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Special Edition for Spain



# GUESS WHAT!

Andalusia  
Booklet

4



## UPDATED EDITION

Better  
Learning

# GUESS WHAT!

**Andalusia Booklet**



**UPDATED EDITION**

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# Introduction

The *Andalusia Booklet* is specifically designed for children using **Guess What! Updated Edition** in Andalusia. This booklet provides an opportunity to explore different aspects of life in their autonomous community via English.

Children read about a variety of topics based on the region:

- Famous people from Andalusia
- Famous places in Andalusia
- Wildlife and Nature
- Lifestyle and Culture

Tasks include colouring and drawing, projects, responding to comprehension questions, and opportunities for speaking and writing.

In addition, **Guess What! Updated Edition** promotes the key competencies that children should acquire in Primary Education, following the National curriculum for the teaching of English in Spanish Primary schools. You will see icons that correspond to the key competencies on each page of this Booklet.



Creative Thinking



Learning to Learn



Critical Thinking



Emotional Development



Social Responsibilities



Digital Literacy



Collaboration



Communication

The booklets have additional Fact boxes that inform students as they work through the material. Each section of the *Andalusia Booklet* is mapped to key competences set out by the Spanish Primary curriculum.

## Fact

Further information related to a topic or surprising facts that are new to students.



Fact

Over 500,000 birds live in Doñana in winter!

## Useful language

English words and phrases for speaking and writing.

### Useful language

What's your favourite food?  
My favourite food's ...  
Do you like ...  
Yes, I do. No, I don't.

## Find out more

Short online research tasks to deepen knowledge of a topic and promote collaboration through group work.



### FIND OUT MORE

Choose a habitat in Andalusia to investigate online. Make a list of plants and animals that live there.

## Say it with me

The **Guess What! Updated Edition Andalusia Booklets** include a *Say it with me* section with pronunciation tasks to present and practise individual sounds and phonemes that are challenging for Spanish speakers of English.

## Get it right!

In Levels 5 and 6, the *Andalusia Booklets* also include a *Get it right!* section with exercises that review and consolidate grammar, vocabulary and spelling to highlight and correct mistakes commonly made by Spanish speakers of English.



# Famous authors from Andalusia

## Federico García Lorca

### 1 Read the fact file. What subjects did García Lorca study?

FACT FILE

**Federico García Lorca**  
**Born:** 5 June 1898 in Fuente Vaqueros, Granada  
**Lived in:** Granada, Madrid and the USA  
**Died:** 18 August 1936  
**Studied:** Law, literature and music  
**Wrote:** Poetry and plays  
**Other jobs:** Theatre director  
**Extra fact:** Friends with Luis Buñuel and Salvador Dalí

**Selected Plays:**  
*Bodas de Sangre*  
*Yerma*  
*The House of Bernada Alba*

**Selected Poetry:**  
*Canciones*  
*Romancero Gitano*  
*Poeta en Nueva York*

**Extra Fact:**  
He collaborated with the composer Manuel de Falla on the play *Poema del Canto Jondo*.



### 2 Complete the sentences with information from the fact file.

Lorca was born in (1) Fuente Vaqueros, in the province of Granada. He studied literature, music and (2) ... He was a member of the famous Generation of '27 in Spanish literature. He was also friends with the famous painter (3) ... He was very interested in music and in 1931 he wrote a play with the composer (4) ... He lived in Granada, (5) ... and the USA. The poetry collection (6) ... tells us about the time Federico lived in North America.



#### FIND OUT MORE

Where can you see this statue of Federico García Lorca?

## María Zambrano

### 3 Read the fact file. How many different places did María Zambrano live in?

María Zambrano Alarcón was born on 22 April 1904 in Vélez, Málaga. Later she moved to Madrid and then to Segovia. In Madrid she was one of the first woman to study at university and one of her teachers was famous Spanish philosopher, José Ortega y Gasset.

