By the end of this unit students will be able to:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Language | Grammar | Skills | Page |
| 4.1 Los cantantes y músicos | Discuss the positive or negative influence singers and musicians have on people | Use indirect object pronouns | Use connectives to improve your written work  Improve your translations into Spanish | 70 |
| 4.2 Estrellas de televisión y cine | Discuss the positive and/or negative effect TV and cinema stars have in our society  Look at the role of feminism | Practise the passive voice | Use connectives and other expressions to improve your conversation style | 74 |
| 4.3 Modelos | Consider the type of influence fashion models have on young people | Use direct object pronouns | Check your written work | 78 |
| Repaso |  | | Tip: Approaches to summary questions | 82 |

Introductory spread

This page introduces students to vocabulary and facts essential to the topic of Unit 4.

|  |
| --- |
| 1a Discute la nacionalidad y profesión de cada uno de estos famosos con un(a) compañero/a. Utiliza Internet si lo necesitas. |

Students discuss the nationality and profession of each of the famous people listed 1‒10 with a partner. They find information on the Internet, if necessary.

Answers

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | | Shakira | colombiana, cantante |
| 2 | | Andrés Velencoso | español, modelo |
| 3 | | Jennifer López | americana, pero con raíces hispanas |
| 4 | | Nieves Álvarez | española, modelo |
| 5 | | Sofía Vergara | Colombia, actriz |
| 6 | | Dani Rovira | español, actor |
| 7 | | Penélope Cruz | española, actriz |
| 8 | | Gael García Bernal | méxicano, actor |
| 9 | | Paula Echevarría | española, actriz |
| 10 | | Sara Carbonero | española, periodista |
|  | |  |  |
| 1b Empareja cada frase con uno de los famosos de la actividad 1a. | | | |

Students use the material from 1a to match each of the statements 1‒10 with one of the celebrities listed in 1a. They may also find material in the fact file ‘*¿Lo sabías?*’*.*

Answers

|  |  |
| --- | --- |
| 1 | Penélope Cruz |
| 2 | Sofía Vergara |
| 3 | Dani Rovira |
| 4 | Paula Echevarría |
| 5 | Nieves Álvarez |
| 6 | Andrés Velencoso |
| 7 | Shakira |
| 8 | Sara Carbonero |
| 9 | Jennifer López |
| 10 | Gabriel García Bernal |

¿Lo sabías?

Students read the facts about famous singers and musicians in Spanish-speaking countries. The information also provides vocabulary and identifies topics for discussion. It may help identify some of the celebrities described in Actvidad 1b.

|  |
| --- |
| 2 Sin usar un diccionario, ¿cuántas de estas palabras cononces en inglés? Compara tus respuestas con las de un(a) compañero/a. |

Without using a dictionary, students write down the equivalents of the words and phrases listed and dicuss their answers with a partner.

Answers

wealth, humanitarian work, followers, charity, catwalk, lyrics + message of his/her songs, abuse their celebrity status/success, forget his/her roots, raise money

|  |
| --- |
| 3a Decide si las acciones de algunos famosos de la tele, del cine, de la moda o de la música tienen una influencia positiva o negativa sobre la sociedad. |

Students decide whether the actions of some television, cinema, fashion or music celebrities (listed 1‒14) are a psoitive or negative influence on society.

Students should consider which of the actions listed here (1‒14) can be seen as examples of positive influence (e.g. statements 1, 2, 4 and 12), and which are the examples that can be regarded as negative influences (e.g. statements, 6, 8, 9 and 11). They should also consider the ones that can be seen as both (e.g. 3, 7, 10 and 13) and find arguments to defend either side. Expressions such as *por un lado*, *por otro lado*, *está claro que*, *sin duda* should be used in their arguments. For each statement, students could provide the name of a famous person (singer, musician, group, actor or model) to illustrate their point.

|  |
| --- |
| 3b Discute tus respuestas con las de un(a) compañero/a. |

Students discuss their answers to 3a with a partner.

When discussing their views on the statements in 3a with a partner, they should use expressions like *‘(No) Estoy de acuerdo contigo’*, *‘Es increible que pienses/digas eso’*, *‘¿Has considerado/pensado en …?’*, etc.

|  |
| --- |
| 4 Piensa en un famoso de le tele, del cine, de la música o de la moda y explica por que tiene una influencia postiva o negativa sobre la gente. |

Students think of some famous television, cinema, music or fashion personalities and explain why they have a positive or negative influence on people.

Students here could discuss any celebrity they wish, providing they can illustrate their points on their positive or negative influence with examples. E.g. choosing Gael García Bernal can open a discussion on his work as an actor in films like ‘*Diarios de una motocicleta*’ or ‘*Y tú mama también*’, but at the same time his role with Greenpeace for expanding clean water supplies in Mexico.



A self-marking interactive activity to introduce Unit 4 can be found on Kerboodle: **Unit 4 Introductory activity**.

4.1 A: Cantantes y músicos

|  |  |
| --- | --- |
| Spread number | 4.1 A (pages 70‒71) |
| Language covered | Discussing the positive and/or negative influence singers and musicians have on people |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | Cantantes y músicos |
| Skill | Using connectives and expressions to improve your conversation style |
| Vocabulary | Page 86 |
| Audio files and transcripts | 4.1A Student Book audio: activity 3  4.1A Student Book transcript: activity 3  Unit 4 Bilingual vocabulary list  Unit 4 Bilingual vocabulary list audio  Unit 4 Key expressions list  Unit 4 Key expressions audio |
|  | 4.1A Listening activity: David Bisbal  4.1A Listening activity: David Bisbal transcript  4.1A Strategy worksheet: Examples of connectives to improve writing style  4.1A Mixed skills worksheet  Unit 4 Worksheet answers |

|  |
| --- |
| 1a Lee las biografias de los tres cantantes hispanos y busca el español. |

Reading and vocabulary activity. Students read the biographies of three singers and find within them the Spanish equivalents of the English words listed 1‒8. The ‘Vocabulary’ box provides help with terminology that may not be familiar.

Answers

|  |  |
| --- | --- |
| 1 | se ha convertido en |
| 2 | un éxito |
| 3 | platino |
| 4 | actualmente |
| 5 | siguientes |
| 6 | se desarrolló |
| 7 | a lo largo de |
| 8 | carrera |

|  |
| --- |
| 1b Lee otra vez las biografías y empareja cada frase con un cantante. |

Reading activity. Students read the biographies again and match the statements 1‒6 to the singers.

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 Dasoul; | 2 Sofía Reyes; | 3 Antonio Orozco; | 4 Sofía Reyes | 5 Dasoul | 6 Antonio Orozco |

An accompanying self-marking interactive activity can be found on Kerboodle: **4.1A Reading activity: La influencia de los cantantes**.

|  |
| --- |
| 2a Lee y traduce este texto al inglés. |

Reading and translation activity. Students read the text and then translate it into English.

