Teacher’s notes and answers

Unit 1: Los valores tradicionales y modernos

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| **Dynamic Learning resources:**  Theme 1 Scheme of work  Unit 1 Transcripts  Unit 1 Vocabulary lists  Unit 1 Translation test (easy): *Los cambios en la familia*  Unit 1 Translation test (medium): *Los cambios en el papel de la mujer*  Unit 1 Translation test (hard): *Las fiestas en el mundo hispánico*  Unit 1 Video test (a): *Los sacerdotes gays y la actitud de la Iglesia hacia ellos*  Unit 1 Video test (b): *España legaliza el matrimonio gay*  Unit 1 End of unit test |

1.1 Las familias de antes y de ahora: los hijos hablan

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| **Pages:** 14–17  **Stage of Learning:** Transition  **Objectives:**   * Learn about the differences in family life, past and present. * Use regular and irregular verbs in the present tense, including stem-changing verbs. * Be able to use bilingual and online dictionaries.   **Audio files needed:**  **1.1.4 Audio**  **Dynamic Learning resources:**  1.1 Vocabulary test English to Spanish  1.1 Vocabulary test Spanish to English (with audio) |

Starter

1a

Students match the definitions to the words for family relationships. There are two extra for which they have to write definitions in Spanish. They can work with a partner. As extension they could write definitions for the opposite gender of the family words given e.g. *tío*, *suegro*, *yerna* etc.

Answers

**1** Es el hijo de mi padre y mi madre. – Hermano

**2** Es la hermana de mi madre. – Tía

**3** Es la madre de mi esposa. – Suegra

**4** Es el esposo de mi hija. – Yerno

**5** Es el padre de mi abuelo. – Bisabuelo

**6** Es la hermana de mi esposa. – Cuñada

**7** Es el hijo de mi hija. – Nieto

**8** Es el hijo de mi tío y mi tía. – Primo

1b

Students describe their own families while answering the questions given.

Answers

Open ended

Reading text and exercises

Internet article about the experience of a modern working mother in Spain. You could introduce it with a brief class discussion on the pros and cons of working full time while bringing up a family, and how that has changed in the last two generations. As a follow-up activity they could contrast their family experience with Marisa’s.

2a

Exam-style reading comprehension. Students read the nine sentences and choose the four that are correct according to the text.

Explain that these sentences have been reformulated i.e. they state the same ideas expressed in the text, but in a differently worded way. Since many exam questions are based on this technique, encourage students to keep and regularly update a list of reformulated phrases and sentences that they find particularly striking e.g. *se queja mucho del coste – es carísimo*. This provides both exam practice, and excellent training in expanding their language knowledge and skills.

Answers

2, 4, 6, 7

2b

Students find in the article the synonymous expressions for the phrases listed. Direct them to the strategy box and strategy task before beginning this exercise. Explain also that there will be a lot of work involving synonyms, and that this will enable them to build up a broad and interesting vocabulary.

Answers

**1** me echo a llorar

**2** trabajar fuera de casa

**3** es carísimo

**4** cuidar a mi marido

**5** la obligación de la madre

**6** educar a los hijos

**7** en esa época

**8** solían discutir

Writing

2c

Students write a paragraph in Spanish summarising what they have understood about the points given in the text book. Remind them to write in complete sentences and to check their work carefully. It can be very useful to check someone else’s work too for practice and because it is never easy to see your own mistakes.

Suggested answers

* Trabaja de enfermera en el hospital de la región.
* Sus abuelos cuidan de ellos cuando pueden.
* Van a la guardería.
* No comparte la opinión de sus padres que ella debería estar en casa con sus hijos y cuidar a su marido. Encuentra muy anticuado el punto de vista que cree que su obligación como madre es educar a los niños y hacer las tareas domésticas.

Strategy box

Using a dictionary: bilingual and online

If you have an interactive whiteboard available, it would be useful to demonstrate the use of an online dictionary. Point out the dangers and the advantages of online translation tools.

