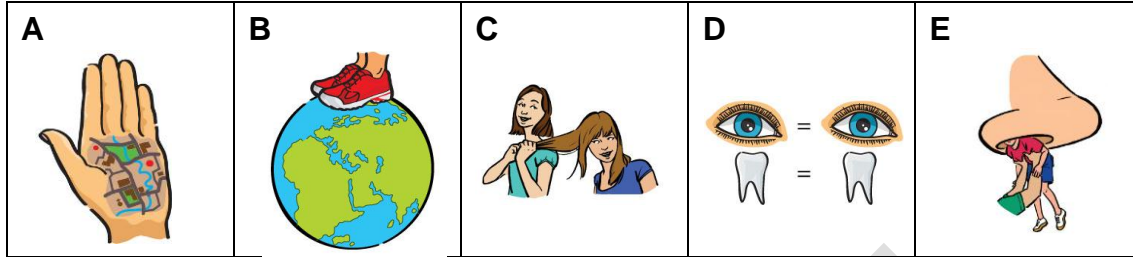


## Unos modismos

### 1 Escribe la letra del dibujo correcto para cada frase.

Ejemplo: 1 c



- 1 Me tomas el pelo.
- 2 Ojo por ojo y diente por diente.
- 3 Estoy hasta las narices de mi hermano.
- 4 Conozco la ciudad como la palma de la mano.
- 5 Pon los pies sobre la tierra.

las narices = nostrils

An idiom is an expression that doesn't have a literal meaning.  
For example: 'It cost an arm and a leg' doesn't actually mean that you had to pay for something with your arm and your leg! It just means it cost a lot.

### 2 Traduce los modismos al inglés.

### 3 Discute con tu compañero/a.

- 1 Which idioms are the same or nearly the same in both languages?
- 2 Which are different? How are they different?

#### Translating

Translating idioms is a little different from translating literal text.

Follow these steps.

- Identify known language and highlight all the familiar words.
- Identify words that you need to look up in a dictionary. Make sure that the meaning you find fits logically with the rest of the sentence.
- Work with a partner to generate an English version of each saying.
- Do you recognise the idiom? If not, it is probably different in English. Think about the meaning. Can you think of a phrase using a different part of the body that has the same meaning?

## Year 8, Task 1: Unos modismos

It is anticipated that students will know parts of the body, when they tackle this text. This is an introduction to a different style of language. Idioms are often known in the mother tongue by students but seldom explored explicitly in lessons, so they will need a little help to get the idea at the start.

- 1** Before students attempt exercise 1, direct them to read each short text aloud. Remind them of key phonics sounds that will help them to pronounce the unfamiliar words. For example, *j* in *ojo* as in *jirafa*, the silent *h* from *hipopótamo* in *hasta* and *hermano*, and they may need reminding that every letter in Spanish is pronounced separately, so that you hear *i* and *e* in *diente* and *pies* and *tierra* and the *i* and *u* in *ciudad*.
- 2** Then ask students to highlight familiar words, including high-frequency verbs, adverbs and connectives. We would expect them to know or recognise:  
*el pelo – ojo – diente – estoy – hermano – la ciudad – la palma – la mano – los pies*
- 3** Now direct students to complete exercise 1. They should find this straightforward. It is useful to point out to students that they can often complete tasks without understanding all of the words.
- 4** After feeding back the answers to exercise 1, ask students to work in pairs to translate them, following the translation tips on the page.
- 5** Finally, take feedback from the class and hear their translations. It is very useful for students to read their translations out loud, as this may prompt them and others in the class to reflect on whether or not the idiom is a direct translation from English.

### Answers

- 1** 1 C, 2 D, 3 E, 4 A, 5 B