The Visigoths

- Explain the origin of the Visigoths and their arrival to the Iberian Peninsula.
- Describe examples of Visigothic culture.

Al-Ándalus

- Name the important stages of Al-Ándalus.
- Understand the importance of the Moorish legacy in Spain.
- Distinguish between the Muslim, Jewish and Christian religious groups.

The Christian kingdoms

- Recognise the stages of the Reconquista.
- Recognise the social structure and politics of the Christian kingdoms.
- Identify the basic structure of feudalism.

UNIT SUMMARY

In this unit pupils will learn about:
- the Visigoths and their culture
- the stages of Al-Ándalus
- the Reconquista and the repopulation of the Christian kingdoms
- the feudal system and the structure of power
- Moorish and Christian cities
- architectural styles in the Middle Ages

LANGUAGE FOCUS

- Parts of Moorish and Christian cities
- Architectural styles
- The feudal system

KEY STRUCTURES

- Present simple and past simple tenses
- Prepositions of place
- Before / after
- Comparisons: There are more / less … than …
- Superlatives: the biggest, the smallest
- Would
LEARNING STANDARDS
Pupils are able to:

- Outline the arrival of the Visigoths in the 5th century and place other important events in chronological order.
- Identify the Visigoths’ religion and main cultural features.
- Recognise Al-Ándalus as Muslim-governed Spain and identify key battles and stages.
- Describe the artistic, cultural and economic legacy of Al-Ándalus.
- Recognise the Toledo School of Translators as a meeting place for intellectuals of the three groups.
- Identify key stages and the growth of the Christian territories during the Reconquista.
- Describe the importance of the pilgrimage to Santiago (Camino de Santiago).
- Explain the feudal structure and relate it to the ownership of property.

Digital Resources

PUPIL’S IWB

- Interactive content activities, Interactive language activities, Flashcards, Presentations, Multimedia

LEARNING KIT

- Teacher’s Book, Test generator, Methodology, Wordlist, Worksheets, Multimedia, 360° evaluations

TEACHER’S KIT

- Presentations, Wordlist, Family guide

UNIT TRACK LIST

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**6 MEDIEVAL SPAIN**

**SUMMARY**

The aim of the unit opener is to introduce the topic of medieval Spain and the main civilisations that lived on the Iberian Peninsula at that time. These pages are designed to stimulate pupils’ interest in the subject and to activate their previous knowledge of Spanish history. Use the photos to activate vocabulary about religions, monuments and civilisations at that time.

**LANGUAGE**

- Simple past: The Modern Age came after the Middle Ages.
- I think …
- Modal verb: We can find …
- Describing images: In this photo, I can see a narrow old street …

**MATERIALS**

Flashcards: castle, Gothic style, Romanesque style.

**GETTING STARTED**

- Refer pupils to the question at the top of the page. Ask them what they can remember about the Visigoths. Tell them the jewellery and the street in Toledo show legacies from the Visigothic period.
- Write the words Medieval Spain on the board and underneath add three columns: Dates, Buildings and Civilisations. Use the flashcards to elicit some examples from the class. Then tell pupils to work in pairs to brainstorm as many words as they can for each column of the table. Add relevant ideas to the board and leave gaps or incorrect ideas for later clarification.

**STEP BY STEP PAGES 6–7**

Put pupils into groups of three and assign each pupil one of the photos on pages 6–7. Ask them to write a short description of their photo. Some possible ideas to include: name and age of object/s in the photos, description using colours and any extra information. When pupils have finished, they tell the other group members about their photo. Finally, refer pupils to the question at the top of page 7.

**Activity 1**

Point to the Cathedral of Toledo or the Alhambra and ask pupils what the buildings are (cathedral / church and palace / fort). Tell them that these buildings are very old. Ask them if they recognise the building in the large photo.

**Activity 2**

Draw a timeline on the board. Write The Middle Ages in the middle. Ask pupils to say when the Middle Ages started and ended and fill these dates in on the board. Ask pupils to name the historical periods before and after this. Encourage them to look at the Useful language box to give their answers.

**Activity 3**

Ask pupils to think about the Roman Empire. Ask them: What structures did they build? (Bridges, roads, aqueducts.) What language did they speak? (Latin.) What religion did they follow? (Christianity.)