Suggested answer

|  |
| --- |
| Antonio José makes it very clear that appearing on TV and participating in music competitions does not guarantee professional success. Let’s remember that this youngster has already represented Spain at the ‘Junior Eurovision Song Contest’ but his career did not take off from there. Now, as the winner of ‘The Voice 3’, he is thought to have shot to stardom. Or not. Does anyone know where Rafa, the heavy metal guy who won the first season, is now? David Barrul, last year’s winner, has been listened to a bit more, but not that much. But will this young man have a future in music? |

|  |
| --- |
| 2b Discute con un(a) compañero/a. |

Speaking activity. Students discuss the pros and cons of television talent competitions like *La Voz.*They consider:

1 Are the singers talented?

2 Are contestants good models to follow?

3 Does the TV audience think it is easy to be a musician?

4 Are contestants more interested in fame than music?

5 Would you like to take part in such a competition?

They could say:

1 Yes-Singers compete and are judged by experts and some become world famous.

No-Some are only interested in the fame/the look and behaviour of the singer important.

2 Yes-They show what it is possible to achieve by hard work.

No- They promote the celebrity lifestyle rather than true talent.

3 Yes- Some just need to go on TV and participate, no notion of crafting their trade over time.

No- They work hard on these programmes to improve themselves.

4 Yes- They take part in other reality shows/ seek money/material possessions/ cult of the celebrity.

5 Yes- I want to be famous/ have worldwide success.

No- I can’t sing/ hate the pressures of fame.

|  |
| --- |
| 3 Escucha lo que dice David Bisbal, un famoso cantante español, sobre los realities musicales y contesta las preguntas. |

Listening activity. Students listen to David Bisbal talking about participating in a reality musical. They answer the six questions

Suggested answers

|  |  |
| --- | --- |
| 1 | No garantizó el éxito/ no se te cumple tu sueño de tener una carrera musical. |
| 2 | Dan oportunidades a nuevos talentos. |
| 3 | España y México |
| 4 | Fue un momento importante en su carrera/Puede ver de cerca la lucha que viven los participantes y ayudarles. |
| 5 | Su carrera despegó. |
| 6 | Más pop/latino y universal |



A follow-on self-marking activity can be found on Kerboodle: **4.1A Listening activity: David Bisbal**. A transcript is also provided.

|  |
| --- |
| 4 Utiliza Internet para buscar más cantantes hispanos y la influencia que ejercen sobre los jóvenes. Haz una presentación de dos minutos sobre tu artista favorito. |

Speaking and research activity. Students search the Internet for information on more Hispanic singers and the influence they have on young people. They choose their favourite and prepare a presentation of two minutes’ duration.

Students could choose a singer like Shakira. They may detail her career so far, albums / awards / charity work etc. Encourage students to think critically about the artist in question, rather than just detailing the basic facts.

|  |
| --- |
| Using connectives to improve writing style |
| Introduce students to the skills of moving from writing discrete sentences to connecting their thoughts with appropriate words and phrases to produce a valid argument. Encourage them to look out for the use of connectives in their reading and then practise it in their own writing.  There is an opportunity for immediate practice in activity 5 on this spread.  For further practice, a worksheet is provided on Kerboodle: **4.1A Strategy worksheet: Examples of connectives to improve writing style**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 5 Escribe un blog de 200 palabras sobre la influencia que ejercen los músicos en los jóvenes. |

Writing activity. Students write a blog of 200 words on the influence musicians have on young people. They could mention famous singers and their fans/followers, and the increase and influence of reality TV shows.

Students could discuss: drugs, alcohol, charity work, worldwide success etc.

An accompanying worksheet can be found on Kerboodle: **4.1A Mixed skills worksheet**.Answers for worksheets can be found in the Teacher Support folder.

4.1 B: Cantantes y músicos

|  |  |
| --- | --- |
| Spread number | 4.1 B (pages 72‒73) |
| Language covered | Discussing the positive and/or negative influence singers and musicians have on people |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | Cantantes y músicos |
| Grammar | Indirect object pronouns |
| Skill | Translating into Spanish |
| Vocabulary | Page 86 |
| Audio files and transcripts | 4.1B Student Book audio: activity 4  4.1B Student Book transcript: activity 4  Unit 4 Bilingual vocabulary list  Unit 4 Bilingual vocabulary list audio  Unit 4 Key expressions list  Unit 4 Key expressions audio |
|  | 4.1B Reading activity: Shakira contra la pobreza  4.1B Strategy worksheet: Translating into Spanish  4.1B Grammar worksheet: Indirect object pronouns  4.1B Grammar activity: Indirect object pronouns (1)  4.1B Grammar activity: Indirect object pronouns (2)  4.1B Mixed skills worksheet  Unit 4 Worksheet answers |

|  |
| --- |
| 1 Corrige las frases utilizando la información del texto. |

Reading activity. Students read the text about Shakira. They correct the statements 1‒6, using information from the text. There is a ‘Vocabulary’ box to help with general comprehension of the text.

Answers

|  |  |
| --- | --- |
| 1 | dado un discurso → **escrito un artículo** |
| 2 | riqueza → **pobreza** |
| 3 | unido → **dividido** |
| 4 | ricos→ **pobres** |
| 5 | cinco → **seis** |
| 6 | de dinero → **humana**. |

A follow-on self-marking interactive activity can be found on Kerboodle: **4.1B Reading activity: Shakira contra la pobreza**.

|  |
| --- |
| Translating into Spanish |
| Take students through strategies for improving their translation skills: working without a dictionary; assessing what is being tested; using inflection; checking their work; and using previous texts to help with vocabulary.  Activities 2 and 3 give immediate practice.  For further practice, a worksheet is provided on Kerboodle: **4.1B Strategy worksheet: Translating into Spanish**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 2 Traduce este texto sobre los músicos de La Oreja De Van Gogh al inglés. |

Translation activity. Students translate the paragraph about the group La Oreja De Van Gogh into English. This is an opportunity to practise what they have learnt from the skills box.

Suggested answer

|  |
| --- |
| The famous Spanish group La Oreja de Van Gogh is joining the campaign ‘For being a girl’ which is trying, through education and awareness, to end the gender discrimination that affects millions of girls around the world. About 1,000 million girls and women live on less than one euro a day. Investing in a girl means investing in the development of the entire community. It is important that girls’ education is a priority, and musicians such as La Oreja de Van Gogh help raise awareness of this problem. |

|  |
| --- |
| Indirect object pronouns |
| Take students through the grammar box on indirect object pronouns: form, use and placement.  More detail is available in the ‘Grammar’ section of the Student Book (pages 149‒150).  Activity 3 provides immediate practice.  For further practice, a worksheet and two self-marking interactive activities are provided on Kerboodle: **4.1B Grammar worksheet: Indirect object pronouns**, **4.1B Grammar activity: Indirect object pronouns (1)** and **4.1B Grammar activity: Indirect object pronouns (2)**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 3 Lee este párrafo sobre los cantantes y su trabajo para las organizaciones benéficas. Luego utiliza los pronombres indirectos y traduce las frases al español. |

Translation activity. Students use what they have learnt in the skills box on translation and the grammar box on indirect personal pronouns to fulfil the task. They read the paragraph on singers and their charitable work: this provides vocabulary and content. They then translate the statements 1‒5 into Spanish: the words in parenthesis are represented by indirect object pronouns in the statements.