Grammar box

The present tense: regular, irregular and radical-changing verbs   
(G1 and G19)

Draw students’ attention to the verb tables at the end of the grammar section and stress the importance of making sure they know all the present tense irregular and regular verbs by heart by the end of the course. Ask them to identify any patterns in both the regular verbs, and the radical changing ones. Suggest that when they are making notes they group similar pattern verbs together.

Students find verb examples in the text according to the instructions in the box, and translate them into English.

Possible answers

Regular verb: me llamo (*my name is*), trabajo (*I work*), me echo (*I start*), creo (*I think*), cuidan (*they look after*), llevo (*I take*), necesitan (*they need*), opinan (*they think*), respeto (*I respect*), comparto (*I share*)

Irregulars or radical changing verbs: tengo (*I have*), es (*he is*), estoy (*I am*), vuelvo (*I return*), pueden (*they can*), piden (*they ask*), recuerdo (*I remember*), dicen (*they say*)

Infinitives: ser (*to be*), trabajar (*to work*), estar (*to be*), cuidar (*to look after*), educar (*to bring up*), discutir (*to argue*)

Grammar exercise

3a

Students choose the correct form of the verb to complete the sentences. As additional practice they could pick another form of the verb in each case and write a sentence using it.

Answers

**1** tienen

**2** somos

**3** pedimos

**4** recuerda

**5** siento

**6** duerme

**7** pensáis

**8** vuelves

3b

Students find five infinitives in the article about Marisa and write out the complete conjugation for each one.

Possible answers

ser soy, eres, es, somos, sois, son

trabajar trabajo, trabajas, trabaja, trabajamos, trabajáis, trabajan

estar estoy, estás, está, estamos, estáis, están

cuidar cuido, cuidas, cuida, cuidamos, cuidáis, cuidan

educar educo, educas, educa, educamos, educáis, educan

discutir discuto, discutes, discute, discutimos, discutís, discuten

Listening passage and exercises

Four people talk about their relationships with their families now and in the past. Ask them to listen out for all the words for members of the family. Highlight the use of *estar harto* = to be fed up and *montar en cólera* = to get angry as useful expressions to note and remember.

**Audio files needed:**

**1.1.4 Audio**

4a

Exam-style listening comprehension. Students decide if each of the given sentences expresses something positive (P), negative (N), or isn’t mentioned (NM) according to the discussion. Ensure they fully understand the questions before listening to the discussion.

Answers

**1** P

**2** P

**3** NM

**4** N

**5** P

**6** N

**7** N

**8** NM

4b

Exam-style listening comprehension. Students choose the correct ending to each sentence. In addition, they could adapt the language of the exercise to write brief sentences about their own families e.g. *Mis padres no pasan mucho tiempo en casa*.

Answers

**1** C

**2** A

**3** C

**4** A

**5** C

**6** A

Speaking

5

Pair work speaking activity. Students study the graphic about changes in Mexican families and answer the questions. Explain that pair work speaking activities like this one are valuable practice for the exam. Encourage them to make notes before beginning their discussion, to look back through the spread for useful vocabulary, and consider any verbs they will need and what form they will take.

Answers

Open ended

1.2 La religión católica y las fiestas

|  |
| --- |
| **Pages:** 18–21  **Stage of Learning:** AS  **Objectives:**   * Learn about some famous religious traditions in the Hispanic world and the influence of Catholicism. * Study in depth the position and agreement of adjectives and apocopation. * Organise your notes for the AS/A-level course.   **Audio files needed:**  **1.2.4 Audio**  **Dynamic Learning resources:**  1.2 Vocabulary test English to Spanish  1.2 Vocabulary test Spanish to English (with audio) |

Starter

1

Students match the photos of Spanish *fiestas* to their descriptions. They discuss in class which ones they think are pagan and which religious. This could be done as a preparation task for homework initially, and then discussed in class. Spain has a vast range of *fiestas* across the country and throughout the year, ranging from the most famous which draw vast crowds, to small ones in each *pueblo*. You could have a competition in class to find out who can produce the longest list of *fiestas* or find the strangest one (*La Tomatina* in *Buñol* takes some beating.)