**Activity 4**

Ask pupils Who lives in Spain today? It may be necessary to suggest that they think about social groups as well as people from other countries and religions. Then tell them to answer activity 4 independently in their notebooks.
TARGETED QUESTIONS

Do you prefer learning about Ancient History or the Middle Ages? Pupils say which they prefer.

What is the most important building or place in your town? Pupils decide on the most important building and say why.

Can you name three buildings in Spain from the Middle Ages? Ask pupils to identify the physical features of some of these buildings.

Which of the things in the photos would you like to see or visit? Why? Pupils choose one of the places or the piece of jewellery and explain why. Accept a variety of ideas and help pupils to express them in English when necessary.

WRAP IT UP

Divide the class into four teams. With books closed, the teams make a list of the things they can remember from the images on pages 6 and 7 (what it looks like, what it is, etc.).

360° EVALUATION

Download, print and distribute the Diagnostic test and Self-evaluation for the pupils to complete.

SOLUTIONS

1. Model answer: Yes, it is the Alhambra in Granada. The architectural style looks different.
2. Ancient History came before the Middle Ages. The Modern Age came after the Middle Ages.
3. Aqueduct of Segovia, Christianity, Romance languages, etc.
**GETTING STARTED**

Write on the board: Ancient History and Middle Ages. Ask the pupils what they know about these historical time periods, and when they began and ended.

**STEP BY STEP**

**Activity 1**

- Elicit from the pupils what each year on the timeline refers to (218 BC: the start of Roman rule on the Iberian Peninsula; AD 476: the Visigoths arrive in Hispania; AD 711: the start of Moorish rule; 1492: the start of Christian rule).
- Ask the pupils to copy the timeline before they match the sentence halves.

**Activity 2**

Ask the pupils if they recognise any of the places in the photos. Ask: Which periods in history do you think these photos represent? (The Middle Ages, the Palaeolithic period and Ancient History.)

**Activity 3**

Encourage the pupils to guess when their town was established. Invite them to check online for the answers and share their information if they live in different places.

**Activity 4**

Invite pupils to say what their favourite invention is and why. Ask pupils individually if they think their favourite invention was more or less important than one of the inventions listed.

**WRAP IT UP**

Invite pupils to think about their local area. Ask: What types of monuments can you find in your town?

**SOLUTIONS**

1. a. 4; b. 2; c. 1; d. 3
2. b (Altamira cave); c (aqueduct, Segovia); a (mosque, Córdoba)
3. Pupils’ own answers.
4. Pupils’ own answers.
WORK TOGETHER 9

GETTING STARTED

Ask the pupils if they have ever been on a city tour. Elicit ideas of historic monuments or buildings that you can visit on a tour (church, mosque, synagogue, museum, statue, fort, neighbourhoods / quarters).

STEP BY STEP

Check each group has the required materials. Give them time to discuss the different jobs, but do not provide answers yet.

• Step 1. Tell pupils to type Toledo maps into the search engine. They find out which monuments they can visit and choose the most interesting ones.

• Step 2. Each pupil should choose a different monument, making sure the three different religions are covered.

• Step 3. Tell the class they should use reliable sources, such as official websites, tourist offices or town websites when searching online.

• Step 4. Pupils use all their information to make decisions about the tour. Ask them to think about the best route around the city. They draw the route on the map of Toledo. They also consider the costs (tickets, wages, advertising, etc.) and what the price of their tour will be. Tell them that the tour cost refers to how much they will charge per ticket.

• Step 5. First, pupils prepare the information for the advert: photos, map, price, how long the tour takes, days and time of tours. Ask them to consider the target age group (children, adolescents or adults) and to think about the layout of the page.

Groups present their tours to the class, trying to ‘sell’ them to their classmates.

WRAP IT UP

Ask the pupils if they now have a better understanding of the jobs (tour guide: to know the history and monuments and to give tours; researcher: to find information; finance officer: to work out the costs of tours and products, wages, etc.; advertisement designer: to design attractive adverts).