Answers

|  |  |
| --- | --- |
| 1 | Muchos cantantes les dan dineros. |
| 2 | Estos cantantes les regalan la esperanza. |
| 3 | Intentan ayudarles. |
| 4 | Te piden a ponerte en contacto. |
| 5 | Oxfam nos dirá cómo podemos ayudar. |

|  |
| --- |
| 4 Escucha este reportaje sobre un concierto muy peculiar. Haz un resumen de 70 palabras. |

Listening and writing activity. Students listen to the report about an unusual concert. They write a summary of 70 words. A transcript of the recording can be found on Kerboodle in the folder for 4.1.

Students could mention:

Queen Sofía and Raphael share a passion for music and have just attended the same concert, where young people from a disadvantaged background managed to make music from some very strange ‘instruments’

They both applauded the Peruvian children who live in a suburb built on top of a rubbish tip, and who, considering the harsh living conditions they endure day-by-day, were able to make spectacular sounds.

|  |
| --- |
| 5 Mira las fotos y discute las siguientes preguntas con tu clase o con tu compañero/a. |

Speaking activity. Students look at the photos and discuss issues concerning singers and charity work. There are six questions to guide the discussion in the Student Book. There is a ‘Key expressions’ box to increase their vocabulary and aid fluency. Photo 1 shows Shakira greeting children as she arrives to put the foundation stone for the construction of a school in Cartagena de Indias, Colombia. Photo 2 focuses on Taylor Swift greeting fans at Narita International Airport in Chiba, Japan.

They might respond to the discussion questions:

|  |  |  |
| --- | --- | --- |
| 1 |  | Shakira is shown working with the poor to make a difference whereas Taylor Swift is self-promoting with her fans. |
| 2 | Yes | They raise awareness of causes; donate their own money; improve social conditions |
|  | No | They do it for self-promotion to achieve greater success. |
| 3 | Yes | They are public figures who have worldwide fame. |
| 4 |  | They raise awareness and they are in a position of power to change things; but it is also an opportunity for self-promotion. |
| 5 |  | They can use tours to sell albums/books/DVDs |
| 6 | Yes | It sets a good example; they use their fame for good causes; they promote a culture of giving |

|  |
| --- |
| 6 Haz una presentación de dos minutos a tu clase sobre los cantantes y su influencia en los jóvenes. |

Speaking activity. Students make a presentation of 2 minutes to share with the class on musicians, analysing their influence on young people.

They could mention:

the exact charities singers raise money for

the importance that a figure in the public eye has for raising awareness of a charity/campaign and/or if this helps with promoting their own image

some charities work would be overlooked without them

if the star persona of the singer trivialises the issue and makes it seem less important



An accompanying worksheet can be found on Kerboodle: **4.1B Mixed skills worksheet**.Answers for worksheets can be found in the Teacher Support folder.

4.2 A: Estrellas de televisión y de cine

|  |  |
| --- | --- |
| Spread number | 4.2 A (pages 74‒75) |
| Language covered | Discussing the positive and/or negative effect TV and cinema stars have in our society |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | Estrellas de televisión y de cine |
| Grammar | Using the passive voice |
| Vocabulary | Page 86 |
| Audio files and transcripts | 4.2A Student Book audio: activity 5  4.2A Student Book transcript: activity 5  Unit 4 Bilingual vocabulary list  Unit 4 Bilingual vocabulary list audio  Unit 4 Key expressions list  Unit 4 Key expressions audio |
|  | 4.2A Grammar worksheet: The passive voice  4.2A Grammar activity: The passive voice (1)  4.2A Grammar activity: The passive voice (2)  4.2A Listening worksheet  4.2A Listening worksheet audio  4.2A Listening worksheet transcript  Unit 4 Worksheet answers |

|  |
| --- |
| 1 ¿Comprendes lo que hacen o hacían estas personas en la televisión o el cine de España o América Latina? Traduce la tabla al inglés. |

Translation activity. Students translate the information presented in the table into English. There is a ‘Vocabulary’ box to help them with new words.

Suggested answers

|  |  |
| --- | --- |
| Penélope Cruz | Spanish actress born in Madrid, whose cinema work has made her a big star on an international level. |
| Dani Rovira | Malaga born comedian and actor who became famous in 2014 for his work in the film *Ocho Apellidos Vascos*. |
| Alejandro González Iñárritu | Mexican cinema director and producer, known worldwide for his controversial films, such as *Birdman*, *Babel* or *Amores Perros*. |
| Paula Echevarría | Spanish TV actress in series such as *Velvet* and *Gran Reserva* |

|  |
| --- |
| 2a Lee la tabla otra vez y empareja cada palabra española con su equivalente en inglés. |

Vocabulary activity. Students read the information again and match each of the Spanish words 1‒7 with its English equivalent a‒g.

Answers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 d | 2 g | 3 f | 4 a | 5 c | 6 e | 7 b |

|  |
| --- |
| 2b Cada una de las estrellas mencionadas ha sido noticia en años recientes por su trabajo, acciones o comentarios en públco. Utilza Internet para emparejar cada nombre con la actividad. |

Research activity. Students use the Internet to find out which of the celebrities mentioned in 2a undertook the activities listed 1‒4.

Answers

|  |  |  |  |
| --- | --- | --- | --- |
| 1 Penélope Cruz | 2 Dani Rovira | 3 Paula Echevarría | 4 Alejandro González Iñárritu |

|  |
| --- |
| 2c Elige una de las acciones mencionadas en la actividad 2b y habla sobre ellos en parejas. Explica por qué crees que es una influencia positiva o negativa de ese famoso. |

Speaing activity. Students choose on the actions mentioned in 2b and talk about it with a partner. They explain why they think the action taken by the celebrity has a positive/negative influence.

Students should express their views on at least one of these actions. As an extension activity they could do more than one. If they chose statement a, for example, they should discuss the fact that creating a foundation to help homeless young girls in India shows commitment to improving the lives of others in need. Using their money for good actions/charity as well as their image as a celebrity to attract the attention towards the issue shows a real awareness of their role in society/in the world.

|  |
| --- |
| Using the passive voice |
| Introduce students to the passive voice: its forms and when to use it.  There is more detail in the ‘Grammar’ section of the Stgudent Book (page 159).  Activity 3 provides immediate practice.  For further practice, a worksheet and two self-marking interactive activities are provided on Kerboodle: **4.2A Grammar worksheet: The passive voice**, **4.2A Grammar activity: The passive voice (1)** and **4.2A Grammar activity: The passive voice (2)**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 3 Traduce estas frases al español utilizando la pasiva. ¡Cuidado! Hay tres frases que puedes traducir usando el pronombre se y el verbo en la tercera persona si quieres. |

Translation activity. Students translate the sentences 1‒6 into Spanish, using the passive voice. Advise them that there are three sentences where they could use *se* and the third person singular of the verb.