Answers

**1** F, **2** D, **3** C, **4** A, **5** H, **6** E, **7** B, **8** I, **9** G

Reading text and exercises

A magazine article comparing *El Día de los Muertos* in Mexico and *Todos los Santos* in Spain. Ask students if they know what the names of these two *fiestas* mean. Highlight specific vocabulary such as *vela* = candle, *calavera* = skull, *simbolizar* = to symbolise, *difunto* = deceased.

The Catholic Church still exercises an enormous influence on Hispanic society, especially so in Latin America, something non-religious UK students might find difficult to comprehend. Useful parallels might be the influence of Islam on Middle Eastern countries, or of Christianity in the Bible belt of the USA.

2a

Students find the synonyms for the given words in the article. Remind them of the dictionary strategies in sub-unit 1.1.

Answers

**a** lápidas

**b** familiares

**c** dulces

**d** rollo

2b

Students find the antonyms for the given words in the article. It always helps to remember new words by writing a sentence using them.

Answers

**a** muertos

**b** recordar

**c** primer

**d** llamativo

2c

Exam-style reading comprehension exercise where students decide if each of the given sentences is describing *México* (M) or *España* (E). You could also ask them to summarise the main points of each festival.

Answers

**1** M

**2** E

**3** E

**4** M

**5** M

**6** E

**7** E

**8** M

Grammar box

Adjectives, agreement and apocopation (C2 and C4)

Students find the required types of adjectives in the magazine article. Direct them to grammar section C2 and C4 and ask them to identify the patterns. Ask them to explain what apocopation is in their own words.

Answers

**a** Gran celebración (*great celebration*), buen día (*good day*)

**b** Significado importante (*important meaning*)

**c** Festividad (muy) religiosa ((*very*) *religious* *festival*)

**d** Dulces típicos (*traditional sweets*)

**e** Flores bonitas (*pretty* *flowers*)

Grammar exercise

3

Students choose the correct word to fill the gaps in the sentences.

Answers

**1** mayores

**2** populares

**3** gran Nuestra

**4** primer Internacional

**5** algunos Santa

**6** Poca muchas pagana

**7** granadina otra rojos

**8** profundas españolas

Listening passage and exercises

Interview where two people describe different festivals in their countries, the *Cruces de Mayo* in Granada and the *Quinceañera* in Bolivia.

**Audio files needed:**

**1.2.4 Audio**

4a

Exam-style listening exercise where students listen and write short answers in Spanish. They don’t have to be in complete sentences, but must contain all the essential information. Ensure they are comfortable with the language of the questions before listening. Check they understand *colocar* = to place, *el papel* = role, *asistir* = to attend and the use of *tener que* = to have to do something.

Answers

**1** Consiste en decorar cruces enormes con flores de muchos colores.

**2** Las cruces están en calles, plazas y cerca de monumentos o fuentes.

**3** Representa la Resurrección de Jesús.

**4** Ella prepara las flores para la cruz de su barrio.

**5** Casarse o hacerse monjas.

**6** Familiares y amigos.

**7** Para parecerse a una novia en el altar.

**8** La cultura azteca.

Translation

4b

Students translate the sentences into Spanish. Ask students to listen and pick out key words such as *cruces, decorar, monjas, mezclada* and ask them how they need to adapt them for the sentences they will translate. It may be helpful to have a copy of the transcript to look for useful words and phrases.

