Teacher’s notes and answers

Unit 4: La influencia de los ídolos

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| **Dynamic Learning resources:**  Theme 2 Scheme of work  Unit 4 Transcripts  Unit 4 End of unit test transcript  Unit 4 Vocabulary lists  Unit 4 Translation test (easy): *El Canto del Loco live*  Unit 4 Translation test (medium): The responsibilities of stars  Unit 4 Translation test (hard): Modern idols  Unit 4 Video test (a): *Una violinista en una burbuja*  Unit 4 Video test (b): *Enrique Iglesias*  Unit 4 Video test (c): *El tango portugués*  Unit 4 End of unit test (with audio) |

4.1 Los jóvenes bajo la influencia de los ídolos musicales

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| **Pages:** 64–67  **Stage of Learning:** Transition  **Objectives:**   * Explore the influence of famous singers and musicians in the Spanish-speaking world * Use the near future and simple future tense * Summarise the most useful listening strategies   **Audio files needed:**  **4.1.4 Audio**  **Dynamic Learning resources:**  4.1 Vocabulary test English to Spanish  4.1 Vocabulary test Spanish to English (with audio) |

Starter

1

Students ask each other questions about the type of music they like, who their favourite musicians are and why. They ask a partner and share their ideas with the class.

Answers

Open ended

Reading text and exercises

Magazine article of short biographies of three soloists and one group. Draw students’ attention to the title, asking if anyone can explain the difference in meaning between *música española* and *música latina*. Also look at the pictures and ask if students can guess what type of music each perform. You could ask volunteers to read the passage aloud.

You could also play a piece of music by one or more of the Spanish-speaking artists mentioned in the reading passage and students could discuss what they like and dislike about each one.

2a

Students read the four biographies and look for the countries or cities mentioned in the text on the maps on pages 6 and 7.

Answers

Colombia, Estados Unidos

España (Madrid)

Estados Unidos (Nueva York)

República Dominicana

Puerto Rico

México

2b

Exam-style comprehension exercise asking students to match each of the 8 statements to one of the artists. As an extension activity, you could ask the students to produce their own statements, and have a partner identify the musician they have described.

Answers

**1** E (Enrique Iglesias)

**2** R (Romeo Santos)

**3** S (Shakira)

**4** S (Shakira)

**5** E (Enrique Iglesias)

**6** M (Maná)

**7** M (Maná)

**8** S (Shakira)

Grammar box

The near future and the simple future tense (G4)

Draw students’ attention to the verb tables at the end of the grammar section. Stress the importance of making sure they are familiar with all the future tense, regular and irregular verbs, by the end of the course. Ask them to explain the difference between the near and the simple future and to give some examples of their own.

Point out that the simple future tense verbs all have the same endings irrespective of the verb stem, and that the vast majority are regular. There are only a few irregular verbs to remember.

Students identify examples of the near future and the simple future in the texts.

Possible answers

**a** va a ayudar (*she is going to help*), va a salir (*he is going to appear*)

**b** continuará (*he will continue*), estarán (*they will be*), convertirá (*it will make* (*them*) *into*)

Grammar exercise

3

Students complete the sentences with the correct form of either *ir* or the future form of the given verb. Before they begin, they could talk to their partner and pick out the examples where the near future is used and how they can tell at a glance (the *a* + infinitive are already in place for these).

Answers

**1** será

**2** va

**3** comenzará

**4** podremos

**5** dirás

**6** vamos

**7** haré

**8** habrá

Listening passage and exercises

Two people on a radio programme discuss the influence of *reggaetón* music. You could ask the class to brainstorm some words in Spanish that they think might come up in a discussion about this type of music.

**Audio files needed:**

**4.1.4 Audio**

4a

Exam-style comprehension exercise where students choose the correct ending out of three options to complete each sentence. Refer students to the strategy box before starting this exercise. In particular, you could ask them to predict which endings they think are correct before listening; this will help highlight any unfamiliar language before you begin the task.

Answers

**1** B

**2** C

**3** C

**4** A

**5** A

**6** C

4b

Students listen for the adjectives related to each of the eight nouns in the list. They could also write sentences using the nouns and the adjectives to practise their use, or find more examples in the passage and then write their corresponding noun / adjective.

Answers

**1** enorme

**2** amorosas

**3** machista

**4** prohibidos

**5** preocupados

**6** racistas

**7** homófobos

**8** poderosa

Strategy box

Listening strategies – summary of skills learned so far

In addition to the activities in the strategy box, you could discuss suitable free listening practice for students. If you have an interactive whiteboard with internet connection you could demonstrate some for them.