360° EVALUATION

Download, print and distribute the Cooperative learning evaluation for the pupils to complete.
THE START OF THE MIDDLE AGES

SUMMARY
This double-page spread introduces Visigothic society and the later arrival of the Moors to the Iberian Peninsula. Pupils will learn about the coexistence of the religious groups in Al-Ándalus society.

LANGUAGE
- Time expressions: now, back then, in (AD 507)
- There was / were
- Vocabulary: emirate, caliphate, taifa

MATERIALS
Flashcards: mosque.

GETTING STARTED
- Write the word Visigoths on the board. Ask: Do you know who the Visigoths were? Elicit ideas but do not give the correct answer as this is in the text on page 10.
- Direct pupils’ attention to the question at the top of page 10. Tell them the answer is in the first paragraph of the text (Hispania). Ask them what the word sounds like (España).

STEP BY STEP PAGES 10–11
- Tell pupils to work in small groups to identify similarities and differences between the map on the page and a modern map of the Iberian Peninsula. (Similarities: Toledo and Pais Vasco are still there. Differences: Portugal didn’t exist, Hispania extended into what is France today, Pais Vasco was bigger and the Suevi region occupied what is now Galicia and part of Asturias.)
- Tell the pupils they are going to read a text about the Visigoths and their loyalty to the Catholic Church.

- Ask pupils to look at the timeline on page 11 and find Battle of Guadalete. Explain that the Moors took control of the Iberian Peninsula after they won the Battle of Guadalete.
  a. False (Toledo was the capital city of the Visigothic kingdom.)
  b. True
  c. False (They were Christians.)
  d. True
  e. True

Activity 1
Elicit the ways in which the Visigoths changed during their time on the Iberian Peninsula (they learnt to speak Latin and to read, they adopted Catholicism and Roman Law, they were no longer nomads).

Activity 2
Explain that the Germanic tribes were groups of people that came from northern Europe.

Activity 3
Remind the pupils that the Visigoths became Catholics and the Catholic Church was very important to them.
Activity 4

- Write *emir*, *emirate*, *caliph* and *caliphate* on the board. Ask: What part of speech are these words? (nouns) and Which nouns are for a person and which ones are for a place? (Person: emir and caliph; place: emirate and caliphate.)

Activity 5

Encourage pupils to explain how each term is related to Spain in the Middle Ages.

Activity 6

- Ask pupils: Did the Moors and the Christians speak the same language? (No, the Moors spoke Arabic and the Christians spoke Spanish.)
- Write *Toledo of School of Translators* on the board and ask pupils who created it and why.

WRAP IT UP

Ask pupils to write down three questions and to quiz their partner on the lesson topic.

SOLUTIONS

1 The fall of the Western Roman Empire.
2 The Vandals, Alans and Suevi.
3 To show their loyalty to the Catholic Church.
4 1 AD 929; 2 AD 1031; 3 AD 756
5 Al-Ándalus: the territory occupied by the Moors on the Iberian Peninsula.
6 Coexist: to live peacefully with another in the same place or close to each other.
7 Taifa: a small independent state in Al-Ándalus.

Model answer: It was important because it meant that important information was shared between different societies, so that everyone could learn from these texts. Yes, I think it is still important today to translate texts, so that everyone can access new discoveries, and so that we can all learn from each other.
12 LIFE IN AL-ÁNDALUS

SUMMARY
This page focuses on life in Al-Ándalus. It explains what life was like in its cities and describes the legacy that Moorish culture left on the Iberian Peninsula.

LANGUAGE
• Past simple: The Moors prayed, Jewish people lived
• Prepositions of place: inside, in, around
• Vocabulary: alcazaba, alcázar, domes, medina, mosaics, mosque, zoco, juderías, arches, courtyards

MATERIALS
Flashcards: Islamic style, mosque.
Extra materials: printed photos from the internet showing famous Spanish examples of an alcazaba, alcázar, city walls, medina, mosque, zoco.

GETTING STARTED
• Choose photos of famous Spanish monuments or parts of cities of Moorish influence, for example, the Real Alcázar de Sevilla or the city walls in Granada. Place the photos on the board, and write the names of the cities in random order. Ask pupils to match the photos to the cities.
• Ask pupils to look at the three illustrations on page 12 showing life in Al-Ándalus. Ask them what they think the three scenes show (the walled fort – alcazaba, the market – zoco and the mosque).
• Direct pupils to the question at the top of page 12. Remind them that there are three religious groups (Jews, Christians and Muslims).

