must inform her. Day ..... Time .....

○ Use your private study time to develop your independent study skills (not just to complete homework!). You should be spending four hours a week outside the classroom studying.

○ Use online resources such as Kerboodle for explicit exam practice, or for more general information read Spanish newspapers or blogs.

○ My Kerboodle Log-in: \_\_\_\_\_

○ My Kerboodle Password: \_\_\_\_\_

## EXAM INFORMATION

### Assessments:

#### Paper 1: Listening, reading and writing

##### What's assessed:

- Aspects of Spanish-speaking society: current trends
- Artistic culture in the Spanish-speaking world
- Grammar

##### How it's assessed:

- Written exam: 1 hour 45 minutes
- 90 marks
- 45% of AS

### Questions

- Listening and responding to spoken passages from a range of contexts and sources. Studio recordings will be used and you will have individual control of the recording (35 marks).
- Reading and responding to a variety of texts. Questions will target main points, gist and detail (45 marks).
- Questions for listening and reading will be in Spanish and require answers in Spanish/non-verbal responses (tick boxes/multi choice etc).
- Translation into English; a passage of minimum 70 words (10 marks).

No access to a dictionary during the assessment.

#### Paper 2: Writing

##### What's assessed:

- The film we have studied
- Grammar

### How it's assessed:

- Written exam: 1 hour 30 minutes
- 50 marks
- 25% of AS

### Questions:

- Translation into Spanish; a passage of minimum 70 words (15 marks).
- One question in Spanish on the set film from a choice of two questions (35 marks).
- All questions will require a critical and analytical response to aspects such as plot, characterisation, imagery or other stylistic features as appropriate to the work studied.
- Bullet points will be provided to steer content however these are optional and intended for support.

No access to the film during the assessment.

No access to a dictionary during the assessment.

\*AQA advise to write approximately 250 words for the essay however in reality you will need to write at least double this to access the higher grades. Excessively long essays however may be self-penalising if you do not achieve a balanced response.

Make sure you answer the question given, or both parts of the question if there are 2 parts. Focus on using a wide variety of vocabulary, with good structures that make your work 'flow' nicely. Accuracy is also important so make sure that you leave enough time to check through your work at the end. Use your **imagination** & make sure you address the task. **Check verbs-** tense & person + endings, **check adjectival agreements** and remember you want to try to include a **variety of structures and tenses**. **eg:**

- en cuanto a; en lo que concierne a
- Impersonal 'se' phrases, e.g. se dice que, se puede, se debería

- Adverbs : probablemente
- Negative, e.g. ningún, nadie, nunca
- Seguir + gerundio
- Advanced opinions: A mi modo de ver, no cabe duda de que

*Check spellings and remember you are in control - it's your opportunity to shine and show the progress you've made since GCSE- if you know something is incorrect -do not use it!*

### **Paper 3: Speaking :**

#### **What's assessed:**

One sub-theme from Aspects of Spanish-speaking society: current trends and one sub-theme from Artistic culture in the Spanish-speaking world.

#### **How it's assessed:**

- Oral exam: 12-14 minutes
- 60 marks
- 30% of AS
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#### **Questions:**

Discussion of two sub-themes (6-7 minutes on each) with the discussion based on a stimulus card for each sub-theme. You get to study the cards for 15 minutes before the test begins.

Each card will have visual stimulus and 3 printed questions

One of the questions will be designed for you to show your knowledge of the French speaking society but you will also demonstrate your knowledge throughout the discussion.

You will also need to ask a question to show your understanding of the stimulus material

No access to a dictionary during the assessment or during the preparation time.

## WHAT CAN I DO TO REVISE?

- Revise key vocabulary from the topics covered throughout the year (see below) but it is also a good idea to look over GCSE vocabulary too.
- Look through previous Listening, Reading and Writing practice, especially past papers.
- Revise verbs, tenses and grammar points covered this year (see list below)
- Use your grammar notes to help you
- Use useful revision sites (look at the sites listed at the end of this booklet)

## GRAMMAR

**Nouns** Gender Singular and plural forms Plural of male/female pairs (eg *los Reyes*)

**Articles** Definite and indefinite *El* with feminine nouns beginning with stressed *a* (*el agua*)

*Lo* + adjective

**Adjectives** Agreement Position Apocoptation (eg *gran, buen, mal, primer*)

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

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

Demonstrative (eg *este, ese, aquel*)