Zambrano was one of the most successful Spanish essayists and philosophers of the 20th century and she wrote about the connection between poetry and philosophy. She was also a member of the famous Generation of '36.

Because of her political beliefs, Zambrano became an exile during the Spanish Civil War. In 1939 she moved to Paris with her family. She continued writing and teaching at universities and travelled to Mexico, Cuba, Puerto Rico, Italy and Switzerland.

María Zambrano won the Prince of Asturias Prize in 1981. In 1988 she became the first woman to win the prestigious Miguel de Cervantes Prize.

In 1984 she returned to Madrid where she lived until her death on 6 February 1991.



#### Useful language

She / He was born on ...

She / He lived in ...

She / He studied ...

She / He wrote ...

She / He died on ...

### 4 Read the text and complete the fact file.

<

>

FACT FILE

María Zambrano Alarcón

Lived in: <sup>1</sup> Málaga, ..., ...

Died: <sup>2</sup> ...

Wrote: <sup>3</sup> ... and about the connection between poetry and philosophy

Awards: <sup>4</sup> ...

Extra fact: A member of the <sup>5</sup> ...

### 5 Find out about the life of your favourite author. Tell a friend.



# Famous places in Andalusia

## Roman sites in Andalusia

### 1 Read the article. Choose a place to visit and tell a friend.

Did you know the Romans arrived in Andalusia in the sixth century? They named the region *Baetica* after the river *Betis* (the Guadalquivir). The Roman emperors, Trajan and Hadrian, were born there. Today you can visit Roman sites and imagine what their life was like hundreds of years ago.

#### Baelo Claudia, Tarifa

This is an amazing place for a day trip, next to Bolonia Beach. You can see a square, a theatre and even a necropolis. Baelo Claudia was an important port and fishing village.



#### Acinipo, Ronda

Only 21 km from Ronda, Acinipo was a great Roman city. There were hot springs for baths and lots of houses, too. Today you can see the theatre where actors performed in Roman times.



#### Hedionda Roman Baths, Casares

The Romans built these baths and the Arabs maintained them. Julius Caesar enjoyed this water which contains iron and sulphur. Today you can experience life as a Roman emperor and have a bath here.



#### Itálica, Seville

This was the first Roman city outside of Italy and an important commercial centre. You can see beautiful mosaics, ruins of public buildings and an impressive theatre here. Itálica was an important commercial centre during the Roman Empire.



#### Roman Theatre, Málaga

Right in the centre of Málaga, this incredible site was discovered in 1951. The Romans built the theatre in the first century BC and used it until the third century AD. Today, 220 spectators can attend open-air shows.



### 2 Read the definitions and then find the words in Activity 1.

- 1 A place where actors perform. 1
- 2 A person who is the ruler of an empire.
- 3 A place where people are buried, an old cemetery.
- 4 Beautiful pictures used to decorate houses.
- 5 People who go to the theatre or a show.



#### FIND OUT MORE

Look for information online about other Roman sites in Andalusia. Write a short description of your favourite place.





### 3 Read and say the correct form of the words to complete the text.

invade ~~rule~~ call travel want

The Romans (1) ruled the Iberian Peninsula for over 600 years. Rome was a republic when they (2) ... the Iberian Peninsula. Rome didn't have kings and queens – it had emperors.

Trajan was the Emperor of Rome from AD 98 to 117. He was born in Itálica, near Sevilla. He (3) ... to make the empire bigger, so he invaded many countries. He also built roads, bridges, harbours and aqueducts in Italy, Spain and North Africa.

Hadrian was the next Emperor of Rome. He was also born in Itálica. Hadrian (4) ... around the Roman Empire and wanted to keep the borders safe. He built a very long wall in Britain that is called Hadrian's Wall.

The Romans (5) ... the Iberian Peninsula 'Hispania'. They helped give Spain its name.