Suggested answers

|  |  |
| --- | --- |
| 1 | Su discurso fue seguido y aplaudido por muchos. |
| 2 | Los niños sin hogar de la India son ayudados por famosas estrellas de la televisión y del cine. |
| 3 | La organización es apoyada por Salma Hayek. |
| 4 | Muchas campañas de concienciación han sido creadas para ayudar a las mujeres que sufren violencia doméstica. |
| 5 | La actriz es admirada por su trabajo humanitario. |
| 6 | Las redes sociales son una gran influencia y a veces son criticadas por su poder que ejercen en la sociedad. |

|  |
| --- |
| 4a Lee el artículo y busca la traducción de estas frases o palabras. |

Reading and vocabulary activity. Students read the article about Salma Hayek and look for the Spanish words that translate the English words listed 1‒10. There is a vocabulary to help them with unfamiliar words.

Answers

|  |  |  |  |
| --- | --- | --- | --- |
| 1 enorme | 2 todo tipo | 3 sobre todo | 4 que trató de |
| 5 fuera del trabajo en la casa | 6 con fin humanitario | 7 la lactancia materna | 8 hambriento |
| 9 falta de comprensión | 10 justa |  |  |

|  |
| --- |
| 4b Contesta las siguientes preguntas en español. |

Reading activity. Students answer the questions relating to the article at 4a in Spanish. Students don’t need to write in full sentences, but should just give the answers.

Answers

|  |  |
| --- | --- |
| 1 | su abuela |
| 2 | causas políticas y sociales OR el papel de la mujer en la sociedad y la búsqueda de laigualdad de oportunidades |
| 3 | una mujer muy valiente |
| 4 | dos décadas |
| 5 | las mujeres (que sufren violencia doméstica) y los inmigrantes |
| 6 | controversia |
| 7 | orgullosa |

|  |
| --- |
| 5 Escucha este reportaje sobre una actriz española y su influencia. Haz un resumen de 70 palabras. |

Listening and writing activity. Students listen to the recording about Paula Echevarría, a Spanish actress, and her influence. They write a summary of 70 words, which should include the points indicated. There is a ‘Vocabulary’ box to help them understand the recording.

A transcript of the recording can be found on Kerboodle in the folder for 4.2.

Students should not just lift full sentences from the recording but manipulate the structures for their own purposes. They can, however, use the vocabulary they hear.

Suggested answer

|  |
| --- |
| Paula tiene una gran influencia en el mundo de la moda y su blog es seguido por muchos.  Normalmente le gusta llevar ropa informal con prendas casuales, pero para las ocasiones especiales viste más elegantemente.  Piensa que no crea tendencia. Adapta la moda a su propio estilo.  Llevó una camisa blanca con unos vaqueros y un cinturón dorado.  Porque muchos creen que las fotos fueron manipuladas por Photoshop. |

An accompanying worksheet can be found on Kerboodle: **4.2A Listening worksheet**. An audio file and transcript are also available. Answers to worksheets can be found in the Teacher Support folder.

4.2 B: Estrellas de televisión y de cine

|  |  |
| --- | --- |
| Spread number | 4.2 B (pages 76‒77) |
| Language covered | Discussing the positive and/or negative effect TV and cinema stars have in our society |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | Estrellas de televisión y de cine |
| Grammar | Using connectives and expressions to improve your conversation style |
| Vocabulary | Page 86 |
| Audio files and transcripts | 4.2B Student Book audio: activity 3a and 3b  4.2B Student Book transcript: activity 3a and 3b  Unit 4 Bilingual vocabulary list  Unit 4 Bilingual vocabulary list audio  Unit 4 Key expressions list  Unit 4 Key expressions audio |
|  | 4.2B Reading activity: Paula Vásquez en Twitter  4.2B Strategy worksheet: Using connectives and expressions to improve your conversation style  4.2B Speaking worksheet  Unit 4 Worksheet answers |

|  |
| --- |
| 1 Lo que dicen los famosos en los medios de comunicación puede tener una gran influencia en el público y en sus admiradores. Trabaja con un(a) compañero/a. |

Speaking activity. Students discuss in pairs the influence that celebrities can have on the public and their fans via the media. They are given three points to focus their discussion: language; attitude and appearance; examples. There is a ‘Key expressions’ box and a ‘Vocabulary’ box that could help improve fluency.

In response students could mention:

Celebrities should be very aware when speaking in public of the words/language they use (e.g. no swear words or criticism of vulnerable people). It is acceptable to refer to issues that affect others, as it raises awareness (e.g. the role of people like Angelina Jolie with the refugees or Bob Geldof with the poor in Africa)

In terms of appearance or attitude in public, celebrities should always think about the fact that their words/actions/messages, etc. have an impact on others, especially the younger generations, so they should bear this in mind in any public appearances or performances.

Students could consider as examples people like the Kardashians, those in reality TV in the UK or the Hispanic world.

|  |
| --- |
| 2a Lee el siguiente texto sobre dos estrellas famosas y el poder de sus palabras en dos galas de premios importantes. Luego busca el equivalente en español de las palabras inglesas. |

Reading and vocabulary activity. Students read the text on two famous stars and the power of their words, spoken at two gala award presentations. They find in the text the Spanish equivalent of each of the English words or phrases listed 1‒10.

There is a ‘Vocabulary’ box to help with general comprehension of the texts.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 licenciado | 2 interpretación | 3 en los últimos años | 4 chistes | 5 resaltaba |
| 6 borrachos | 7 internau-tas | 8 se disculpó | 9 sugirió | 10 tema tendencia |

|  |
| --- |
| 2b Lee otra vez el parráfo sobre Daní Rovira. Luego lee las siguientes frases y decide si son Verdaderas (V), Falsas (F) o No mencionadas (N). |

Reading activity. Students read the paragraph about Daní Rovira again. Then they match the phrases and decide whether they are true (V), false (F) or not mentioned (N).

Answers

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 N | 2 V | 3 N | 4 F | 5 V | 6 V |

|  |
| --- |
| 2c Traduce el párrafo sobre Alejandro González Iñarritu (hasta “sus ciudadanos”) al inglés. |

Translation activity. Students translate the paragraph on Alejandro González Iñarritu inot English, as far as ‘*sus ciudadanos*’.

