

## ***María llena eres de gracia (film)***

This joint Colombian /United States production is a gritty drama set in rural Colombia showing the effects of a life of poverty and lack of opportunity on 17 year old Maria who is lured into the murky world of drug trafficking by the unscrupulous Javier, a wealthy drugs baron and his sidekick Franklin, an opportunist who recognises Maria's frustration and daring nature. It is a film about survival, self-discovery and one which appeals greatly to a teenage audience and therefore suitable for A level age pupils. The film paints a harrowing but realistic image of the drugs trade between Colombia and USA and explores, amongst others, themes of poverty, violence, machismo and solidarity.

Activity	Skills covered	Ideas for use
<b>Activity 1</b>	This activity is a matching activity. Key words or expressions have to be matched to the video clips containing important themes of the film. However, there is an added challenge as this activity has a time limit.	For the purposes of brevity and practical reasons the on-screen themes comprise only a small number of words. It is vital therefore to exploit this exercise fully, by having a class discussion once it has been completed "on screen". Such discussion could take a theme and students have to justify why they chose it and why the director included it (e.g- what is the author trying to tell the reader about family conflict? Why is there a degree of conflict in Maria's family? Is it just what can be expected in any family or are there external factors? )
<b>Activity 2</b>	Students construct sentences relating to theme. This encourages students to develop reading skills as well as think about grammar and also to further develop their understanding of the most important themes of the film.	On the screen there are three columns. The first contains a word/words relating to theme/themes. In the next two columns, there are a number of sentence halves which demonstrate or illustrate the theme(s). These sentence halves need to be matched up by clicking and dragging. As with activity one, the follow up discussions taking place after completion of the on-line activity are crucial for maximising learning.

<p><b>Activity 3</b></p>	<p>This is an activity which aims to develop prose translation skills. Students translate a review from English into Spanish.</p>	<p>This could be done individually, in pairs or small groups and then students could compare their completed versions which could serve to show that it is possible to translate in different ways. This could lead on to translating other film reviews based on their chosen film. There is support if necessary from a pop up vocabulary list. There is also a link to the original text (in Spanish)</p>
<p><b>Activity 4</b></p>	<p>This exercise involves reading skills, and is based on a review of the film in Spanish. As well as reading, students are encouraged to think about grammar.</p>	<p>In the text of the review there are a number of gaps, which can be filled by dragging and dropping words from the word list below. Students could do this on an individual basis and a score is given at the end.</p> <p>As an extension activity students could translate the review into English. Alternatively, / Additionally students could search for other short reviews online.</p> <p>Teacher could use the idea and create their own gap fill activities.</p>
<p><b>Activity 5</b></p>	<p>This is an activity designed to practise translation skills (Spanish into English). The exercise is to translate a slightly adapted but original film review. The review contains key thematic content.</p>	<p>This could be used as a starter activity with the teacher modelling and the translation completed as a whole class activity before going on to translate other film reviews based on their chosen film. It could also be done individually or in pairs and completed versions could be compared to show that in translation there are often different possible versions. There is also a pop up suggested solution.</p>

## Activity 6

For this activity students have to read two different film reviews on the novel, with a view to writing their own. This activity develops reading and writing skills.

Before writing their own review, students should be carefully prepared by teachers. Initially that might probably involve reading and thoroughly understanding and analysing the two model reviews. Thereafter students could discuss the relative strengths and weaknesses of the reviews. Does the fact that one is considerably shorter necessarily make it worse or is it better? At the teacher's discretion, students could then write their own, which they could subsequently present to the class or print to hand in for teacher feedback.