Suggested answers

**Sample translation**

**1** El catolicismo tiene una gran influencia en la sociedad española.

**2** La cruz es un símbolo importante para los católicos.

**3** Anoche, pasé tres horas decorando la cruz con flores.

**4** Muchas festividades latinoamericanas son una mezcla del catolicismo y las religiones indígenas.

**5** Mi tía se hizo monja. Es una mujer muy religiosa.

**6** Llevará un vestido blanco muy caro para la ceremonia.

Research

5a

Students look back at the list of festivals on page 18, they choose one pagan and one religious festival and research them on the internet to enable them to answer the questions. Encourage them to note down not just ideas about the festivals, but also language they will need to use in discussing them.

Answers

Open ended

Speaking

5b

Students use the questions to quiz a partner about the festivals they have researched, and be quizzed by them in turn.

Answers

Open ended

Strategy box

Organising your notes for the AS/A-Level course

Point out to students that this is an essential baseline strategy that they need to apply throughout all their work on this course. Make sure they have time in class to carry out this first organisational task; hereafter this is something they can do for themselves. Ask them if they have any strategies of their own that they find particularly useful, and encourage them to discard any ideas that they find do not help them.

1.3 Y vivieron felices... ¿para siempre?

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| --- |
| **Pages:** 22–25  **Stage of Learning:** AS  **Objectives:**   * Analyse the institution of marriage in Spain and the divorce rate. * Revise the formation and use of reflexive verbs. * Learning techniques to memorise vocabulary.   **Audio files needed:**  **1.3.4 Audio**  **Dynamic Learning resources:**  1.3 Vocabulary test English to Spanish  1.3 Vocabulary test Spanish to English (with audio) |

Starter

1a

Students match up the key words and their definitions. This could be done as a preparation homework, or with a partner. How many of the words look like their English counterparts?

Answers

**1** F

**2** E

**3** D

**4** G

**5** A

**6** C

**7** B

1b

Students make up definitions in Spanish for the given words. Students should use the internet if they need help understanding the terms.

Answers

Open ended

Reading text and exercises

Website article about marriage in Spain and how it has changed over the years. To start, you could ask the class if they think marriage in this country has changed and how. Ask them to find out what *la llamada tasa de nupcialidad* and *el boletín digital estadístico* mean.

2a

Exam-style reading exercise where students choose the correct figure from the article to match each sentence.

Answers

**1** 50%

**2** 163.336

**3** 27

**4** 33

**5** 23%

**6** 37%

**7** 132

**8** 3.540

2b

Exam-style comprehension question. Decide if each statement is true (V), false (F) or not known (NS) according to the graphic.

Answers

**1** F

**2** V

**3** NS

**4** F

**5** NS

**6** V

Speaking

2c

Students discuss with their partner why they think there has been a decrease in marriage in Spain. It may be helpful to pool some ideas in class first.

Answers

Open ended

2d

Students discuss with their partner why they think there has been a decrease in marriage in Spain. It may be helpful to pool some ideas in class first.

Suggested answers

Hay cada vez menos matrimonios a causa de:

* razones económicas, por ejemplo la crisis económica y el coste de la boda
* una tasa de divorcio en aumento
* la disminución en la influencia de la iglesia católica
* cambios en las ideas de moralidad
* una tasa de natalidad muy baja
* una tendencia a casarse más tarde en la vida
* más libertad social, menos discriminación

Grammar box

Reflexive verbs (G18)

Draw students’ attention to the grammar section on reflexive verbs (G18). Students then find the different types of reflexive verbs as set out in the Grammar Box.

Answers

**a** casarse (*to get married*)

**b** se recogen (*was collected*)

**c** se sabe (*it is known*)

**d** se celebraron (*were celebrated*)

**e** se ha reducido, se han invertido (*has reduced, have turned upside down*)

Grammar exercise

3

Students complete the sentences by choosing the most appropriate present tense form of the verb given. Refer them back to the grammar section on the present tense in Sub-unit 1.1 to remind them of the correct endings of the verbs.

Answers

**1** se casa

**2** se encuentran

**3** se celebran

**4** se viste

**5** divorciarte me siento

**6** se sitúan

**7** separarnos divorciarnos

**8** se reúnen

Listening passage and exercises

A radio interview where three young people express their opinions on marriage in the modern world. You could ask students to predict what kind of opinions they could expect to hear.