Indefinite (eg *alguno, cualquiera, otro*)

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

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

Relative (*cuyo*)

**Numerals** Cardinal (eg *uno, dos*)

Ordinal 1-10 (eg *primero, segundo*)

Agreement (eg *cuatrocientas chicas*)

Expression of time and date

**Adverbs** Formation of adverbs in *-mente*

Comparative and superlative (eg *más despacio*)

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

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

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

**Quantifiers/intensifiers** (eg *muy, bastante, poco, mucho*)

**Pronouns** Subject

Object: direct and indirect;

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

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

Position and order Relative (*que, quien, el que, el cual*)

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

Indefinite (eg *algo, alguien*)

Possessive (eg *el mío, la mía*).

Expression of possession by the use of the indirect object pronoun (*Le rompió el brazo*) must also be included.

Interrogative

### Verbs

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

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

Agreement of verb and subject

Use of *hay que* in all tenses

Use of tenses:

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

Use of the infinitive, the gerund and the past participle

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

- *ir a + gerund*
- *estar + gerund*
- *acabar de + infinitive*
- *estar para + infinitive*
- *llevar + gerund*
- *ir + gerund*
- *venir + gerund*

Use of the subjunctive

Commands

Conditional sentences

After conjunctions of time

After *para que, sin que*

In relative clauses (R)

After other subordinating conjunctions (R)

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

Sequence of tense in indirect speech and other subordinate clauses

Voice

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

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

Use of *ser* + past participle

Use of *estar* + past participle

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

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

Constructions with verbs

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

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

Verbs followed by a gerund (eg *seguir*)

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

Uses of *ser* and *estar*

### **Prepositions**

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

'Personal' *a*

Discrimination of *por* and *para*

### **Conjunctions**

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

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

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

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

**Negation**

**Questions**

**Commands**

**Word order**



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

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

**Other constructions**

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

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

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

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

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

Indirect speech

**Discourse markers** (eg *Es que...*, *Por ejemplo*, *Ahora bien...*)

**Fillers** (eg *pues*, *bueno*)

# ESSAY WRITING TIPS

Your essay should consist of 3 main sections:

## 1. The introduction

- a) Put the question in context. E.g. why are people talking about this issue? Why is it important? Has a recent event made it topical? How about starting with an interesting fact or statistic?
- b) Then say what you are going to do in your essay - stick to the essay title!

## 2. The main body of the essay

Depending on the essay question, you may need to divide this section into an "arguments pro" part and "arguments cons" part. Remember, 2 or 3 arguments for each part is generally enough.

For each argument, remember, one idea per paragraph and for each paragraph:

1. What is my point?
2. Where is my evidence?
3. How does this answer the question?
4. How can I link this to the next point?

**Keep your reader with you. You are taking them for a walk - don't let them go!**

## 3. The conclusion

Sum up the main points you have made throughout the essay - DON'T introduce new ideas. Give your opinion if possible. Finish, if you can, with something which could be important to your topic in the future.

## Finally

1. Do a systematic error check using the checklist below.
2. Does your language read above GCSE level? Can you bring more interest and complexity to your language?



## Really useful writing tips

- Avoid phrases like *pienso que.../creo que...* If you want to make clear you are expressing a personal opinion use: *en mi opinión, desde mi punto de vista* or *a mi modo de ver*; or a more sophisticated expression like: *estimo que...* or *considero que...* or even *tengo que admitir que...* or *quisiera añadir que...*
- Avoid phrases like *mucha gente piensa que*. If you want to express a commonly held view, say: *como se sabe, teniendo en cuenta(consideración) que, como es bien conocido por todos, considerando que*
- Do not overuse the word *problema*. Try *el tema (en cuestión)* (issue) or *el tópico* (topic) or *la polémica* (debate) or *el asunto* (matter)
- Use good sentence starters: *se puede notar que, no se puede negar que..., es obvio que..., lo primero que hace falta decir es que, no cabe duda de que....*
- Use linking phrases to start new paragraphs: *siendo eso así ..., dicho eso..., no se debe olvidar que ..., lo que demuestra que...*
- Try to include subjunctives
- Use rhetorical devices:

Rule of three - *la televisión es informativa, omnipresente , pero adictiva*

Contrast - *por un lado..., por otro lado.../por una parte...por otra parte...*

Interjections - *¡Qué horror! ¡Qué desastre!*

Rhetorical questions - *¿Quién puede dudar eso?*

Proverbs or sayings - *poner algo patas arriba, la mejor defensa es un ataque, más vale prevenir que luego lamentar, más vale tarde que nunca...*

Emotional appeal - *imagina si estuvieras desempleada, ponte en el lugar de...*

Imagery -

- Don't use *decir* - try *afirmar/declarar/pretender/comprobar*
- Don't use *ser/estar* - try *representar/constituir/encontrarse*
- Don't use *tener* - try *disponer de/poseer/ofrecer/ejercer*
- Don't use *causar* - try *provocar/acarrear/producir/llevar a*
- Do not overuse the phrase *hay*. Try *existe/se encuentra*
- Don't use *mucho/a(s)* - try *un buen número de/una cantidad importante de*

- Avoid weak and vague adjectives like *bueno/malo/fuerte/interesante/importante*.  
Try *favorable/dañino/persuasivo/fascinante/indispensable/prejudicial/beneficioso*

## ESSAY TERMINOLOGY



### INTRODUCTORY REMARKS

<p>Primeramente En primer lugar En segundo lugar Voy a hablar de/Me gustaría hablar /analizar/ Vamos a estudiar... El tema que he elegido es... La pregunta que me gustaría abordar es Lo que encuentro más interesante es... Me gustaría examinar el tema de... Es necesario que nos preguntemos.... Vamos a considerar dos aspectos del problema.... Para clarificar el problema vamos a observar....  Debemos considerar las ventajas y desventajas.... De todos es sabido....</p>	<p><i>First of all First(ly) Secondly I am going/ we are going to talk about/ We are going to examine/ study The theme I chose to study is... The question I want to ask/ address is... What I find most interesting is... I would like to look into the topic of... It is necessary to ask ourselves whether... We have to consider two aspects of the problem In order to clarify the problem, we are going to observe... We have to weigh the pros and cons It is well known...</i></p>
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### PERSONAL COMMENTS

<p>En mi opinión En lo que a mí me concierne Por mi parte En mi caso Desde mi punto de vista Pienso que Creo que Encuentro que Me parece que Estoy segura que Estoy convencido/a que Yo diría que Me inclino a creer que</p>	<p><i>In my opinion As far as I am concerned For my part As for me From my point of view I think that I believe that I find (that) It seems to me that I am sure that I am convinced that I would say that I am inclined to believe that</i></p>
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### IMPERSONAL EXPRESSIONS

<p>Es necesario precisar que</p>	<p><i>It is necessary to specify that...</i></p>
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Es importante tener en cuenta que	<i>It is important to take into account</i>
Es evidente que	<i>It is obvious that...</i>
Es incuestionable que	<i>It is unquestionable that...</i>
Es posible distinguir	<i>It is possible to distinguish</i>
Se debe resaltar que	<i>One must point out that...</i>
Sería más correcto decir que	<i>It would be more accurate to say that...</i>
Nos hace pensar que	<i>There is ground for thinking that...</i>
Parece claro/evidente que	<i>It seems clear that...</i>
Basta decir que	<i>Suffice (it) to say that...</i>
Hoy en día hay una tendencia a decir que	<i>Today there is a tendency to say that...</i>

## CAUSE AND EFFECT RELATIONSHIPS

Por consiguiente	<i>Consequently</i>
Así que	<i>Therefore</i>
Por lo tanto	<i>Thus</i>
Por esta razón	<i>For this reason</i>
Es decir	<i>That is to say / namely</i>
Además	<i>Besides</i>
Entonces	<i>Then</i>
Esta es la razón por la que	<i>That's why</i>
Se deduce que	<i>It can be deduced that...</i>
Se piensa que	<i>It can be thought that...</i>
Se puede entender que	<i>It can be understood that...</i>
Podemos interpretar que	<i>We can interpret this as...</i>
Este estudio revela que	<i>This study reveals that...</i>
Este ejemplo prueba que	<i>This example proves that...</i>
Este párrafo nos muestra que	<i>This passage shows that...</i>
No hace falta decir que	<i>It goes without saying that...</i>