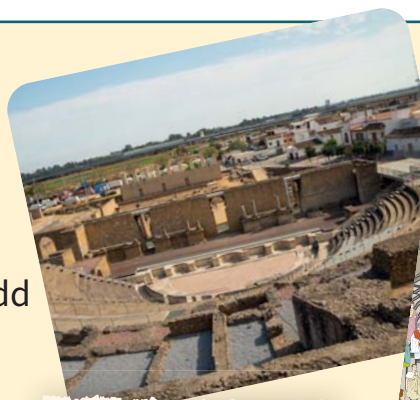
Hadrian's Wall in the north of England is 135 km long!

**Fact**

### 4 Compare the two images of Itálica. Complete the project in pairs or small groups.

#### Project

- 1 Find out more about Roman times and draw a picture of Itálica.
- 2 Use the photo in Activity 1 to add Baelo Claudia to your picture.
- 3 Add people, streets and other details.
- 4 Present your project to the class.



Itálica in Spain today



Itálica in Hispania over 2,000 years ago



Critical Thinking

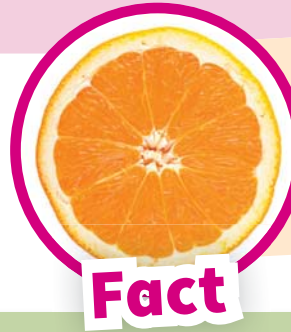


Collaboration

# Technology and sustainability

## Producing electricity in Seville

### 1 Read about oranges. Why are oranges a problem in Seville?



Oranges first came from Asia. The Arabs brought them to Spain about 1,000 years ago.

#### Fact

The streets of Seville are full of orange trees. In spring Seville smells of azahar, the beautiful flowers that blossom on orange trees. But in winter tons of oranges fall from the trees and fill the streets. And that's a big problem for the city.

One solution is to recycle the oranges. Oranges and other fruits can be collected to produce methane. The oranges ferment and produce biogas. The gas is then captured and burnt, and this generates electricity!

One local water company has a plan to use Seville's bitter oranges to produce energy for water purification. They also use oranges to make organic compost for local farmers.

The next time you drink a glass of orange juice, remember how many different things this amazing fruit can do!



#### Useful language

First, ...  
Then, ...  
After that, ...