Translation exercise

5

Translation from Spanish into English. Look out for the use of *ya* as ‘no longer’, and get the students to identify the verb in the future tense. Get students to check their own work when they have finished to ensure it “sounds English” rather than English written by a foreign person. Explain that this is called a native speaker check and is an important part of professional translation. Alternatively, they could read each other’s work as it is often easier to pick up on other people’s errors than your own.

Highlight useful phrases such as *de la nada* = out of nowhere and *de la noche a la mañana* = overnight.

Suggested answer

**Sample translation**

**Music is not what it was**  
Many people complain that true stars no longer exist in music. Music programmes like The Voice or X Factor create singers out of nowhere, without personality or originality. On the one hand, it is incredible that anyone can be famous overnight; on the other hand, traditional singers who compose in their studio are not sufficiently valued. A person who is looking for his/her 15 minutes of fame will not be a role model. Reality television is changing the concept of the pop star and is changing it for an artificial product.

Speaking / Writing

6a

Answers

Open ended

6b

Answers

Open ended

6c

Answers

Open ended

4.2 ¿Héroes deportivos?

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| **Pages:** 68–71  **Stage of Learning:** AS  **Objectives:**   * Look at Hispanic sporting role models and their influence in society * Learn about different uses of the infinitive * Use techniques for extending vocabulary   **Audio files needed:**  **4.2.4 Audio**  **Dynamic Learning resources:**  4.2 Vocabulary test English to Spanish  4.2 Vocabulary test Spanish to English (with audio) |

Starter

1

Students work with a partner to compile a list of Spanish or Latin American sportspeople, including name, sport and achievements where possible. This could be given as a homework task to prepare the students for the topic, so they have something to discuss initially in class.

Answers

Open ended

Reading text and exercises

Gap-fill article about the paradoxical life of Luis Suárez. Ask students if they agree with the title and why / why not as a way of anticipating some of the language they will encounter.

2a

Exam-style comprehension exercise where students choose the correct word to fill each gap. There are more words than necessary. They can work in pairs to complete the exercise.

Answers

**1** E

**2** J

**3** L

**4** G

**5** K

**6** A

**7** F

**8** D

2b

Students find synonyms in the text for the 10 words given. As an extension they could use these words to make up sentences of their own.

Answers

**1** considerado

**2** fichó

**3** tolera

**4** implacable

**5** controvertidos

**6** diversos

**7** esposa

**8** natal

**9** innegable

**10** imperfecto

2c

Now students find antonyms in the text for the given words.

Answers

**1** mejores

**2** nunca

**3** perder

**4** críticos

**5** jóvenes

**6** privado

**7** sencilla

**8** benéficas

**9** reducir

**10** pobreza

Speaking

2d

Students discuss their opinion of Suárez’s influence on young people. Encourage them to make use of the vocabulary they have gathered from the text in the previous exercises. Volunteer pairs could demonstrate their debate to the rest of the class.

Answers

Open ended

Grammar box

Uses of the infinitive (G10)

Draw students’ attention to the grammar section on the uses of the infinitive. You could elicit additional examples from the students to supplement those in the grammar section, or provide them with additional examples and ask them to identify the use of the infinitive in each sentence.

Ask students to identify which of the uses of the infinitive in Grammar Section G10.2 applies to each of the answers here.

Answers

**a** reducir (la pobreza) (*reducing poverty*)

**b** (nunca tolera) perder (*losing*)

**c** preferir vivir (*he prefers to live*)

**d** (después de) jugar (*after playing*)

Grammar exercise

3

Students complete the sentences by choosing one of three options of the given verb. When they have completed the task, they could look again at the infinitives and identify which of the uses of the infinitive in the Grammar section G10 applies to each one.

Answers

**1** llegar

**2** estudiando

**3** escuchar

**4** Tomar

**5** perjudica

**6** corriendo

**7** salir

**8** ganan

Listening passage and exercises

Three sports fans discuss how they are influenced by famous sportsmen and women. This is an ideal follow-on from the Listening Strategy tips in the previous sub-unit. Students should listen and make notes before attempting to answer the questions.

**Audio files needed:**

**4.2.4 Audio**

4a

Exam-style comprehension exercise where students listen and write short answers in Spanish. Before listening, ask students how they would respond to questions 2, 3, 6 and 7 to predict some useful language they might hear. Encourage them to list some qualities they ascribe to sports personalities in preparation for question 8.