STEP BY STEP

• Ask the pupils to look at the illustration on page 13 and tell them you are going to take them on a tour through the city to introduce the vocabulary. Have them follow along with their fingers. Instead of saying the six words, say the associated number (one), and the pupils say the word (alcazaba). Correct pronunciation.

• Tell the pupils to look at the four photos on page 12 and say how they relate to the Moors (Islamic-style architecture, geometrical patterns in their tiles, an important Islamic scholar, they brought olive trees to Hispania.)
• Carry out a quick survey to find out which legacy the pupils think has had the biggest influence on Spain today.

Activity 1
• Ask pupils to look at the picture on page 13 again. Ask them: What were the advantages of building the alcázar on top of a hill and surrounded by walls? (To provide better defence, enemies could be seen, and it provided the city more protection if attacked.)
• Pupils do the task in pairs. Then they share their ideas with the class, using the structure in the Useful language box as a guide.

Activity 2
Pupils look at the illustration and the parts of the city. Ask them to identify which parts (1–6) are still a part of modern Spanish cities today. (Market, religious buildings and homes.) Ask: Which part of Spain today is most similar to what Al-Ándalus may have been like? (Andalucía.)
Activity 3

- Tell the pupils that the Spanish language was greatly influenced by the presence of the Moors in Hispania. Many Spanish words have an Arabic origin, for example, many words beginning with al (the in Arabic) or Guada (river or valley) and words ending in the suffix í (come from).

- Divide the class into two groups. Ask them to list as many cities, towns, rivers, etc. in Spain with a name of Arabic origin as they can (Examples include: Alcalá de Henares, Andalucía, Benicassim, Guadalajara, Guadalquivir, Madrid, Medina Sidonia, San Fernando de Henares.) The winner is the group with the most correct place names.

- Pupils do the task in pairs. Write their ideas on the board. Encourage pupils not to use place names at this stage. Invite them to check their answers in the RAE online dictionary.

WRAP IT UP

Play a game of ‘Bee’ with the vocabulary from this lesson. Draw one line per letter on the board, e.g. _ _ _ _ . Pupils guess the letters. If the letter is correct fill it in. If it is incorrect draw one part of the body of a bee (head, body, two wings, two antennae). The person who guesses the word correctly, writes the next word on the board.

SOLUTIONS

1. a. fields; b. zoco; c. local baths
2. 1 alcázar; 2 fields; 3 mosque; 4 zoco; 5 judería
3. Aceite, ajedrez, alcalde, algodón, almohada, azafrán, calabaza, dado, hasta, jabali, limón, naranja, taza, zanahoria, etc.
THE CHRISTIAN KINGDOMS

SUMMARY
Pupils learn about the Reconquista of the Iberian Peninsula: the important battles, key figures and growth of the Christian territories from the 8th to the 15th century.

LANGUAGE
• Superlatives: smallest, biggest
• Comparatives: bigger, stronger
• Vocabulary: battle, repopulation, unify, kingdom, army

GETTING STARTED
• Ask pupils what they think the Reconquista was. (The time when Christian kingdoms fought to regain control of the Peninsula.)
• Refer pupils to the question at the top of page 14. Tell pupils the territory was in the north-west of Spain (Asturias).
• Invite pupils to stand up when you say a true sentence about the maps and to sit down when you say a false sentence.

