Teacher’s notes and answers

Unit 6: El patrimonio cultural

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| **Dynamic Learning resources:**  Theme 2 Scheme of work  Unit 6 Transcripts  Unit 6 End of unit test transcript  Unit 6 Vocabulary lists  Unit 6 Translation test (easy): Flamenco music  Unit 6 Translation test (medium): The conquest of America  Unit 6 Translation test (hard): The Arab heritage in Spain  Unit 6 Video test (a): *El equinoccio en México*  Unit 6 Video test (b): *Los murales mexicanos*  Unit 6 End of unit test (with audio) |

6.1 Perú: incas, conquistas y maravillas para la historia

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| **Pages:** 96–99  **Stage of Learning:** AS  **Objectives:**   * Learn about the Spanish conquest of Peru and the location of Machu Picchu. * Differentiate between the uses of *por* and *para*. * Learn how to check and edit written material to improve accuracy.   **Audio files needed:**  **6.1.4 Audio**  **Dynamic Learning resources:**  6.1 Vocabulary test English to Spanish  6.1 Vocabulary test Spanish to English (with audio) |

Starter

1

Students match the Quechua words with the appropriate picture and describe three of the pictures to their partner in Spanish.

The conquest of Latin America by the Spanish is something that still has repercussions today. Entire communities were irrevocably affected; there are still difficult issues surrounding minority groups and their rights. Relevant parallels could be the settlement of North America, Australia and New Zealand and the effect on the indigenous population. Another parallel could be the legacy of the former British Empire.

Answers

**1** B

**2** A

**3** E

**4** D

**5** F

**6** C

Reading text and exercises

Article about the conquest of Peru by the Spanish in the 16th Century. Highlight words and phrases like *al mando* = in command, *el ejército* = the army, *avanzar* = to advance, *conquista* = conquest, *en posesión* *del* *territorio* = in possession of the territory. Refer students to the strategy before they begin the exercises.

2a

Exam-style comprehension exercise where students write summaries on the given points by consulting the text.

Possible answer

* Los dos hermanos tenían una relación difícil, y se disputaban el poder del imperio inca. Más tarde, Atahualpa ordenó la muerte de su hermano.
* Primero, Atahualpa tuvo que entregar su oro. Luego tuvo que convertirse al catolicismo.
* Cuzco tenía una ubicación a la vez insegura y aislada, mientras que Lima permitía comunicación con otros territorios españoles.
* Para algunas personas, Pizarro era un descubridor heroico y un gran luchador. Para otras, era un colonizador que fue responsable del genocidio de la población indígena.

Translation / Strategy

2b

Exam-style comprehension exercise where students translate the sentences into Spanish adapting the language of the text. Refer them to the strategy box before beginning this exercise. Remind them also of the translation strategy in sub-unit 2.3.

Suggested answers

**1** Primero, la expedición pasó por Panamá.

**2** A pesar de ser analfabeto, Pizarro sabía cómo aprovechar la situación.

**3** Al llegar al norte del imperio inca, los españoles empezaron a buscar riqueza.

**4** Después de tirar la Biblia al suelo, Atahualpa fue condenado a muerte.

**5** Para comunicarse con las otras colonias, Lima se convirtió en la capital.

**6** ¿Fue genocidio la conquista de la civilización inca?

Strategy box

Checking and editing writing to improve accuracy

A check list of things to remember when writing in Spanish. Students should use this, every time they complete a writing task. They could also use it to peer review other students’ work from time to time on the basis that it is usually easier to spot mistakes made by other people.

Speaking

2c

Students debate *Pizarro*’s role with a partner, one defending his legacy and the other condemning it. Remind them to make notes before they begin. They could prepare for this by conducting some online research about Pizarro, his victories, his cruelty, his intelligence and his legacy in both Peru and Spain.

Answers

Open ended

Grammar box

Uses of por and para (H)

Refer students to grammar section H. They find examples of their use in the text. Encourage them to keep lists of *por* and *para* expressions and explain their use.

Answers

**a** pasó por varios territorios (*it passed through several territories*) – por as movement through; dominaba el imperio por el sur (*ruled the empire in the south*) – por used to show approximate location; aceptó ser bautizado por los españoles (*agreed to being baptised by the Spanish*) – por meaning ‘by’; muy insegura por su ubicación aislada (*very unsafe due to its isolated location*) – por meaning ‘because of’; luchó por la corona (*fought for the Crown*) –por meaning ‘on behalf of’

**b** para buscar nuevas riquezas (*to look for new riches*) – para before verb meaning ‘in order to’; se establecieron para la liberación del inca (*were established for the liberation of the Inca*) – para meaning ‘for’, of intention; tuviera la palabra divina para él (*held the divine word for him*) – para meaning ‘for’, of intention; Para comprobarlo (*In order to prove this*) – para before verb meaning ‘in order to’; para siempre (*forever*) – set phrase

Grammar exercise

3

Students complete the sentences with the either *por* or *para*.