## CONTRADICTION

Pero	<i>But</i>
Sin embargo	<i>However</i>
Por el contrario	<i>On the contrary</i>
En realidad	<i>Actually</i>
Por un lado .... / por una parte	<i>On one hand...</i>
Por otro lado / por otra parte	<i>On the other hand</i>
Más que	<i>Rather</i>
Aunque	<i>Although</i>
Incluso si	<i>Even if/ even though</i>
A pesar del hecho de que / a pesar de	<i>Despite the fact that</i>
En realidad	<i>To tell the truth</i>
De hecho	<i>In fact</i>



<p>En conclusión          Para resumir / para concluir          Finalmente / para terminar /          En pocas palabras / en una palabra          Brevemente          Habiendo considerado todos los aspectos          En conjunto          Como hemos explicado          Como hemos dicho          Como hemos resaltado / subrayado antes          Esto muestra que          Esto demuestra que          Podemos concluir que          Hemos llegado a la conclusión de que</p>	<p><i>In conclusion</i>  <i>To sum up</i>  <i>Finally</i>  <i>In a few words / In a word</i>  <i>In short</i>  <i>All things considered</i>  <i>All in all</i>  <i>As was explained</i>  <i>As was stated</i>  <i>As was pointed out earlier</i>  <i>This shows that</i>  <i>This demonstrates that</i>  <i>We can conclude that</i>  <i>We have reached the following conclusion that</i></p>
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**CONCLUSION**

**WRITTEN WORK CHECK GRID**

FECHA:						
TEMA:						
1. <b>Planned an outline</b> (essays: intro, main body of 2-4 points for pros and for cons, opinions, conclusions, solutions)						
2. <b>Tenses</b> (pret/ imp/ plup/ perf/ past cont/ pres cont/ pres/ fut perf/ cond perf/ fut/ fut cont/ cond..)						



3. <b>Person of verb</b> (yo/ tú..)						
4. la mayoría/ la gente/ la ciudad= <b>singular</b>						
5. <b>Personal A</b> (But not when it is doing action: el hombre hacía... Vi <b>al</b> hombre)						
6. <b>Prepositions after verbs</b> (a/ con/ de/ sobre...)						
7. <b>Adjectival agreements</b> (la chica <u>guapa</u>						
8. <b>Correct gender for nouns</b> ( <u>e</u> l hombre/ <u>l</u> a participación/ <u>e</u> l problema/ <u>e</u> l sistema)						
9. <b>Por/ para</b> (para + inf, por + time..)						
10. <b>Passive</b> (ser + past participle agreeing: fue matado por...- he was killed by...)						
11. <b>Avoidance of passive</b> ( <u>se</u> bebe el vino- Wine is drunk*)						
12. <b>Accents</b> ( la declaración/ las declaraciones)						
13. <b>Spellings</b> (use dictionary to help you)						
14. <b>Appropriate register of language used</b> (high/ technical/ complicated for essays)						
15. <b>Essay expressions</b> (se debe mencionar que/ es imprescindible que se mencione...)						
16. <b>Subjunctives</b> (checked endings: regular/ irregular)						
17. <b>Subjunctives</b> (used correctly with phrase in correct tense)						
18. <b>Checked work thoroughly before handing in?</b>						
19. <b>How long did I take to do it?</b>						

Complete with the date and note down what topic your essay was on, and run through the checklist each time you do one:

## TYPICAL SPANISH IDIOMS

### Modismos típicos españoles

<http://www.geocities.com/athens/thebes/6177/idioms.htm>

**Al hierro caliente batir de repente** *Beat the hot iron at once. Strike while the iron is hot*

Antes que te cases mira lo que haces *Before you marry look what you do* **Look before you leap**

Beben agua en el mismo jarrito *They drink water from the same little jug* **They are as thick as thieves**

Cada perico a su estaca, cada changa a su mecate *Each parrot on its perch, each monkey on its rope.* **To each his own**

Caras vemos, corazones no sabemos *Faces we see, hearts we don't know* **Can't judge a book by its cover**

Darle un beso a la botella. *To give the bottle a kiss* **To have a swig**

De la subida más alta es la caída más lastimosa. *Of the highest rise, the shortest fall.* **The bigger they are the harder they fall**

En menos que canta un gallo. *In less time than the rooster crows* **In a shake of a lamb's tail**

Estar como perro en barrio ajeno. *To be like a dog in a neighbor's yard* **To feel like a fish out of water**

Más loco que una cabra *Crazier than a goat* **mad as a hatter**

Más vale pájaro en mano que ciento volando. *A bird in the hand is worth more than a hundred flying* **A bird in the hand is worth two in the bush**