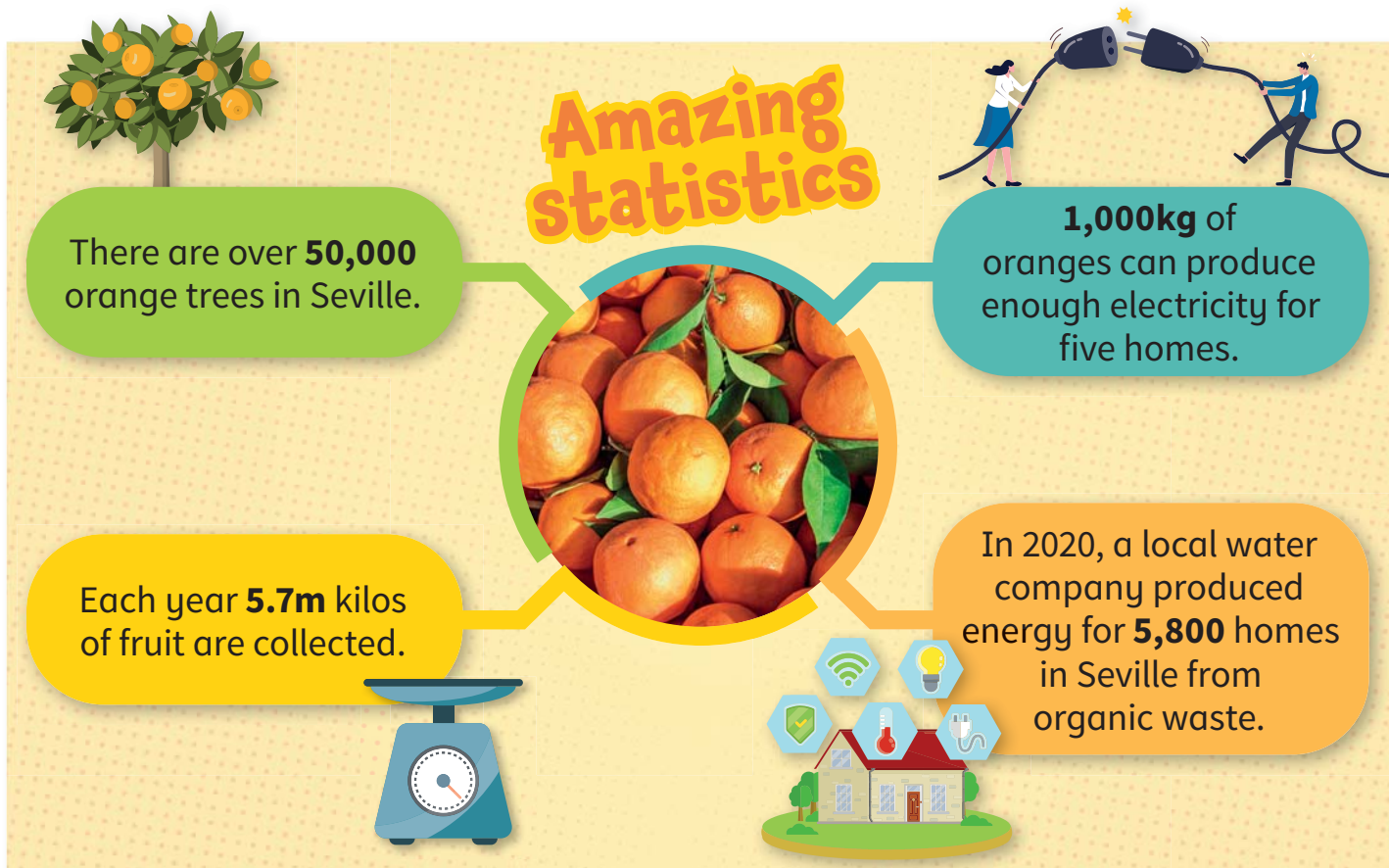
### 2 Explain how oranges produce electricity.





3

Read the statistics in pairs. Then close your books and play a memory game.



4



Unscramble the letters. Say the technology words.

- |                |          |
|----------------|----------|
| 1 pltapo       | 4 tbtuno |
| 2 edabokry     | 5 eersnc |
| 3 ioelbm nepoh | 6 ousme  |

5



Make a list of ideas to save energy at home or school. Ask and answer.

Can you turn off the lights when you leave the classroom, please?

Have a shower. It uses less hot water than a bath.



**FIND OUT MORE**

- What is fermentation?
- What fruits or plants can be fermented?
- What can the fermentation of the fruits and plants produce?



Learning to Learn



Social Responsibilities



Digital Literacy



# Lifestyle and culture

## Extreme sports in Andalusia

**1** Look at the photos. Describe the sports.

boring    difficult    easy  
exciting    quick    slow



**2**  Look, read and match with the photos in Activity 1.

Andalusia is a fantastic place to do sport outside. You can swim and sail in lots of places. You can also do some unusual sports too. Would you like to try these?



### 1 Skydiving

The most exciting sport you can imagine. Jump out of a plane and fly quickly through the sky. When you open the parachute, you fall slowly and land on the ground. Your first dives are in 'tandem' which means you jump together with a guide.

### 2 Kitesurfing

People travel to Tarifa from all over the world to practise this sport. The town is now called the Kiting Capital of Europe. A combination of wind and water make kitesurfing a difficult sport to learn. It's a beautiful sport to watch from the beach.