Answers

**1** para

**2** por

**3** por

**4** para

**5** por

**6** por

**7** por ; para

**8** para

Listening passage and exercises

A report about the marvels of Machu Picchu. Encourage them to look at the picture of the city and to describe it and its setting in their own words. This should provide an entry to some of the language they will hear. Any short video clip showing Machu Picchu would also be a way to introduce this exercise.

**Audio files needed:**

**6.1.4 Audio**

4a

Exam-style comprehension exercise where students note down the figure that corresponds to each of the statements.

Answers

**1** 15

**2** 2.490

**3** 200

**4** 1983

**5** 400

**6** 40

4b

Students answer the questions about Machu Picchu in Spanish. Refer them back to the strategy before they begin.

Answers

**1** Es un antiguo poblado.

**2** En los Andes.

**3** Con un total respeto hacia la naturaleza que lo rodea.

**4** Porque solo permiten circular hasta un máximo de 400 personas por día.

**5**  ‘El mal de altura’, con síntomas como el dolor de cabeza o las náuseas.

**6** El entorno natural entre precipicios y montañas.

**7** Llamas salvajes.

**8** Se quedan con la boca abierta.

Speaking

4c

Students discuss the reasons this historic site is in danger with their partner. It might be helpful to have a brief class session brainstorming threats to historic sites first to provide some ideas. Point out that this is an ideal moment to use both *por* and *para* in their discussion.

Answers

Open ended

Translation

5

Students translate the article about the achievements of the Inca Empire.

Suggested answers

**Sample translation**

**Achievements of the Inca Empire**The Inca Empire was very advanced in arts and sciences. It made many discoveries in medicine; for example, Inca surgeons successfully carried out complex skull surgery with very low levels of infection.  
Furthermore, in architecture they used a very original construction method without mortar. The stones used in construction were carved to fit together with such precision that it was not possible to insert a knife between them. The best examples are found in Cuzco, and the most famous is the twelve-angle stone.

Research

6a

Students research and make notes on the list of Spanish *conquistadores*.

Answers

Open ended

Writing

6b

They use their research to write a paragraph about one of the people on the list. Refer them back to the strategy first.

Answers

Open ended

6.2 Unas pinceladas de arte mexicano

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| **Pages:** 100–103  **Stage of Learning:** AS  **Objectives:**   * Get to know and appreciate the work of the great Mexican artists *Diego Rivera* and *Frida Kahlo*. * Learn some of the uses of *ser* and *estar*. * Learn how to compare contrasting points of view, as well as give personal opinions.   **Audio files needed:**  **6.2.5 Audio**  **Dynamic Learning resources:**  6.2 Vocabulary test English to Spanish  6.2 Vocabulary test Spanish to English (with audio) |

Starter

1

Students read the *Frida Kahlo* quotes and explain what they think they mean in their own words. This is a good opportunity to use the editing strategies from the last sub-unit. This activity would be a good preparatory homework in conjunction with some internet research on *Kahlo* and *Rivera*.

The Hispanic world has produced a vast number of notable artists; this can only be the briefest of introductions to one aspect. If time allows, students could do some research on artists of different eras, each picking or being allocated a different artist. They could show and discuss their findings in class, looking at similarities, differences and the development of Hispanic art through the ages.

Answers

Open ended

Reading text and exercises

Article about the life and work of *Kahlo* and *Rivera*. Highlight words of art such as *autorretratos* = self-portraits, *marco* = frame, *surrealista* = surrealist, *expresionista* = expressionist, *retratos* = portraits.

2a

Exam-style comprehension exercise where students decide if each statement is true (V), false (F) or not mentioned (N) according to the text.

Answers

**1** V

**2** N

**3** F

**4** N

**5** F

**6** V

**7** N

**8** V

2b

Exam-style comprehension exercise where students decide if the statements refer to Diego (D), Frida (F) or both (D y F).

Answers

**1** D

**2** D

**3** F y D

**4** F

**5** F

**6** F y D

**7** D

**8** D

Speaking

3

Students discuss what they think of the painting *Diego y Frida el día de su boda*. Refer them back to the language of the text to cover the necessary points. Also refer them to the strategy before they begin.