Suggested answer

|  |
| --- |
| The Mexican film maker and producer Alejandro González Iñárritu is another famous cinema star whose words caused controversy at an awards event/ceremony. On receiving the Oscar for the Best Film for *Birdman* in February 2015, Iñárritu dedicated the award to the Mexicans who live in Mexico and the United States, and suggested that Mexico needed another government. This also set the social networks ablaze and quickly became a trending topic. Iñárritu’s words clearly expressed his opinion of the fact that Mexico has not found a worthy government for its citizens. |



An accompanying self-marking interactive activity can be found on Kerboodle: **4.2B Reading activity: Paula Vásquez en Twitter**.

|  |
| --- |
| 3a Escucha el informe sobre la actriz colombiana, residente en los Estados Unidos, Sofía Vergara. |

Listening and vocabulary activity. Students listen to the recording about Sofía Vergara. Then they match the Spanish words and phrases 1‒7 with their English equivalents a‒g. A transcript of the recording can be found on Kerboodle in the folder for 4.2.

Answers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 g | 2 f | 3 e | 4 b | 5 c | 6 a | 7 d |

|  |
| --- |
| 3b Escucha otra vez y contesta las siguientes preguntas. |

Listening activity. Students listen again to the recording and answer the questions 1‒8. They don’t need to respond with full sentences.

Suggested answers

|  |  |
| --- | --- |
| 1 | sus curvas. |
| 2 | Quieren encajar en el modelo de mujer ideal que ven en la tele, el cine o las revistas. |
| 3 | latina, voluptuosa y fuerte. |
| 4 | Le aconsejó adelgazar y perder sus curvas. |
| 5 | Dice que odiarlos. |
| 6 | No está en contra para cambiar ciertas partes del cuerpo. |
| 7 | su belleza y su honestidad. |
| 8 | los medios de comunicación y las redes sociales |

|  |
| --- |
| Using connectives and expressions to improve your conversation style |
| Take students through the information on how to improve their fluency by using various ways of expressing their opinion, surprise, disagreement or to introduce a new aspect to a discussion.  Activity 4 provides an opportunity to practise these skills.  For further practice, a worksheet is provided on Kerboodle: **4.2B Strategy worksheet: Using connectives and expressions to improve your conversation style**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 4 Los famosos de la tele y el cine, ¿tienen sus acciones la influencia correcta? Lee las dos opiniones y después prepara y discute las preguntas con tus compañeros. |

Speaking activity. Students read the two opinions in the speech bubbles about celebrities. Then they prepare their responses, using the bullet points as guides and discuss their replies with their class/partners.

If time allows, students should do some research on various celebrities they wish to discuss as examples for this activity.They can also draw on celebrities presented in this unit.

They could choose as an example, Sara Carbonero, who features in the unit’s introductory pages. She is known for her work in Tele5 as a sports reporter. She became more famous in Spain after her relationship with the goalkeeper of Real Madrid/Spanish football team, Iker Casillas. She has also become very influential in the world of fashion, as people see her as a role model in terms of clothes to wear. Therefore, she could be seen as a good inspiration on a professional level. She writes blogs and has been interviewed on her work and private life, but she doesn’t share unnecessary private details. It could be argued that she seems to be respected for having put her family first (her partner and child) when they moved to Portugal in 2015.

On the other hand, students could use someone like Belén Esteban (who initially became famous for being the girlfriend of a famous bullfighter in Spain) as someone who is popular for sharing her private life on TV as well as using inappropriate insults about others in her TV contributions.

They could say:

Celebrities should always be a good example to young people, because what they say or do holds great sway (power) among the young. On the other hand they are human and may not always be able to behave to high moral standards expected of them.

They should use their wealth and fame to support charities or empower the poor. They should think about what they say or write on social media, in interviews etc.

Sharing private information or seeking celebrity via scandal is not an appropriate way to gain fame. Celebrities should be famous for their professional skill.



An accompanying worksheet can be found on Kerboodle: **4.2B Speaking worksheet**. Answers to worksheets can be found in the Teacher Support folder.

|  |
| --- |
| 5 Elige uno de estos famosos y prepara un blog sobre si tiene una influencia positiva o negativa en la sociedad, dando ejemplos y tus opiniones. Escribe al menos 200 palabras. |

Writing activity. Using the information from this Unit and their work on activity 4, students choose one celebrity from the list in the box and write a blog of at least 200 words on whether the celebrity has a positive or negative influence on society.

Students should do some research on the celebrity they wish to write about. They should include what he/she does for a living, what influence they have, give examples of that influence and justify their opinions.

4.3 A: Modelos

|  |  |
| --- | --- |
| Spread number | 4.3 A (pages 78‒79) |
| Language covered | Considering the type of influence fashion models have on young people |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | Modelos |
| Grammar | Direct object pronouns |
| Vocabulary | Page 87 |
| Audio files and transcripts | 4.3A Student Book audio: activity 3  4.3A Student Book transcript: activity 3  Unit 4 Bilingual vocabulary list  Unit 4 Bilingual vocabulary list audio  Unit 4 Key expressions list  Unit 4 Key expressions audio |
|  | 4.3A Grammar worksheet: Direct object pronouns  4.3A Reading activity: Polémico error  4.3A Listening activity: El hombre más guapo del mundo  4.3A Listening activity: El hombre más guapo del mundo transcript  4.3A Reading and writing worksheet  Unit 4 Worksheet answers |

|  |
| --- |
| 1 Mira las fotos y discute con un(a) compañero/a. |

Speaking activity. Students look at the two photos and discuss quesions 1‒5

They could say in response:

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | Role of a model? |  | is to raise awareness/ be a good role model |
| 2 | Would like to be a model? | Yes | to make money/be a good example/ raise awareness |
|  |  | No | pressure on the way they look/ valued only for your appearance |
| 3 | Are models good examples for the young? |  | if the image they project is real/ if models themselves resist undue pressure of their industry to have a body shape that is unrealistic/bad for health/ if they link their looks and fame to promote healthy lifestyle |
|  |  | No | pressure to look like them (both body shape and expensive fashion clothes)/ valued only for appeance/ |
| 4 | Which photo do you prefer and why? |  | the curvy model is more accurate of an average women/ the thinner model is more aspirational/ unreal |
| 5 | Which is the best role model for young girls to follow? |  | Answers will be similar to question 4. |

|  |
| --- |
| Direct object pronouns |
| Revise direct object pronouns with students: their form and placement.  More details are available in the ‘Grammar’ section of the Student Book (pages 149‒150).  Activities 2a and 2d give immediate practice.  For further practice, a worksheet is provided on Kerboodle: **4.3A Grammar worksheet: Direct object pronouns**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 2a Lee el texto y busca todos los ejemplos de pronombres directos. |

Reading and grammar activity. Students read the text and look for all the examples of direct objects. There are five.