Answers

**1** en Sevilla

**2** el comportamiento de los futbolistas

**3** ganar/triunfar

**4** el ciclismo

**5** es de Madrid

**6** el ciclismo, el atletismo

**7** porque hay cada vez más dinero

**8** la humildad, la dedicación y el respeto

4b

Students listen and translate the given sentences into Spanish. They have to adapt the language they hear. Encourage them to write down useful phrases they hear first, then adapt them for their translations. Remind them to look out for opportunities to use the infinitive but warn them that it does not appear in every sentence. It may be helpful for students to have access to the transcript for this exercise.

Suggested answers

**Sample translation**

**1** Cómo se comportan no me importa: ganar es más importante.

**2** Antes de elegir un modelo a seguir, los jóvenes deben tener cuidado.

**3** Para saber si hacen trampa, debemos tratar de/intentar investigar los rumores de dopaje.

**4** Al escuchar a Rafael Nadal, está claro que es una verdadera inspiración.

**5** Hay demasiado dinero en el deporte hoy en día y como consecuencia, habrá menos respeto en el futuro.

**6** Han llegado a su cima sin faltar al respeto a nadie.

**7** El comportamiento de algunos futbolistas es, hasta cierto punto, bastante preocupante.

**8** Es importante no moralizar — la corrupción también existe en otros trabajos.

Translation

5

Students translate the profile of Mireia Belmonte from Spanish 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 answer

**Sample translation**

**Who is Mireia Belmonte?**Mireia Belmonte is the most successful female Spanish swimmer of all time. This girl from Badalona has had a strong passion for swimming since her childhood.

**What are her successes?**Her medal haul is a dream for any swimmer: 36 in total, of which 20 are gold.

**Why is she a role model?**This Spanish heroine is also a down-to-earth girl who listens to Rihanna and paints her nails peculiar colours. Nevertheless, she cares about raising the profile of female swimming, a minority sport that needs more presence in the media and more promotion.

Research / Writing

6a

Students research two of the given sports people online and make notes about their life, sport and whether they have a good or bad influence on society. It is important that they justify their conclusions. As an extension task, students could research other Hispanic sports personalities not given here. Remind them that re-using and adapting vocabulary helps reinforce it.

Students could use their research to produce a short written piece drawing on the ideas covered in this spread to describe and give their opinion on a sports personality. This can be used for revision purpose.

Answers

Open ended

Speaking

6b

Group discussion activity. Students give their views on the sports people they have researched about, justifying their opinion. Their partner says whether or not they agree, and justifies their opinion. Students should take it in turns to speak first. This could be used as the basis for a formal team debate, either with students choosing to support their own view, or being allocated a view to support if necessary.

Answers

Open ended

Strategy box

Techniques to extend vocabulary

Ask students to pick out all the language new to them in the profile of Mireia Belmonte to emphasise the importance of extending their vocabulary. Ask them what clues they could use to work out the meaning before turning to a dictionary e.g. *nadadora* is very similar to *nadar* so is likely to be to do with swimming. Then proceed with the activities in the strategy box.

4.3 La nueva cultura de la fama

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| **Pages:** 72–75  **Stage of Learning:** AS  **Objectives:**   * Examine the influence of celebrities from the world of television and the cinema in Hispanic countries. * Use negative constructions * Find and use synonyms and expressions with similar meaning   **Audio files needed:**  **4.3.5 Audio**  **Dynamic Learning resources:**  4.3 Vocabulary test English to Spanish  4.3 Vocabulary test Spanish to English (with audio) |

Starter

1

Students work out what the different categories of the Premios Goya are. Ask them what the equivalent of the Premios Goya is in English first. They could work individually or in pairs. In addition, they could think about films they have seen recently, in any language, and say whether there were any features that they would have given one of the following awards for, and why.

Answers

**1** best film

**2** best original screenplay

**3** best actor in a leading role

**4** best supporting actress

**5** best original song

**6** best costume design

**7** best sound

**8** best animation short

Reading text and exercises

Three young people express their opinions about celebrities that they follow or admire. To lead students into these exercises, you could ask them to briefly comment on celebrities they admire, or not, and why, and if they are influenced by what they do.

2a

Students find synonyms in the texts for the eight given words or expressions. Point out that this follows on from the vocabulary learning strategy in the previous sub-unit. Also refer them to the strategy for this sub-unit, about synonyms and synonymous expressions, before carrying out this exercise.