### 3 Snowboarding

Can you ski? You will love snowboarding! Sierra Nevada is the perfect place to learn. You can rent equipment and join classes in the winter. People say that it's easy to learn to snowboard. It's similar to surfing, but on snow not on water.

### 4 White-water rafting

Popular in many countries, you can try this sport in the province of Granada. One route starts in Órgiva in Las Alpujarras. Get on a raft at the campsite and travel down river for 5 km. The best time is spring when the river Guadalfeo has lots of water.

### 5 Scuba diving

The Costa del Sol is an incredible place to go diving. Explore the Mediterranean coast and see fish and coral underwater. Take classes with a qualified instructor who will teach you how to dive safely.

**3** Choose one sport you want to try.  
Ask and answer.

### Useful language

I want to try ... because ...  
You can do this sport in ...  
I think it's ...



## Sports in our class

**1** Name the activities. Are they inside or outside?



**2** Work in groups. Write a list of five sports you enjoy.

**3** Create a survey for your class. Ask three friends and answer.

What is your favourite sport? Why do you like it?					
Name	skateboard	dance	climb	sail	ice skate
Me	...	...	...	...	...
...	...	...	...	...	...

**4** Make a chart and write a report about your survey from Activity 1. Tell your class.

### Useful language

I asked ... students in my class.  
 Half of the class ...  
 Of those students, ...  
 ... students in the class said ...  
 The other ...% of the class said ...



# Say it with me

## 1 Listen and repeat.

/əʊ/

/aʊ/



Who and blue and buy and white.  
Yellow and coat and fly and kite.  
Brown and house and grey and train.  
Her and purple and play and plane.

## 2 Listen, point and say.

a



toad

b



sew

c



know

d



float

e



clown

f



frown

g



mouse

h



south

## 3 Listen and say the chant.

Do you know how to sew? (Show what you know)  
Can you sing so low? (Show what you know)  
Do you know how to float? (Show what you know)  
Can you row in a boat? (Show what you know)  
Whatever you know, it's fun to show.  
Come on, let's go and show what we know.

Down south in the town. (Show what you know)  
There's a cow with a crown. (Show what you know)  
There's a mouse in a house (Show what you know)  
And a clown with a frown. (Show what you know)  
Whatever you know, it's fun to show.  
Come on, let's go and show what we know.





# Say it with me

1

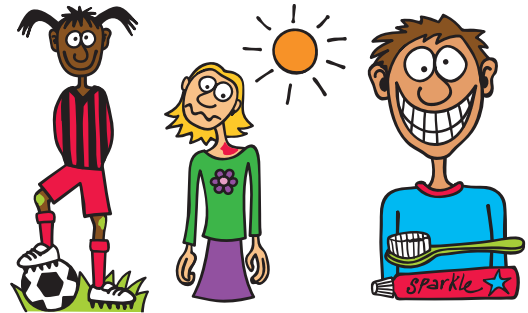


Listen and repeat.

/i:/



Fred's head's better.  
Jean's knees are green.  
Helen's neck's red.  
Pete's teeth are clean.



2



Listen and say.  
Play the game in pairs.

- 1 Make a /i:/ card and a /I/ card.
- 2 Take turns reading the words out of order.
- 3 Hold up the correct card for each word.

/i:/

tree meat knee bee  
green queen seat  
feet keys



/I/

dish fish hip kiss  
ship sit sick  
chips insect

3



Listen and sing.



A sailor went to sea  
To see what he could see  
But all that he could see  
Was the sea, a pig and me.



The sailor has a ship  
On which he likes to skip  
But skipping makes him ill  
So he has to take a pill.



The sailor, hands on hips  
Gave the pig a great big kiss  
While on one bended knee  
What a terrible sight to see!



Collaboration



Creative Thinking

# Say it with me

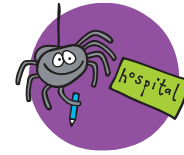
## 1 Listen and repeat.

