

Spanish stereotypes

Live from Andalucía podcasts

LISTENING SKILLS TEACHER'S NOTES

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Level: Upper Intermediate
Age: Teenagers / adults
Time needed: 30 minutes
Language and skills: listening for gist, listening for specific details, fixed phrases



Note: This lesson and discussion is designed to challenge stereotypes, but this can be a sensitive issue especially in a class of students from many different backgrounds. Teachers should use their own good judgement and be aware of potential negative issues that may arise.

Warmer

Note that if you are using this lesson with Spanish students, then you should skip warm up activities 1 and 2.

1. Write SPAIN on the board and put students in pairs. Ask them to make a list of facts they know about Spain. Examples could include the capital city, names of other cities or parts of the country, cultural sites, famous writers or artists, etc.
2. Pairs now compare their list with another pair. Elicit feedback from the class and write their suggestions up on the board you could make this into a mindmap with Spain at the centre. Take this opportunity to correct any examples of incorrect language you hear. If there are any facts that come up that you and/or the class are unsure of then ask them to check them on the internet and report back in the next class.

Possible answers:

capital: Madrid; famous cities: Madrid, Barcelona, Seville, Valencia; famous writers or artists: Pablo Picasso, Cervantes; actors, directors: Pedro Almodovar, Javier Bardem, Penelope Cruz; regional food: paella, jamón serrano (Iberian ham)

3. Now ask students to think of any stereotypes they know of Spain or the Spanish. Don't go over these in open class just yet, but tell them to make a note.

Listening

1. Explain that students are going to hear interviews with people who live in Spain talking about

stereotypes that annoy them. Tell them to listen and see if the people mention any of the things they thought of in the warm-up. You may wish to point out that some of the speakers are Spanish and others are English.

2. Direct the learners' attention to exercise 2 and give them a chance to read it. Play the recording again, pausing after each speaker to allow students time to write their answers.

Answers:

1. b; 2. b; 3. a; 4. a; 5. b; 6. b.

Language

1. Ask students to reread the sentences from the listening and decide which word best replaces the expression.

Answers:

1. *disconnect*
2. *concerning*
3. *the most important*
4. *interested in*

2. Make sure that students understand the meaning of the words in 1, and ask them to make real sentences about themselves using the expressions. Elicit some examples from the class and feedback.

Speaking

1. Ask students to work with a different partner. If you have a class of students from different countries, try to get students from the same country to work together for this part. Tell them to make a list of stereotypes of their country and to write the numbers beside each statement as in the example.
2. Pairs now exchange lists with each other and indicate how much they agree with the statements. Tell them to do this on their own first. The pairs should then form groups of four to discuss their answers.

Transcript



Introduction

Welcome to onestopenglish's live from Andalucía podcasts. The onestopenglish reporters travelled to Córdoba and Seville in Andalucía, Spain, and asked people the question, "What stereotypes about Spain and Spanish people annoy you?"

Speaker 1 (female):

I think the stereotype that most annoys me about Spain is about Spanish people, or that people have about Spanish people, is that they're all into bullfighting and erm that they're, that they're all very, very interested in bullfighting. The majority of Spanish people are actually opposed to bullfighting so think it's something that's changing and it's not necessarily what all Spanish people like.

Speaker 2 (male):

One thing that really annoys me when people talk about Spanish people and they say that we always leave everything for tomorrow, that, you know, erm and I don't think it's true, some people might do, some Spanish people might do, but I know a lot of people and myself, that, you know, we like to do things here and now. And I just find it a bit annoying.

Speaker 3 (male):

Erm, yeah, I think the stereotypes are very often erm, very interesting when I ... I get, family or friends coming over. Especially when they come over in-in the winter. And it can get really cold here. I mean it's snowed here in Cordoba before. There-there's a town near Córdoba that's supposed to be the hottest city in Spain, erm, in August. So the idea of ... I've had family saying, erm, 'Oh yeah, I'm going to bring over me swimming costume in December, erm, and have a dip in your pool'. ... 'Fine but I'm not gonna be joining you!' So that-that idea, that it's always hot and sunny.

Speaker 4 (female):

People think that Spanish people are very lazy at work and we are ev-every day, erm, having beers and having fun, and it's not so. We work hard, every day, from Monday to, even, in some cases, to Saturday. This is a stereotype that I ... that I hate it.

Speaker 5 (female):

The stereotype about maybe Spanish people that I got used to hearing before I came over to Spain to live was the whole idea that Spanish people have this *mañana* attitude of ..., maybe even a bit of laziness that they're-they're not into work, they're more into fiestas and celebrating and having a good time. Erm, but having lived here for a few years, I've realized that that is ... that isn't true. Erm, as far as work goes, I know Spanish people are hard workers. They're ... they're serious about what they do but I would say that ... rather than living to work I would say they-they work to live, that they know how to work hard, they now how to do things well but they know how to, erm, relax and ... and switch off at the end of the day, and umm, have a drink maybe in the evenings and-and spend time with family. Er, I think the fact that work isn't the be-all and end-all of life here erm- I love that.

Speaker 6 (male):

Maybe, erm, people think of Spanish people that we are, that this is a-a country where we are having fun the whole time but I think this is wrong. We have ... we have to work but we have to ... we like to-to enjoy our spare time on having parties or going out, talking with people, the beach, the mountain, maybe the weather. It's good for that and-and we try to benefit it ... of-of this.

Warm-up

1. Work in pairs. How much do you know about Spain? In two minutes, make a list.

2. Compare your list with another pair.

3. Can you think of some common stereotypes of Spain and the Spanish?



Listening

4. Listen to different people in Spain talk about stereotypes that annoy them. Do any of them mention one of the stereotypes you said in exercise 3?

5. Listen again and choose the correct sentence.

1. a. Speaker 1 says that the majority of Spanish people are for bullfighting.
b. Speaker 1 says that the majority of Spanish people are against bullfighting.
2. a. Speaker 2 thinks that all Spanish people leave everything for tomorrow.
b. Speaker 2 thinks that some Spanish people leave everything for tomorrow.
3. a. Speaker 3's family thinks it's very hot in Spain in the winter.
b. Speaker 3's family thinks it's very cold in Spain in the winter.
4. a. Speaker 4 says Spanish people work hard from Monday to Friday and sometimes even Saturday.
b. Speaker 4 says Spanish people work hard from Monday to Saturday.
5. a. Speaker 5 believes that the Spanish do not have a good work-life balance.
b. Speaker 5 believes that the Spanish have a good work-life balance.
6. a. Speaker 6 says that people think the Spanish never have a good time.
b. Speaker 6 says that people think the Spanish always have a good time.

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Language



6. Match the words in the box to the expressions in *italics* from the listening.

concerning disconnect interested in the most important

1. They know how to do things well but they know how to *switch off* at the end of the day. _____
2. *As far as work goes*, I know a lot of Spanish people who work hard. _____
3. Work isn't the *be-all and end-all* of life here. _____
4. People think *we're all into* bullfighting. _____

7. Complete the sentences with your own ideas

- I'm not particularly into ...
- I usually switch off when ...
- People think that is the be-all and end-all, but I'm not so sure.
- As far as English goes, I think the most difficult thing is ...

Speaking

8. Work in pairs. Make a list of stereotypes about people from your country. Next to each statement, write the numbers 1 to 5.

e.g. *All Canadians are nice and polite people.* 1 2 3 4 5

9. Work with another pair and exchange your statements. On your own, decide how much you agree with each statement. 1 = I don't agree at all; 3 = it depends; 5 = I agree completely. Compare your answers in your original pair.