Answers

Open ended

Grammar box

Uses of *ser* and *estar* (G22)

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**  él era “gordo, feo...” (“*he was fat, ugly*…”), ellos son dos de los artistas mexicanos (*they are two of the Mexican artists*), Frida llegó a ser un símbolo feminista (*Frida became a feminist symbol*), Separar su vida personal de su obra sería imposible (*Separating her personal life from her work would be impossible*), nadie es capaz de pintar (*no one is capable of painting*), nunca le gustó ser etiquetada (*she never liked being labelled*), Fue la obsesión de Diego (*It was Diego’s obsession*), Una de sus especialidades y pasiones fueron los murales (*One of his specialities and passions were murals*), él siempre fue un pintor revolucionario (*he was always a revolutionary painter*)

**b** estaba borracho (*he was drunk*), estará siempre entre los más valorados (*will always be among the most valued*), estuvieron continuamente en su pensamiento (*were continually in his thoughts*), estar en conexión con su país (*to be in touch with his country*)

**c** *Ser* is used for characteristics that are ‘intrinsic’, that form part of the identity of a person or thing. It is also used as part of the expression *llegar a ser* meaning ‘to become’. *Estar* is used for ‘situation’ or temporary states.

Grammar exercise

4

Students complete the sentences by choosing between the form of *ser* or *estar*.

Answers

**1** era

**2** estaba

**3** fue

**4** ser

**5** fue

**6** estar

**7** están

**8** era

Listening passage and exercises

News report about a new way of interpreting *Frida Kahl*o’s life and art in the museum dedicated to her. Encourage them to go through the questions before they begin to ensure they understand the language, and ask them to think about how museums these days use technology to interpret their exhibits.

**Audio files needed:**

**6.2.5 Audio**

5a

Exam-style comprehension exercise where students choose the correct answer to each question.

Answers

**1** B

**2** C

**3** C

**4** A

**5** C

**6** A

5b

Exam-style comprehension exercise where students fill in the gaps with the words from the box to complete a summary of the passage. There are more words than they need.

Answers

**1** I

**2** F

**3** B

**4** D

**5** C

Translation

6

Students translate the description of *Diego Rivera*’s art into English.

Highlight useful phrases such as *de todos los tiempos* = of all time and *con los pies en tierra* = down-to-earth. Ask students how the Spanish way of saying these phrases differs from the English way to remind them that translation cannot always be literal.

Suggested answers

**Sample translation**

**Rivera and his passion for Mexico**There is nothing so explicit as to contemplate some of Diego Rivera’s murals, which are so beautiful, striking and open to different viewpoints. Diego wanted to represent Mexican history to recall its roots. The daily domestic duties of Mexicans are present in his work, as well as the countryside, flowers, the land; the whole essence of the country. We must not forget that Rivera belonged to the Communist Party for many years and many people see in his paintings a protest and a lesson at the same time.

Research

7a

Students research and make notes on the 20th century Spanish and Latin American artists.

Answers

Open ended

Speaking

7b

Pair work speaking activity. Students use their notes as the basis for a role play discussing how they like / don’t like the work of one of the artists with their partner. Each student takes opposing sides. Before they begin, refer to the strategy box, and encourage them to note down some useful phrases.

Answers

Open ended

Strategy box

Comparing contrasting viewpoints and adding personal opinion

A list of tips and ideas to enable students to debate and discuss. Students look back through the spread and apply the strategies to the speaking activities. Encourage them also to look back through the units covered so far to find and note down any other expressions used for giving opinions.

6.3 La arquitectura árabe en Andalucía y sus vestigios

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| **Pages:** 104–107  **Stage of Learning:** AS  **Objectives:**   * Discover more about the variety and importance of Arabic architecture in Spain. * Use active and passive voices, including the impersonal *se*. * Planning and carrying out your AS revision.   **Audio files needed:**  **6.3.4 Audio**  **Dynamic Learning resources:**  6.3 Vocabulary test English to Spanish  6.3 Vocabulary test Spanish to English (with audio) |

Starter

1a

Students match the names of the important monuments to their locations and descriptions. This could be a preparatory research homework; they could also find out a little about each monument and discuss their findings in class. To put it into context for them, they could say if they think there are any equivalent monuments in this country.

Answers

**1** I

**2** J

**3** E

**4** G

**5** H

**6** F

**7** D

**8** C

**9** A

**10** B

Reading text and exercises

Tourist information leaflet about three important historical sites from the Arab era in Spain.