**Audio files needed:**

**1.3.4 Audio**

4a

Exam-style comprehension exercise where students listen and then, answer each question with the name of the appropriate interviewee. Make sure they understand the questions properly before trying to identify the correct interviewee for each one. Check they understand words like *reliquia*, *orgullosa*, *sugerir*, *sembrar*.

Answers

**1** Andrés

**2** Ana

**3** Pilar

**4** Ana

**5** Pilar

**6** Andrés

**7** Ana

**8** Andrés

4b

Students listen again and find synonyms for the words given. Access to the transcript may be useful here. As a follow-up you could hold a brief class discussion on what they consider to the status and purpose of marriage in the modern world.

Answers

**1** anticuada

**2** comunes

**3** declaración

**4** felicidad

**5** actualmente

**6** dineral

**7** deuda gigantesca

**8** extraño

Translation

5

Students translate the paragraph about a traditional Spanish wedding into English. Highlight the reflexive verbs and encourage the students to think about how they are being used. They could research what “wedding coins” are, and what their significance in a Spanish wedding is.

Suggested answers

**Sample translation**

A traditional Spanish wedding  
My wedding day was so special! Firstly, I woke up early. Then, I put on my make-up, brushed my hair and got dressed. My dress was ivory white, with a two- metre train. The ceremony in the church was beautiful. My boyfriend got nervous at the altar! My niece brought the wedding coins and the priest quickly married us. Outside the church, people threw rice. The wedding meal was marvellous and we all enjoyed ourselves until the early hours. We received many gifts and we went to bed at eight in the morning! We went to Cancun on our honeymoon.

Writing

6

Students read the statements and decide if they are for or against each one. They try to justify their opinion in no more than two or three sentences. Encourage them to re-use language from the spread. Access to the transcript may also be helpful here.

Suggested answers

* A favor: La mayoría de los matrimonios acaban en divorcio. Es difícil romper relaciones si estás casado/a. Hay varios procesos judiciales. Es complicado.  
  En contra: Las estadísticas no deciden el éxito de un matrimonio. Casarse puede traer muchos beneficios.
* A favor: el descenso en el número de matrimonios no es muy grave. La verdad es que el matrimonio es todavía muy popular. Para mucha gente el matrimonio es la expresión definitiva del amor y representa un modelo a imitar.  
  En contra: un matrimonio no es necesario para declarar el amor. Su popularidad está disminuyendo, y las tendencias sugieren que el matrimonio será aun menos popular en el futuro.
* A favor: la boda cuesta mucho y es necesario endeudarse para casarse. Con presiones financieras el riesgo de divorcio aumenta.  
  En contra: dos personas ganan dos sueldos, y se pueden compartir los gastos y ahorrar más. A veces hay otras ventajas financieras para una pareja casada.

Strategy box

Techniques to learn key vocabulary

Emphasise that learning a broad and interesting vocabulary is critical to exam success. Students use the strategies on the vocabulary list in this sub-unit. Make sure they have time in class to carry out these tasks the first time; thereafter this can form part of their regular self-study.

1.4 Las múltiples formas familiares

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| --- |
| **Pages:** 26–29  **Stage of Learning:** AS  **Objectives:**   * Identify the different types of family that exist, analysing their experiences and difficulties. * Use interrogatives. * Participate fluently in conversations.   **Audio files needed:**  **1.4.4 Audio**  **Dynamic Learning resources:**  1.4 Vocabulary test English to Spanish  1.4 Vocabulary test Spanish to English (with audio) |

Starter

1a

Students match the types of family to the photos. This could be done with a partner.

Answers

**1** B

**2** D

**3** A

**4** C

1b

Students write definitions of the four types of family pictured, and the two additional ones listed.