You **must** **start** the **story**.  
The **trees** and the **truck** are  
in a **straight** **street**.  
The **spider** can **spell** 'hospital'.  
Children can **skip** and **skate** at **school**.

tr

sp

st



## 2 Listen and say.

Three transport trucks  
Three transport trucks trailed  
Three transport trucks trailed through the traffic lights.



Six spaghetti strings  
Six spaghetti strings spooned  
Six spaghetti strings spooned into Stella's stomach.

## 3 Listen, read and say 'yes' or 'no'.

It was a special spring morning in Spain. A spy called Stephen started his trip. He skated along the street. He wanted to stop at the shop because he was starving. Suddenly he slipped on a banana skin, went flying through the traffic and shot straight through the shop window. 'Help!' he shouted. It was a terrible scene. He came to a stop in the trash near a tree. He had to be whisked to hospital; he had a sprained wrist and a cracked skull. 'Next time I'll use a train for transport!' he thought to himself.

- 1 It was the month of November.
- 2 Stephen went to the shop on skates.
- 3 There was no traffic that day.
- 4 Stephen went through a shop window.
- 5 He didn't go to hospital.
- 6 He wants to go by train on his next trip.

No.

Next time I'll use a train for transport!



# Say it with me

1

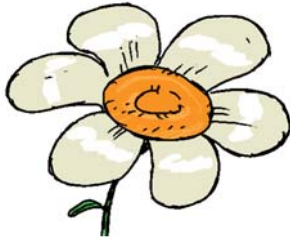


10

Listen, and say the words that sound the same.

flower

flour



- 1 flour
- 2 meat
- 3 stair
- 4 knows
- 5 pear
- 6 knight
- 7 Hi
- 8 won

- a nose
- b night
- c high
- d stare
- e one
- f flower
- g meet
- h pair

1 – f. Flour – flower.

2



11

Find the homophones. Say the complete sentences.

blue witch hair write ~~board~~ there

- 1 I was bored in class so the teacher called me to the **board**.
- 2 He blew and blew until his face was **1**.
- 3 **2** they are with their friends.
- 4 Which **3** do you think is the ugliest?
- 5 We had to **4** a lot, but I got everything right in my test.
- 6 This hare has a lot of **5**.

The homophone of 'bored' is 'board'.

Board. B-O-A-R-D

3



Read and say 'stop' when you find a mistake. Write the correct words.

My friend John one a writing competition. He had to right a story. He wrote about a which who was in love with a night. He had a big knows! She wanted to meat him that knight. She brushed her hare and put on her knew dress. When he sore her, he said high and gave her to flours. They made a lovely pear!





## ENGLISH FOR SPANISH SPEAKERS

The ENGLISH FOR SPANISH SPEAKERS editions help Spanish-speaking learners overcome the difficulties they face when learning English. This is achieved by integrating our expert knowledge of Spanish speakers with information taken from the unique *Cambridge English Corpus*.

Our in-depth understanding of Spanish-speaking learners is the result of extensive research carried out by our locally-based editorial team and is clearly evident in our ENGLISH FOR SPANISH SPEAKERS editions. This guarantees that the topics and activity types are relevant to Spanish-speaking learners of English, with a focus on areas of language which are typically problematic. Extra support is also provided for teachers of Spanish speakers through detailed teaching notes and specifically-designed ideas for the classroom.

The *Cambridge English Corpus* is a multi-billion word collection of written and spoken English. It includes the *Cambridge Learner Corpus*, a unique bank of exam candidate papers. Our authors study the Corpus to see how English is really used, and to identify typical learner mistakes. We use this system to identify which words, grammar patterns or language structures cause the most problems for Spanish-speaking students learning English. As a result, ENGLISH FOR SPANISH SPEAKERS editions are able to confidently address the common mistakes that Spanish-speaking learners make, and give extra practice and tips to avoid these typical errors.

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Key: U = Unit.

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