Answers

|  |
| --- |
| Paragraph 1: no direct objects. If students identified *le* in ‘*le hizo gran ilusión*‘: it is an **indirect** object pronoun, emphasizing and referring to ‛*A Paulina Vega’.* |
| Paragraph 2: porque **las** considera unas embajadoras de excepción de su país ante el resto del mundo. |
| Paragraph 3: in the first two sentences: como para felicitar**me**. **Me** hace muy feliz. |
| Paragraph 4: in the final sentence: se apresuraron a felicitar**la** a través de las redes sociales en cuanto **la** coronaron |

|  |
| --- |
| 2b Busca en el texto la traducción de estas frases o palabras. |

Reading and vocabulary activity. Students look in the text for the Spanish equivalent of each of the words and phrases listed 1‒10.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 le hizo gran ilusión | 2 afrontar | 3 reinado | 4 flamante | 5 embajadoras |
| 6 tuitearon | 7 enseñaré | 8 apresurarse | 9 las redes sociales | 10 coronaron |

|  |
| --- |
| 2c Ahora haz un resumen de 70 palabras del artículo en español. No copies frases del texto. |

Reaing and writing activity. Students read the text and write a summary of the text in 70 words. They should use their own words and include the points indicated.

They could mention:

Paulina Vega was crowned Miss World in Miami.

She wanted to follow the example of her fellow Colombians, the Singer Shakira and the actressSofía Vergara, whom she considers great ambassadors for her country.

She admired them for their sexiness, authenticity and for being true to thyemselves. She wants to follow them in their work of representing Colombia

Shakira and Sofía Vergara sent messages of congratulation to Paulina via social networks.

|  |
| --- |
| 2d Utiliza el texto sobre Paulina Vega para traducir estas frases al español. |

Translation activity. Students use the text on Paulina Vega to translate sentences 1‒5 into Spanish.

Answers

1 El concurso tuvo lugar el pasado fin de semana. Muchas personas lo vieron por televisión.

2 La coronaron Miss Universo en Miami, en los Estados Unidos.

3 Shakira y Sofía Vergara le felicitaron a través de las redes sociales.

4 Paulina Vega las considera buenas embajadoras de Colombia. (Shakira y Sofía Vergara)

5 Me hace muy feliz, dijo.

An accompanying self-marking interactive activity can be found on Kerboodle: **4.3A Reading activity: Polémico error**.

|  |
| --- |
| 3a Antes de escuchar el artículo sobre ‘El hombre más guapo del mundo’, empareja las palabras. |

Vocabulary activity. Before listening to the text on ‘The Most Handsome Man in the World’, students match each Spanish Word 1‒8 with its English equivalent a‒h.

Answers

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 c | 2 g | 3 h | 4 f | 5 e | 6 d | 7 a | 8 b |

|  |
| --- |
| 3b Escucha el informe y decide si las frases siguientes son Verdaderas (V), Falsas (F) o No mencionadas (N). |

Listening activity. Students listen to the report and decide whether the words are true (V), false (F) or not mentioned (N). A transcript of the recording can be found on Kerboodle in the folder for 4.3.

Answers

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 V | 2 V | 3 F | 4 V | 5 F | 6 V | 7 F | 8 N |

|  |
| --- |
| 3c Discute con un(a) compañero/a. |

Speaking activity. Students answer the questions 1‒4 which relate to the text and to issues of sexism, fashion and issues of appearance among men.

Students could discuss:

1 Yes: judged only for his looks/ does not value his personality/ damaging to young males

No: possibilities for the model to raise awareness/ should reward success

2 Yes: media promote beautiful women/ girls more interested in fashion/make up/ girls less self-confident

No: rise in male beauty products/ society demand men be beautiful to succeed/ acceptance amongst men that it

is ok to be concerned about the way you look.

3 Good: possibilities for the model to raise awareness/ show how you can be successful in modelling if you are

interested.

Bad: judged only for his looks/ does not value his personality/ damaging to young males.

4 Show that is ok to be concerned about the way you look/ show that men can be successful in the modelling industry/ shows that men can be admired for their appearance.



A follow-on self-marking activity can be found on Kerboodle: **4.3A Listening activity: El hombre más guapo del mundo**. A transcript is also provided.

|  |
| --- |
| 4 Busca información y haz una presentación con el titúlo “Los modelos pueden tener una buena influencia en los jóvenes”. |

Speaking and research activity. Students undertake some research to prepare a presentation on ‘Models can be a good influence on young people’. They are given three points to include.

They could also mention:

possibilities for models to raise awareness

plus-size models and their influence

political campaigns supported by models

the damaging role of models in promoting beauty

expectations of beauty

role of male models in changing perceptions of masculinity



An accompanying worksheet can be found on Kerboodle: **4.3A Reading and writing worksheet**.Answers for worksheets can be found in the Teacher Support folder.

4.3 B: Modelos

|  |  |
| --- | --- |
| Spread number | 4.3 B (pages 80‒81) |
| Language covered | Considering the type of influence fashion models have on young people |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | Modelos |
| Skills | Checking your work |
| Vocabulary | Page 87 |
| Audio files and transcripts | 4.3B Student Book audio: activity 2  4.3B Student Book transcript: activity 2  Unit 4 Bilingual vocabulary list  Unit 4 Bilingual vocabulary list audio  Unit 4 Key expressions list  Unit 4 Key expressions audio |
|  | 4.3B Reading activity: Prohíben desfilar  4.3B Reading activity: No es ‘curvy’ sino talla grande  4.3B Speaking worksheet  4.3B Strategy worksheet: Checking your written work  4.3B Writing activity: No es ‘curvy’ sino talla grande  Unit 4 Worksheet answers |

|  |
| --- |
| 1a Lee el texto y busca las frases o palabras que tengan el mismo significado que las siguientes. |

Reading and vocabulary activity. Students read the text on Spain’s prohibition of underweight models appearing on catwalks. They look for synonyms of the words listed 1‒7.

Answers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 la preocupación | 2 se propone | 3 el negocio | 4 el incremento | 5 flacas | 6 se difundió | 7 encontraron |

|  |
| --- |
| 1b Lee el texto otra vez y empareja las dos partes de las frases. |

Reading activity. Students read the text again and match the two halves of the sentences to reflect the text.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 b | 2 a | 3 e | 4 d | 5 c |

|  |
| --- |
| 1c Traduce el segundo párrafo del texto al inglés. |

Translation activity. Students translate the second paragraph of the text into English.

Suggested answer

|  |
| --- |
| The news was broadcast yesterday and quickly spread round the world. The decision was taken as part of a voluntary agreement between the regional government of Madrid and the organisers of the fashion show known as Pasarela Cibeles, and it had surprising consequences: people who interviewed models in order to contract them evaluated their body mass index and found that 30% did not match the appropriate weight for their height. And they did not doubt that even though many of them had appeared in the previous show, they left them out (of this event) for being skinny. |

A follow-on self-marking interactive activity can be found on Kerboodle: **4.3B Reading activity: Prohíben desfilar**.

An accompanying self-marking interactive activity can be found on Kerboodle: **4.3B Reading activity: No es ‘curvy’ sino talla grande**.

|  |
| --- |
| 2 Escucha este informe sobre una modelo argentina de veinte años y haz un resumen de 70 palabras en español. |

Listening and writing activity. Students listen to a report about the death of a young Argentinian model and write a summary in 70 words. A transcript of the recording can be found on Kerboodle in the folder for 4.3.