Answers

**1** abiertamente

**2** seguidores

**3** me chifla

**4** divertido

**5** está de gira

**6** acérrima

**7** certamen

**8** fomenta

2b

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

Answers

**1** de Venezuela

**2** en las redes sociales

**3** a expresarse con libertad

**4** el rap

**5** ver las aventuras de Pitbull cuando está de gira

**6** a causa de su consumo de drogas y sus relaciones promiscuas

**7** en 2014

**8** porque está demasiado delgada y tiene hábitos peligrosos

2c

Students write brief summaries on the points given, using the texts for information. The summaries they will have to write in the exam are slightly longer, but this will serve as preparation for that. Remind them that to get good marks in the exam for summaries it is important to write in correct Spanish. It is useful for students to review each others’ work here, to give them practice at spotting errors.

Suggested answers

**1** Boris es defensor de la libertad de expresión. Habla abiertamente de su orientación sexual en redes sociales y da buenos consejos a sus seguidores.

**2** Nadie le obliga a imitar el estilo de vida de Pitbull, y no quiere copiar sus malos hábitos. Lo observa con curiosidad.

**3** Según Simona, Paulina fomenta un estilo de vida sano, es católica, y ganó el certamen internacional Miss Universo.

Translation

2d

Students translate the paragraph about Pitbull. Highlight the use of *quejarse* = to complain. It could be useful to look at the grammar box on negatives before doing this exercise given the triple negative in the text.

Suggested answer

**Sample translation**

I really like Pitbull, the rapper of Cuban ancestry, and I follow him on Twitter all the time. I am aware that he is not a good influence on me, but it is fun to see his exploits when he is on tour. People complain that he takes drugs and has promiscuous relationships, but no one ever forces me to imitate his lifestyle and I would never copy him. I merely observe him with curiosity.

Strategy box

Finding and using synonyms and expressions with similar meaning

This relates to exercise 2a, and could be consulted before doing that activity. Remind students of the synonym function in Word, and how to change the language settings. Highlight the importance of checking the meaning as not all synonyms are interchangeable.

Strategy task

3

Students use the first paragraph of the reading text to increase their familiarity with synonyms. For question 4 they should create an activity for another student to do.

Answers

**1** hablar

**2** consejos

**3** favorito

**4** Own answers

Grammar box

Negative constructions (J)

Draw students’ attention to the grammar section on negative constructions. Remind them of the use of double negatives in Spanish. Elicit some examples. Proceed with the activities in the Grammar Box.

Highlight that there can be more than one way to translate a negative e.g. He doesn’t have a problem / He has no problem.

Grammar exercise

4

Students complete the sentences by choosing the most appropriate negative word or words from the box. There may be cases where two words are possible solutions; ask them to work out which is best to use. Encourage them to avoid *no* in their speaking and writing if a more interesting-sounding negative would also work.

Answers

**1** no

**2** No, ningún

**3** no, tampoco

**4** no, nunca

**5** nadie

**6** No, nunca, ninguna

**7** no, nada

**8** no, ni, ni

Listening passage and exercises

A discussion piece on a radio programme about how the actress María León deals with her fame. Students could predict if the statements are likely to be true or false based on their perceptions of famous celebrities. This will help them explore any unfamiliar vocabulary in the statements.

**Audio files needed:**

**4.3.5 Audio**

5a

Exam-style comprehension exercise where students listen and decide if the statements are true (V), false (F) or not mentioned (NM). Remind them to listen out for negatives which could change the meaning of what they are listening to.

As extension they could listen again and correct statements 4, 6 and 7.

Answers

**1** V

**2** V

**3** NM

**4** F

**5** NM

**6** F

**7** F

**8** V

5b

Students listen and find in the report the Spanish version of the given English phrases. Draw attention to the fact that the phrases do appear in order. Ask which words students could listen out for to give them a clue that they are hearing the phrase they need e.g. for phrase 1 she could have starred in a film = *una película* or a TV series = *una serie*.

Answers

**1** ha protagonizado

**2** su máxima en la vida

**3** medir

**4** ascendencia total

**5** sin pudor

**6** nada que ver con María León

Research / Speaking

6a

Students work with a partner to research a celebrity online.

Answers

Open ended

6b

They present three reasons why their chosen person is a positive influence on society, and their partner has to counter with three reasons why the person is a bad influence. They should take notes to prepare what they want to say before discussing the subject with their partner.

Answers

Open ended

Writing

7

Students answer the questions about how they would act if they were famous. This could form the basis for a class discussion on the best way to deal with fame. Point out the use of the subjunctive and conditional in the question and remind students how to use this construction if necessary.

For support, if students have not covered the subjunctive or the conditional, or have forgotten how to use them, you could give them some phrases that they could adapt without actually understanding the constructions.

Answers

Open ended