1 The Moors couldn’t conquer all of the Iberian Peninsula. (true)
2 Al-Andalus was at its biggest in the 11th century. (false)
3 The Reconquista of the Muslim territories began in the Kingdom of Córdoba. (false)
4 The Christian territory is smallest in the first map. (true)
5 The Kingdoms of León, Navarra and Aragón can be seen in the first map. (false)

STEP BY STEP
• Tell pupils that the continent of Europe was made up of lots of small states in the Middle Ages. Ask them what the main ways of unifying territories in the Middle Ages were (marriage, alliances and battles) and, in their opinion, which was the best option and why.
• Focus the pupils’ attention on the dates in the timeline. Tell them the time period represented is the same as the timeline on page 11. Ask them to name important events on this timeline.
• In pairs, the pupils play ‘Date tennis’. Pupil 1 says a date from the timeline on page 11 and pupil 2 names the event. If pupil 2 answers correctly, they get one point and they say a date from the timeline on page 14. If the answer is incorrect, pupil 1 gets one point and names another date. When all of the dates have been used, the person with the most points wins.
Activity 1
Write the names of the rulers mentioned in the four texts on the board in random order. Ask the pupils to match them to their relevant century and explain what their main achievement was in terms of the Reconquista. Elicit ideas from the pupils (Don Pelayo: 8th century, King of Asturias, Battle of Covadonga AD 722, start of the Reconquista; Alfonso VI: 11th century, King of León and Castilla, conquered Toledo; Fernando III: 13th century, King of Castilla, conquered Sevilla and Córdoba; Alfonso X: King of Castilla, son of Fernando III, conquered the rest of Andalucia; Jaime I: 13th century, King of Aragón, conquered Valencia and the Balearic Islands; Fernando II and Isabel I: King of Aragón and Queen of Castilla, married in 1469, united kingdoms creating one powerful Christian kingdom, conquered Kingdom of Granada in 1492).

Activity 2
Ask pupils to look at the first map on page 14. They find the names of areas that exist in Spain today.

WRAP IT UP
Play ‘Guess what I’m thinking of’. Choose a place, region or event from page 14 or 15. Encourage pupils to guess what you are thinking about. Pupils ask you questions, for example: Is it a place? (Yes, it is.) Is it a city? (No, it isn’t.) Is it a kingdom? (Yes, it is.) Is it the Kingdom of Navarra? (Yes, it is.)

SOLUTIONS
1 Model answer: Repopulation was important for the Reconquista because it meant that the Christians had supporters who were loyal to them and clearly identified as being Christian. They needed enough people to defend their kingdoms and did not want to let the land fall back into the enemy’s hands.

2 1 map 4; 2 map 3; 3 map 1; 4 map 2
LIFE IN THE CHRISTIAN KINGDOMS

SUMMARY
Pupils will learn about life in the Christian kingdoms in political, economic and social terms by understanding how the feudal structure functioned and what city life was like. The double-page spread also includes the popular architectural styles in Spain in the Middle Ages.

LANGUAGE
• Prepositions of place: next to, behind, within
• Conditional: I’d go …
• Comparatives: bigger, more important
• Vocabulary: castle, cathedral, fortified gateway, feudal society, monarchy, nobles, knights, clergy, peasants, serfs, Romanesque, Gothic, Mudéjar

GETTING STARTED
• Draw a crown, a sword, a castle, a cross or a garden fork on the board. Instruct the pupils to look at the pyramid of the five different levels of feudal society in the Middle Ages. Ask: Which group do you think owns the (garden fork)? (It’s the peasants and serfs’ garden fork.)
• Refer pupils to the question at the top of the page. Remind the pupils that examples of Islamic architecture can still be found in Spain today, and it often features mosaics, horseshoe arches, domes and open courtyards.

STEP BY STEP
PAGES 16–17
• Ask: Who is at the (top) of the pyramid? (The king and queen are at the top.) Ask pupils to explain which level had the hardest life in medieval society and why (the peasants and serfs; they had to work very hard, they didn’t have much money, serfs were not free people).
• Once the pupils have read the text that accompanies the pyramid, ask them simple comprehension questions to check their understanding: Who was the most important person? (The king.) Were knights more important than nobles? (No.) Who were monks? (Religious men.)
• Organise the class into groups of three. Assign a number 1, 2 or 3 to each pupil. 1s read about the Romanesque style, 2s read about the Mudéjar style and 3s read about the Gothic style. Ask the pupils to find the most important facts in their text and share their information with the rest of the group.
• Tell the pupils to look at the illustration of the city on page 17. Ask the pupils to find similarities between this city and a typical city in Al-Andalus (they can turn back to page 13 for ideas). (Both had a place for nobles / leaders to live, they had a place for markets, a religious building and city walls.)
• After reading the text on towns, elicit the meaning of trade (to buy and sell goods). Ask the pupils why it was important to build towns near trade routes (to make it quicker, safer and cheaper to send and receive goods).