**Suggested answer**

Una joven modelo murió cuando participaba en un desfile en Buenos Aires. Se sintió indispuesta tras desfilar sobre la pasarela y se desmayó en los camerinos. Los médicos diagnosticaron que murió a causa de un paro cardio-respiratorio. No había comido durante varios días. La familia está muy triste y dice que era una muy buena niña.

|  |
| --- |
| 3 Discute con un(a) compañero/a. |

Speaking activity. Students discuss with a partner what they think about models who appear in photos with alcohol or cigarettes; whether they consider them good or bad influence; and whether such photos should be forbidden.

They could say:

1 They are bad examples for young people/ don’t raise awareness of dangers of smoking and alcohol/ glamorise these activities

or it depends on the photo/ it reflects people’s activities/it’s no worse than photos or videos of models promoting sweet food or other products that could be addictive or unhealthy

2 Bad influence – for the reasons above,

or it depends on the type of image and the context,

3 Yes – to avoid encouraging young people to drink alcohol or to smoke, both of which are bad for health

Or they are showing real life and what people do anyway/ it’s up to the viewer or user to make a decision on whether to look at the photo in depth or watch the advertisement

This activity is designed to offer preparation for the AS and A Level oral exam. To reflect the marks available for each stimulus card discussion in the exam, the teacher might mark this task out of 30, evaluating students on fluency and conversation skills, quality of language, interpretation of the stimulus material and knowledge and understanding of the subtheme

An accompanying worksheet can be found on Kerboodle: **4.3B Speaking worksheet**.Answers for worksheets can be found in the Teacher Support folder.

|  |
| --- |
| 4a Lee este extracto del libro “¡Divinas!: Modelos, Poder y Mentiras” por Patricia Soley-Beltran y busca la traducción de estas frases o palabras. |

Reading and vocabulary activity. Students read the extract from the book *¡Divinas!: Modelos, Poder y Mentiras* by former model and sociologist Patricia Soley-Beltran and look for translations of the English phrases or words listed 1‒9. A transcript of the recording can be found on Kerboodle in the folder for 4.3.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 canas | 2 pasé de considerar | 3 belleza | 4 carentes | 5 embellecerse |
| 6 cirugía estética | 7 realizadas | 8 ujo | 9 giró |  |

|  |
| --- |
| 4b Contesta las preguntas en espanol. |

Reading activity. Students answer the questions related to the extract in Spanish.

Answers

|  |
| --- |
| 1 cuando surgían sus primeras canas tempranas |
| 2 los hombres y las mujeres |
| 3 millones de dólares |
| 4 200.0 millones de operaciones de cirugía estética |
| 5 la industria de moda giró 172.000 millones de euros |

|  |
| --- |
| Checking your written work |
| Students are advised of the importance of checking their written with specific reference to checking spelling and gramar.  Activity 5 provides immediate practice.  For further practice, a worksheet is provided on Kerboodle: **4.3B Strategy worksheet: Checking your written work**. Answers to worksheets can be found in the Teacher Support folder. |

|  |
| --- |
| 5 Escribe un artículo de 200 palabras contestando la siguiente pregunta. ¿Hasta qué punto se puede decir que los modelos son una mala o buena influencia para los jóvenes? Puedes utlizar el trabajo que hiciste en los últimos dos páginas para ayudarte. |

Writing activity. Students write an article of 200 words on the topic ‘To what extent can it be said that models are a good or bad influence on the young’. They are encourage to use work they have done on the last two pages and are invited to add something on the behaviour of models; thin models; the health of models and deaths among models; the ideas of Patricia Soley-Beltrán.

In addition to the listed subjects, students could include: curvy models; anorexia/eating disorders; promotion of beauty over personality; charity work; political work. There is a ‘Key expressions’ box to provide some relevant phrases.



An accompanying self-marking interactive activity can be found on Kerboodle: **4.3B Writing activity: No es ‘curvy’ sino talla grande**.

Repaso ¡Demuestra los que has aprendido!

This page provides a variety of activities revising the language, grammar and vocabulary related to ‘La influencia

de los ídolos’.

|  |
| --- |
| 1 Estas palabras pertenecen a esta unidad sobre "La influencia de los ídolos". Empareja los sinónimos. |

The words listed 1‒15 have appeared in Unit 4. Students match each one with its synonym in the list a‒o.

Answers

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1 n | 2 l | 3 h | 4 a | 5 o | 6 k | 7 b | 8 c | 9 e | 10 d | 11 m | 12 f | 13 j | 14 g | 15 i |

|  |
| --- |
| 2 Empareja el cantante o el músico con la descripción apropiada. |

Revising unit 4.1, students match each of the named singers or musicians 1‒5 with one of the descriptions A‒E.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 D | 2 B | 3 A | 4 C | 5 E |

|  |
| --- |
| 3 Completa las frases, escogiendo la palabra más apropiada de la lista |

Students complete the sentences 1‒5 with the appropriate word from the box. The content relates to material in unit 4.2.

Answers

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 la discriminación | 2 hogar | 3 convertido | 4 aconsejó | 5 quejaron |

|  |
| --- |
| 4 Empareja las dos partes de las frases. |

Students match the two parts of the sentences, which relate to material in unit 4.3.

Answers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 B | 2 D | 3 F | 4 G | 5 C | 6 E | 7 A |



A self-marking interactive activity to accompany this page can be found on Kerboodle (in the Assessment tab): Unit 4 Test yourself.

Repaso ¡Haz la prueba!

These pages include a mixture of exam-style activities related to ‘La influencia de los ídolos’.

|  |  |
| --- | --- |
| AQA Theme | Artistic culture in the Hispanic world |
| Topic | La influencia de los ídolos |
| Total score | 84 (excluding free writing and speaking activities) |
| Tips | Approaches to summary questions |
| Audio files and transcripts | Unit 4 Repaso, ¡Haz la prueba! Student Book audio: activity 2  Unit 4 Repaso, ¡Haz la prueba!Student Book transcript: activity 2  Unit 4 Repaso, ¡Haz la prueba! Student Book audio: activity 6  Unit 4 Repaso, ¡Haz la prueba!Student Book transcript: activity 6 |
|  | Unit 4 Discussion 1  Unit 4 Discussion 1 transcript  Unit 4 Discussion 2  Unit 4 Discussion 2 transcript  Unit 4 Listening and writing assessment worksheet  Unit 4 Listening and writing assessment audio  Unit 4 Listening and writing assessment transcript  Unit 4 Reading and writing assessment worksheet  Unit 4 Speaking assessment worksheet  Unit 4 Translation assessment worksheet  The above assessment activities can be found on the Assessment tab. Answers to worksheets are provided in the Teacher Support folder. |

|  |
| --- |
| 1a Busca en el texto frases o palabras que tengan el mismo significado que las siguientes. |

Reading and vocabulary activity. Students look in the text on ‘The Influence of Musicians on Adolescents’ for the words that have the same meaning as those listed 1‒7.