Answers

**1** la familia formada por una pareja y sus hijos

**2** la familia consanguínea (los tíos, primos, abuelos etc.)

**3** una familia nuclear compuesta por la madre o el padre y los hijos

**4** una familia compuesta por una pareja de hombres o de mujeres y los hijos

* una familia ensamblada: una familia en la cual uno o ambos miembros de la actual pareja tiene uno o varios hijos de uniones anteriores
* una familia política: la familia no consanguínea adquirida por medio de un matrimonio

Reading text and exercises

Web forum discussion about young people’s experiences of families. Highlight the use of *soltera* = single, *hermanastra* = step-sister, *viuda* = widow.

2a

Exam-style reading comprehension where students decide who out of the contributors each sentence applies to. Encourage them to note down and add to their list any reformulated phrases or sentences that will be useful to them in subsequent work.

Answers

**1** E

**2** A

**3** B

**4** C

**5** A

**6** E

**7** B

**8** C

Translation

2b

Students use the language of the texts to translate the sentences into Spanish. Remind them they need to adapt the language and cannot necessarily “lift” words or phrases from the text as they are. Encourage them to look at their answers together and discuss the best ways of translating e.g. which tense works best? Noun or infinitive? Use of *gustar* or *caer* *bien*? Why?

Suggested answers

**Sample translation**

1 Soy chilena y mis padres están divorciados. La separación ha sido difícil.

2 Echaba de menos a mi padre, pero ahora suelo verle dos veces al mes.

3 Vivo con mi madre y tiene un novio, pero él no me cae bien.

4 Es posible que se mude/se ponga a vivir con nosotros dentro de poco.

5 ¿Qué debería hacer? ¿Me puedes ayudar/ puedes ayudarme?

6 Separarse o divorciarse/ separación o divorcio- ¿cuál es la mejor opción?

Grammar box

Interrogatives (E9 and F9)

Direct the students to grammar sections E9 and F9. Students find interrogative pronouns in the text, and translate the questions into English. This should provide a useful comparison of how questions work differently in English and Spanish.

Answers

**a** ¿Cuál? (*what* / *which*?) / ¿Por qué? (*why*?)

**b** ¿Cuál es el problema si no me caso? (*What’s the problem* (*Why is it a problem*) *if I don’t get* *married*?)

¿Te parece normal? (*Does that seem normal to you*?)

¿Por qué? (*Why*?)

¿Es posible querer a un tío como a un padre? (*Is it possible to love an uncle like a father*?)

Grammar exercise

3

Students match the questions and their answers.

Answers

**1** F

**2** J

**3** D

**4** H

**5** G

**6** A

**7** E

**8** I

**9** C

**10** B

Listening passage and exercises

Two young people debate traditional versus modern family values. You could ask students what they think of as “traditional” and “modern” values as a way of exploring some vocabulary before listening.

**Audio files needed:**

**1.4.4 Audio**

4a

Exam-style comprehension activity where students put the correct letter for each adjective in the space in the text to complete the paragraph. Remind them that not all adjectives will be used.

Answers

**1** G

**2** A

**3** D

**4** C

**5** E

4b

Students listen again and summarise the points given in their own words. A copy of the transcript may be helpful to some students here. You could also ask them what they think of the opinions expressed by Marta and Luis.

Suggested answers

* La familia ideal para él es una familia típicamente cristiana y nuclear, con la presencia de la madre y del padre. Dice que cualquier otra forma de familia no debería recibir el nombre de familia. Además está en contra de las familias homoparentales.
* Marta cree que el amor, el cariño y el respeto son las características más importantes de una familia.
* Luis afirma que los divorcios y las separaciones tienen una influencia perjudicial/ destructiva sobre la familia.
* No se divorcian tanto, y según Marta, sus hijos son a la vez tolerantes y comprensivos.

Translation

5

Students translate the psychologist’s comments into English.

Suggested answers

**Sample translation**

Data tells us that in the country there are more single-parent families, more mixed-race marriages and fewer children. There are also more families with children from other relationships.