The Moorish conquest of Southern Spain has left a wealth of art and architecture as a legacy. As a later unit will discuss, it was also an era of scientific and artistic enlightenment, and religious tolerance and co-existence.

2a

Exam-style comprehension where students explain what each figure refers to according to the text.

Suggested answers

**1** El número de visitantes al año a la Alhambra

**2** La fecha de construcción de la Alhambra

**3** La fecha de su conversión a palacio real

**4** El tamaño, en metros, de la superficie de la Mezquita de Córdoba

**5** El año en que comenzó la construcción de la Mezquita

**6** El número de columnas en la zona central

**7** El número de arcos rojiblancos.

**8** El año en que comenzó la construcción de Medina Azahara

2b

Exam-style comprehension question. Students write short answers in Spanish to the questions about the texts.

Answers

**1** En la sierra

**2** Versos del Corán

**3** Mármol

**4** Porque hoy en día es parte de un templo católico.

**5** Mandó construir Medina Azahara.

**6** El Salón Rico

Grammar box

Active and passive voice, and impersonal *se* (G17)

Refer students to grammar section G17. They find examples in the text and explain them.

Answers

**a** Esta fortaleza roja fue construida (*This red fortress was built*), fue convertida en palacio real (*it* *was converted into a royal palace*), fue modificada (*it was modified*)

**b** Se dice que (*it is said that*), Se sabe que (*it is known that*)

**c** The passive is formed from *ser* plus the past participle, which agrees in number and gender with the subject. It is avoided by using se followed by an active verb in third person.

Grammar exercise

3

Students convert the sentences from active to passive voice. They could also try forming these sentences using *se*.

Answers

**1** Medina Azahara fue construida alrededor de 936.

**2** Hoy en día la historia de los musulmanes es estudiada por los escolares españoles.

**3** La visita a la Alhambra ha sido cancelada.

**4** El edificio fue modificado varias veces por los constructores.

**5** Una parte de Medina Azahara ha sido destruida.

**6** La Alhambra será visitada por más de dos millones de personas este año.

**7** Cada año son descubiertos más restos de la civilización árabe.

**8** La puerta al monumento fue abierta a las 10:00 de la mañana.

Listening passage and exercises

Three young people discuss the Arab legacy they saw in their trip round the south of Spain. Video clips or pictures of these sites would greatly aid students’ understanding and appreciation of them.

**Audio files needed:**

**6.3.4 Audio**

4a

Exam-style comprehension exercise where students listen and decide if the opinions ex-pressed about the items listed are positive (P), negative (N) or both (P y N).

Answers

**1** P

**2** P

**3** P y N

**4** N

**5** N

**6** N

4b

Students listen and choose the five sentences that are true according to the passage. Ensure they fully understand the statements before they begin to listen. Remind them to listen for very precise details as well as “clue” words.

Answers

2, 3, 4, 6, 7

4c

Students correct the statements containing false information.

Answers

**1** No es aconsejable ir al Generalife en verano.

**5** Los árabes inventaron el nombre Al-Andalus.

**8** La madre del rey Boabdil era muy cruel.

Research

5a

Students choose one of the famous Arabic monuments and find out more about it online. It would be useful also to include the third bullet point of activity 5b in their research.

Answers

Open ended

Speaking

5b

Students work in pairs and answer the questions. It would be interesting to compare in class how many other influences of Islamic culture in Spain they managed to find out about.

Answers

Open ended

Strategy box

Planning and carrying out AS revision

A checklist of useful tips for revision. Discuss these in class and encourage students to share any specific strategies they find helpful, or any specific points they have difficulty with.

Writing

6

Students choose one of the other famous monuments of the Hispanic world and research and write a description of it. They should answer the following questions as they write:

What style is it?

Where is it?

Does it have any similarities to the monument you discussed in exercise 5 or is it entirely different?

They can choose from the following list. A good follow-up would be to discuss these monuments in class and compare what students have found out about them, and what they think of them.

* Cristo de la Concordia, Bolivia
* Ángel de la independencia, Ciudad de México
* Basílica-Catedral metropolitana de Lima, Perú
* Monumento al Indio Lempira, Honduras
* Catedral-Basílica de Puebla, México
* Obelisco de Buenos Aires

Answers

Open ended

6.4 El patrimonio musical y su diversidad en el mundo hispano

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| **Pages:** 108–111  **Stage of Learning:** A-level  **Objectives:**   * Learn about flamenco, tango and other music styles in the Hispanic world. * Use constructions with verbs followed by a preposition. * Refine your strategies for listening to unedited native-speaker material.   **Audio files needed:**  **6.4.4 Audio**  **Dynamic Learning resources:**  6.4 Vocabulary test English to Spanish  6.4 Vocabulary test Spanish to English (with audio) |

Starter

1

Students answer the questions and discuss them in class. This is another example of a starter that would work well being prepared as homework first.