Answers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1 temen | 2 copian | 3 los demás | 4 asegurar | 5 sino | 6 transmite | 7 inspira |

[7 marks]

|  |
| --- |
| 1b Contesta las siguientes preguntas en español. No es necesario hacer frases completas para  todas las respuestas. |

Reading activity. Students answer the questions in Spanish, relating to the influence of singers (pop stars) on young adolescents. Students don’t need to respond in full sentences for all the answers.

Answers

|  |
| --- |
| 1 Temen la influencia que pueden llegar a tener los cantantes en la vida de los adolescentes. |
| 2 Como una esponja que se deja influir. |
| 3 Puede que sienta complejos al no reconocerse en esas fotografías. |
| 4 Que vestir con un top ombliguero y una mini, como Selena Gómez en sus conciertos, no forma parte de la vida real. |
| 5 Pueden ayudarles a diferenciar lo que está bien de lo que está mal. |
| 6 Porque mediante su voz y sus letras inspira a muchísimas mujeres a respetarse a sí mismas. |

[6 marks]

|  |
| --- |
| 2 Escucha este reportaje sobre Bebe, una cantante española. Selecciona las cuatro frases correctas según lo que has oído. |

Listening activity. Students listen to the report about Bebe, a Spanish singer. From eight statements they select the four that correctly represent what they have heard.

A transcript of the recording can be found on Kerboodle in the folder for Unit 4 Repaso.

Answers

|  |  |  |  |
| --- | --- | --- | --- |
| 1 | 4 | 6 | 8 |

[4 marks]

|  |
| --- |
| 3 Traduce este texto al inglés. |

Translation activity. Students translate the text on Alejandro Sanz into English.

Suggested answer

|  |
| --- |
| The Spanish singer Alejandro Sanz accepted the invitation that the Real Madrid goalkeeper Iker Casillas made to him and to other well-known figures with the support of Adidas and other charitable organisations, to hold a charity football match at the Palacio de los Deportes, Madrid. The event took place on Wednesday night, on the day they met with players in the sports arena in order to ‘promote youth employment' according to their press release. The proceeds from the entrance fees to the so-called ‘Match of Hope’ will go to the Exit and Tomillo foundations, focused on supporting youth employment in Barcelona and Madrid. |

[10 marks]

|  |
| --- |
| 4 Lee el texto y las frases siguientes. Apunta Verdaderas (V), Falsas (F) o No mencionadas. |

Reading activity. Students read the text on Clara Lago and the eight sentences which follow. They mark the sentences V (true), F (false) or N (not mentioned).

Answers

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 V | 2 F | 3 F | 4 V | 5 F | 6 N | 7 V | 8 N |

[8 marks]

|  |
| --- |
| 5 Completa el texto, escogiendo la palabra más apropiaida de la lista. |

Reading activity. Students complete the text by choosing the appropriate word to fill each of the gaps 1‒8.

Answers

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 estrenado | 2 castellano | 3 muriera | 4 desnudo | 5 desapercibido | 6 hayan | 7 quejado | 8 apropiadas |

[8 marks]

|  |
| --- |
| 6 Escucha esta noticia sobre el trabajo como modelo y lee las frases siguientes. Decide si son Verdaderas (V), Falsas (F) o No mencionadas. |

Listening activity. Students listen to the news item on working as a model and read the sentences. They decide which of the sentences are true, false or not mentioned according to the listening piece.

Answers

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 V | 2 F | 3 V | 4 F | 5 N | 6 F | 7 F | 8 V |

[8 marks]

|  |
| --- |
| 7 Practica la gramática que has aprendido. Traduce estas frases al español. |

Translation activity. Students show their grasp of the gramar learnt in Unit 4 by translating sentences 1‒7 into Spanish

Answers

|  |  |
| --- | --- |
| 1 | Muchas estrellas de cine son admiradas por su trabajo humanitario. |
| 2 | La organización humanitaria está patrocinada por Ricky Martin. |
| 3 | Muchos niños pobres son ayudados por modelos. |
| 4 | Las niñas son engañadas por las revistas. |
| 5 | Shakira les da la oportunidad de sobrevivir. |
| 6 | La pobreza le preocupa y siempre nos da miles de euros. |
| 7 | Eugenia Silva me inspiró para convertirme en modelo. |

[21 marks]

|  |
| --- |
| Approaches to summary questions |
| When asked to wwrite a summary, students should use their own words and vary their language; keep to the word count and required content. This skills box suggests some ways to achieve this  Activity 8 provides an immediate opportunity to practise these skills. |

|  |
| --- |
| 8 Haz un resumen del artículo, usando un máximo de 70 palabras. |

Reading and writing activity. Students write a summary (a maximum 70 words) of the article. There are 7 marks for content and a further 5 marks for the standard of the written Spanish.

Suggested answer

|  |
| --- |
| En 2006 España estableció para las modelos unas medidas corporales mínimas para desfilar, porque la extrema delgadez daña a todos. Sin embargo Marca España, que vende la imagen del país, usó una maniquí tan extremadamente delgada que provocó gestos de desagrado, cuando cerró el desfile de Cook & Fashion en la sede del Parlamento Europeo. Pero unos extranjeros recibió el modelo de aspecto casi escuálido con entusiasmo. |

[12 marks]

|  |
| --- |
| 9 Elige uno de los siguientes temas y escribe unas 250 palabras. |

Writing activity. Students choose on of the three topics and write 250 words

‘Idols should do more to set a good examples for young people’

Students could include:

donate more money

do more charity work

raise awareness of world problems

be more conscious of their influence regarding weight

avoid drugs/cigarettes and alcohol

‘Celebrities exercise too much influence on young people’

Students could include:

appearance

drugs/alcohol/ smoking

promiscuity

fashion

behaviour

‘All celebrities and idols are spoilt and they are egotists’

Students could include:

bad behaviour

materialistic

only interested in being famous

value appearance over personality

paid too much

valued too much by the media

|  |
| --- |
| 10 Utiliza tus conocimientos sobre la influencia de los ídolos. Mira los fotos y, discute lo siguiente con un(a) compañero/a o tu profesor. |

Speaking activity. Students use their knowledge of the influence of celebrities/idols. They look at the photos as sources for a discussion with a partner or their teacher, which should respond to the questions provided.

They could point to the influences both good and bad and support their opinions with argument and examples:

charity work/political work/ drug taking/ alcohol abuse/ curvy models/ anorexic models

Shakira / Ricky Martin – UNICEF work

They could describe the power society gives celebrities (positive or negative) and how they can use it:

importance of celebrity culture in society/ power they have to raise awareness/ make changes

more charity work/ donate more of their money/pay more tax

Students write freely of what they would do if they were famous.

This activity provides students with an opportunity to practise producing an extended piece of writing. This serves as valuable general preparation for the Paper 2 film and literature exam; as the activity does not directly correspond to the exam task, however, the teacher may wish to decide their own marking system here.