Meter la cuchara *To put the spoon in* **put your oar in**

Mientras que en mi casa estoy, rey soy *While in my house, I am king.* **A man's home is his castle**

Ser más listo que un coyote *To be more ready (alert) than a coyote* **sharp as a tack**

Tener más lana que un Borrego *To have more wool than a lamb* **To have money to burn**

Vivito y coleando *Alive and wagging tail* **alive and kicking**

Al que madruga, Dios lo ayuda *The early Bird catches the worm*

No hay nada tan atrevido como le ignorancia *Fools rush in where angels fear to tread*

El campo fértil no descansado, tórnase estéril *All work and no play makes Jack a dull boy*

Al canto del petiguere *At the cock's crow/At Day break*



## EALLY USEFUL SPANISH WEBSITES and how to use them best!



### TO WORK ON YOUR LISTENING



You should select a short audio or video clip from the Internet. Play the clip at least three times and write a brief summary in Spanish (it needn't be any longer than 50 words) with a vocabulary list of at least 10 words. These could be key words or they could be words that are new to you and had to be looked up.

It is easier to start with short news bulletins. Video clips are ideal as they are easier to understand. Start with shorter clips and then when you feel ready, you could choose a radio programme from the Radio station websites listed below.

#### Spanish News

[www.euronews.net](http://www.euronews.net)

Select language 'español' and then choose from a wide variety of News videos.

[www.20minutos.es/](http://www.20minutos.es/)

[es.news.yahoo.com/](http://es.news.yahoo.com/)

Follow the link to **Video Noticias** for three-minute news clips.

[es.noticias.yahoo.com/](http://es.noticias.yahoo.com/)

#### Spanish TV channel websites:

[www.antena3tv.com](http://www.antena3tv.com)

Choose from the menu for the topic area you are interested in and then browse for video clips:

[www.antena3videos.com/](http://www.antena3videos.com/)

#### For news, browse for videos at:

[www.informativos.telecinco.es/](http://www.informativos.telecinco.es/)

[www.canalsur.es](http://www.canalsur.es)

Click on the link to TV "en directo" (live) and you will be able to watch the channel on streaming video.

[www.informativos.telecinco.es/reproductor\\_video.htm](http://www.informativos.telecinco.es/reproductor_video.htm)

#### For celebrity gossip....

[es.celebrities.yahoo.com/](http://es.celebrities.yahoo.com/)

Click on "Perfiles de Famosos"

## Spanish Radio on-line

[www.rtve.es/rne/envivo.htm](http://www.rtve.es/rne/envivo.htm)

Select a radio station from the list.

[www.topradio.es/](http://www.topradio.es/)

Easy listening music radio station for Spanish and English / American pop music.

[www.lyngsat.com/freeradio/](http://www.lyngsat.com/freeradio/)

[Spain.html](#)

Selection of the most important radio channels

## TO WORK ON YOUR READING



Select an article which interests you, read it carefully and select at least 10 new pieces of vocabulary to look up. The choice of topic area is limitless. The temptation may be to pick an article on fashion, but you should avoid doing this every week as they are not so easy to understand. It is a good idea to vary the topic area and to choose articles related to the syllabus topics so that you encounter a variety of vocabulary.

[www.bbc.co.uk/languages/spanish/news](http://www.bbc.co.uk/languages/spanish/news)

The best place to start is the BBC's languages web-pages. Choose the "reportajes" link to find articles from the former "Semanario Internet" with a variety of reading exercises.

The articles are

archived into topic areas that relate to the AS and A level syllabus.

Some of them include audio clips so you can base your listening task on the same topic.

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

Spanish daily newspaper. The website gives you access to all of the day's news articles.

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

Spanish daily newspaper. The website gives you access to the day's news articles although you may require a subscription to view the majority of the articles in full.

[es.news.yahoo.com/](http://es.news.yahoo.com/)

[www.abc.es/](http://www.abc.es/)

On-line Spanish daily news.

[www.terra.es](http://www.terra.es)

On-line Spanish daily news.

[www.donbalon.es/front/](http://www.donbalon.es/front/)

Spanish football website with related articles.

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

Spanish celebrity gossip magazine. Subscription required to view some of the articles.

[www.terra.es](http://www.terra.es) (archive news)

[www.marca.es](http://www.marca.es) (sport)