MATERIALS
Flashcards: castle, Gothic style, Mudéjar style, Romanesque style.

LANGUAGE
• Prepositions of place: next to, behind, within
• Conditional: I’d go …
• Comparatives: bigger, more important
• Vocabulary: castle, cathedral, fortified gateway, feudal society, monarchy, nobles, knights, clergy, peasants, serfs, Romanesque, Gothic, Mudéjar

ARCHITECTURAL STYLES
Islamic architecture can still be found in Spain today, and it often features mosaics, horseshoe arches, domes and open courtyards.

• Romanesque architecture was popular in Christian kingdoms in the 11th and 12th centuries. This style of architecture has rounded windows, small arches, thick walls and low towers.
• Mudéjar architecture was a mixture of Islamic and Christian styles. It had decorative tiles and brickwork. It developed after the fall of the Caliphate.
• Gothic architecture was popular from the 13th century. Its features included pointed arches, stained glass windows, narrow aisles, flying buttresses, rose windows, and tall spires.

• Once the pupils have read the text that accompanies the pyramid, ask them simple comprehension questions to check their understanding: Who was the most important person? (The king.) Were knights more important than nobles? (No.) Who were monks? (Religious men.)
• Organise the class into groups of three. Assign a number 1, 2 or 3 to each pupil. 1s read about the Romanesque style, 2s read about the Mudéjar style and 3s read about the Gothic style. Ask the pupils to find the most important facts in their text and share their information with the rest of the group.
• Tell the pupils to look at the illustration of the city on page 17. Ask the pupils to find similarities between this city and a typical city in Al-Andalus (they can turn back to page 13 for ideas). (Both had a place for nobles / leaders to live, they had a place for markets, a religious building and city walls.)
• After reading the text on towns, elicit the meaning of trade (to buy and sell goods). Ask the pupils why it was important to build towns near trade routes (to make it quicker, safer and cheaper to send and receive goods).
Activity 1

Ask the pupils to draw their own 5-tier pyramid and draw in the people listed.

Activity 2

Ask the pupils to look at the three photos on page 16. Say a characteristic of an architectural style and the pupils say which style it belongs to.

Activity 3

Ask the pupils to identify the function of the cathedral (religious), main square (commercial), town walls (protection) and castle (protection and residence).

Activity 4

- Write the following on the board and ask the pupils to find the odd word out.
  - Romanesque: small windows / thick walls / tall structures
  - Mudéjar: tilework, / after 16th century / Islamic
  - Gothic: rose windows / rounded arches / stained-glass windows
- Before pupils begin searching online, ask pupils what monuments in Spain they think might be of a Gothic style. The rest of the class should decide if they agree whether it’s gothic style or not.

WRAP IT UP

Use the flashcards to elicit different architectural features and identify styles.

SOLUTIONS

1. (From top to bottom) queen, lord, knight, monk, farmer, serf; Pupils’ own answers.
2. Gothic
3. a. the main square; b. the cathedral; c. fortified gateway
4. Model answers:
   - Islamic: The Mosque in Córdoba, Alhambra in Granada, Alcázar in Sevilla, Arab baths in Ronda
   - Romanesque: Zamora Cathedral, Santa María de Lebeña Church in Cantabria, Basilica of San Vicente in Ávila
   - Gothic: Cathedral of León, Burgos Cathedral, Santa María Cathedral in Mallorca
GETTING STARTED

- Write the word *multicultural* on the board. Ask the pupils if they know what it means (*many cultures*). Elicit which three religious groups lived in the Iberian Peninsula in the Middle Ages.
- Ask the pupils which of those religions are present in Spanish society today (*all of them*).

STEP BY STEP  PAGES 18 AND 108

Ask: *What architectural features do you see in the first picture?* (*Arches and geometric patterns*). *What religions are the buildings in the photos related to?* (*Islam and Judaism*).