In general, they do not worry as much about prejudice as their parents did in the past; society is more open to change now. In spite of this, the typical emotional tensions coming from parent-child generational conflict continue.

Strategy box

Participating fluently in a conversation; repair strategies, circumlocution

Students learn about strategies to help them keep a conversation flowing. Students could set up a simple dialogue where they make excessive use of some of the strategies such as filler phrases, gesture, or asking for clarification. Let them perform these for the class to help fix some of the strategies in their minds.

Research

6a

Students research a type of modern Spanish family on the internet and make notes with the aim of answering the points given.

Answers

Open ended

Speaking

6b

Students present their findings to a group, and ask questions about what others have found out. Remind them to use the grammar and strategy sections here.

Answers

Open ended

Writing

6c

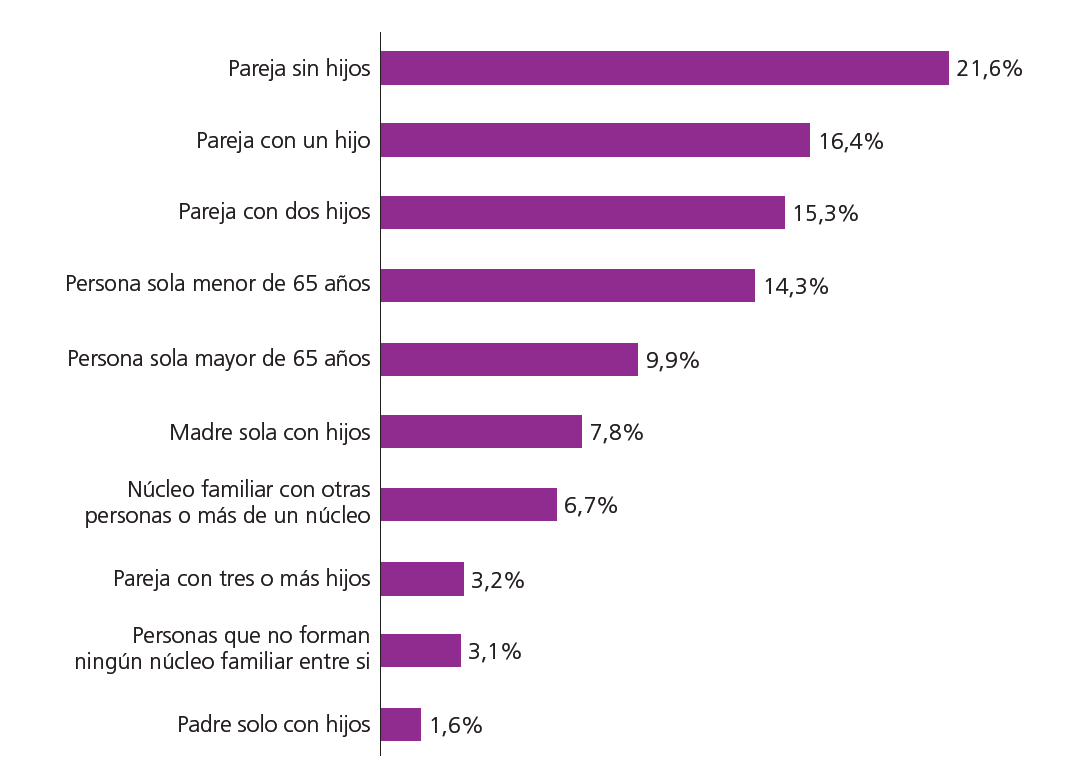
Students write a paragraph about the type of family they have researched, including what they think the advantages and disadvantages of this type of arrangement are.

Answers

Open ended

Additional speaking

Trabaja con un/a compañero/a. Observad la gráfica siguiente sobre los hogares españoles e intentad responder las preguntas brevemente. Cuando estéis preparados, haced una entrevista en la que uno/a pregunta y el/la otro/a responde. Usad la Estrategia para ayudaros.



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Answers

Open ended