This is a great opportunity to bring Spain to life by finding and listening to / watching video clips of examples of flamenco, and other styles of typically Spanish music.

Answers

Open ended

Reading text and exercises

Interview with *Rosario Flores* about her legendary mother, the flamenco dancer *Lola Flores*. Draw their attention to *los pasos*, *los taconeados*, *las palmadas y giros* and ask them to find out what these *flamenco*-related words mean.

2a

Exam-style comprehension question where students complete the text using the words in the list. There are more words than they need.

Answers

**1** C

**2** K

**3** J

**4** D

**5** G

**6** B

**7** A

**8** E

2b

Students find synonyms and antonyms for the words on the list in the text. As extension they could reverse the process and find antonyms for the synonyms list and vice versa by using actual or online dictionaries.

Answers

**Sinónimos**

**1** mítica

**2** representativo

**3** improvisados

**4** igual

**Antónimos**

**1** valiente

**2** gitana

**3** crítica

**4** dejar de

Writing

2c

Students write a brief paragraph persuading a friend to accompany them to a flamenco performance. They need to cover all the points on the list. Refer them back to the writing strategy in sub-unit 5.1

Answers

Open ended

Grammar box

Constructions with verbs followed by a preposition (G21.2)

Refer students to grammar section G21.2. Emphasise the importance of learning the verbs listed there, and encourage them to write sentences using them for practice. Students find examples of their usage in the text.

Answers

**a** sueño con ser (*I dream about being*)

**b** siempre volvía a este arte (*she always returned to this art*), lleva a mucha gente a pensar (*it leads many people to think*)

**c** ella acababa de actuar (*she had just performed*), no puedes dejar de escuchar (*you can’t stop listening*)

**d** pensar en el flamenco (*to think about flamenco*)

Grammar exercise

3

Students complete the sentences by choosing the correct preposition whenever appropriate.

Answers

**1** con

**2** para ; a

**3** de ; a

**4** a ; --

**5** en

**6** por

**7** a

**8** -- ; a

Listening passage and exercises

Students listen to a radio programme discussing *tango*. Before listening, ask students what they know about *tango*, or find some clips online to show them. It is difficult to adequately discuss dance without seeing it performed and hearing the music that accompanies it.

**Audio files needed:**

**6.4.4 Audio**

4a

Exam-style comprehension exercise where students listen and write brief summaries for the points given.

Answers

* Las comunidades pobres tenían mucha diversidad, por ejemplo había africanos, indígenas y caribeños que vivían allí. La mezcla de culturas creó un baile muy original.
* La popularidad de esta danza siguió aumentando y, como consecuencia se extendió a Europa y Estados Unidos.
* El tango ha tenido mucha publicidad, por ejemplo ha aparecido en películas estadounidenses y en teatrales de éxito. Además, hay cada vez más escuelas de tango y en 2009 la UNESCO lo incluyó en su lista de patrimonio inmaterial mundial.
* Gardel ha escrito tantas canciones de tango y su influencia es tan enorme que en el día de su cumpleaños, el 11 de diciembre, ya se conmemora el ‘Día del Tango’.

4b

Exam-style comprehension exercise where students listen and decide if the statements are true (V), false (F) or not mentioned (N).

Answers

**1** V

**2** F

**3** N

**4** F

**5** V

**6** V

**7** F

**8** F

Strategy box

A list of pointers and advice about listening to native speakers. Encourage students to give these ideas a go; it doesn’t matter if they don’t understand much at first, the more they do it the easier it will become. Highlight the advice about watching films, etc. for the visual clues they add to the words. Watching films with subtitles can be beneficial as long as they actively listen to the Spanish and mentally compare it with the language of the subtitles.

Research

5a

Students choose another Hispanic dance style and research in online in preparation for conducting an interview with their partner about it. Remind them to cover all the bullet points listed in their research so they have the material to answer all the questions.

Answers

Open ended

Speaking

5b

Students interview each other about their research into dance styles. Refer them to the grammar section on interrogatives that was covered in sub-unit 1.4 to help them form their questions. Remind them to take notes about what their partner says about the style of dance that they researched as they will need these for the writing activity.

Answers

Open ended

Writing

5c

Students write up their research and compare it to the style of dance researched by their partner. Refer them to the strategy in sub-unit 6.2 on comparing information.

Answers

Open ended