**Activity 1**

- First, ask the pupils to read sentences a–e. Tell them to find any key words which are repeated in the sentences (*pilgrimage, tradition*).
- Pupils work in pairs and read one text each. They work together to match the sentences to the texts.

**Activity 2**

Direct pupils to the Useful language box for guidance. Brainstorm what life might be like in Al-Ándalus. Invite pupils to the board to create a mind map with different categories: religion, city and culture.

WRAP IT UP

Ask pupils how Muslims in Al-Ándalus showed their respect for people with different beliefs. Encourage the class to speculate on why the Moors were so tolerant.

SOLUTIONS

1. a. text B; b. text A and B; c. text A; d. text B; e. text B

2. Model answers: cities today are much bigger, they have a mixture of religious buildings, many have town squares, not many cities have walls, castles or forts, public baths aren’t common in modern cities, there are markets, shops and shopping centres, buildings are taller and can be made of glass and steel, there is a network of roads, people of all religions often live together.
GETTING STARTED

Pre-teach vocabulary that pupils will need for this lesson: slide, graphics, font, hand gestures.

STEP BY STEP

• Ask pupils what they think is important when preparing for and giving presentations. Then read the text and check if their ideas are mentioned.

• Tell the pupils they are going to give a presentation. Explain that to give a good presentation they will need to prepare and practise it.

Activity 1

• With pupils in their groups, tell them it is a good idea to name a secretary to write down decisions.

• Tell the pupils when the presentation will be held and when they can work on their presentations in class. At the end of the planning stage, everyone should know their roles and the schedule.

• Explain to pupils that a good presentation will contain the following: a greeting, an introduction, the main ideas and a closing line and invitation for questions.

WRAP IT UP

After the groups have given their presentations, each pupil should write down one fact that they learnt from each one.

SOLUTIONS

1 Pupils’ own answers.
GETTING STARTED

Tell the pupils to choose five words they have learnt in this unit. In pairs, ask them to dictate their words to their partner. Finally, they correct their work together.

STEP BY STEP  PAGES 20–21

Activity 1
Ask pupils to look at the events in the word pool. Have them identify the first and last events. Then they should copy and complete the timeline in their notebooks.

* AD 476 fall of the Western Roman Empire
* AD 589 King Recaredo I’s conversion to Catholicism
* AD 711 the arrival of the Moors
* AD 756 Emirate of Córdoba
* AD 929 Caliphate of Córdoba
* AD 1031 taifa kingdoms
* AD 1212 Battle of Las Navas de Tolosa
* AD 1492 the conquest of Granada

Activity 2
Ask the pupils what the picture represents (a medieval town in a Christian kingdom).

1. The castle is Moorish – it should be Christian.
2. The main square is a circle – not a square.
3. There is no market in the square – there is a fountain.
4. There is a bus in front of the cathedral. This did not exist in medieval times.
5. The skyscraper doesn’t belong to that time period.
6. The town hall is missing from the square.

Activity 3
Pupils’ own answers.

Activity 4
Remind pupils to use the structures in the Useful language box.

Pupils’ own answers.

Activity 5

a. The nobles lived in Christian kingdoms.
b. Jewish people lived in *juderías*.
c. The Visigoths gave metal crafts to the Catholic Church.
d. The local baths were where the Moors went to bathe.
e. They coexisted in Al-Ándalus.
Activity 6
a. Moors; b. first Cortés of Leon; c. King Fernando III; d. King Fernando II of Aragón; e. 1492

Activity 7
a. Jews; b. Moors; c. Visigoths

Activity 8
Coexistence and language

Activity 9
• Islamic: mosaics, horseshoe arches
• Gothic: rose windows, tall structures
• Romanesque: thick walls, small windows

Activity 10
Ask the pupils to describe the features of the buildings in the photos. (The building in photo B is a tall structure. It has pointed arches.)
a. Mudéjar; b. Gothic; c. Romanesque; d. Islamic

Activity 11
Brainstorm positive things about the Middle Ages on the board. Ask the pupils to think of how these positive aspects may have influenced life in Spain today.

360º EVALUATION
Download, print and distribute the End-of-unit test. Compare the End-of-unit test with the test the pupils did at the beginning of the unit. Ask pupils to then complete the Self-evaluation again to see what they have learnt.