

**E.E.M.P.A 1305 - Bachillerato libre para adultos Resolución Nro. 212/99**  
**Ministerio de Educación de la Provincia de Santa Fe**

# **ENGLISH**

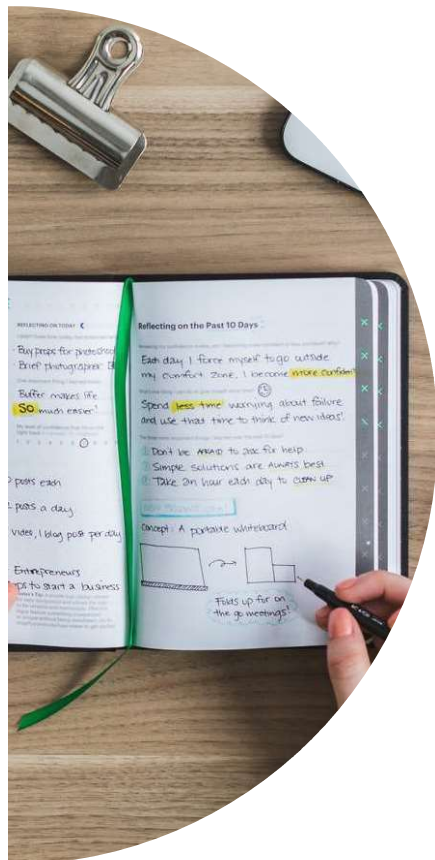
# **WORKBOOK**

## **2nd Year**

## **Modulo 1**

## **2024**

**Teacher: José Tomatis**



# LESSON 1 TALK ABOUT MUSIC



ESTER SILVA

@EsterS

I hear music; time for the birthday party. 🎈



## 1 VOCABULARY Types of music

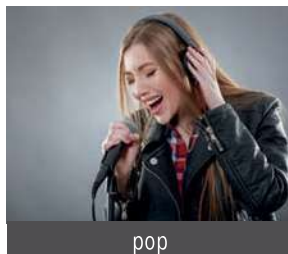
**A** ▶ 06-01 Listen. Then listen and repeat.



hip-hop



rock



pop



R&B (Rhythm and Blues)



dance music



classical music



jazz



country

**B** Think about artists and groups you know. Add more names to the chart.

Hip-hop	Rock	Pop	R&B
Eminem Drake	U2 Coldplay	Jane Zhang Shakira	Beyoncé Bruno Mars

**C** **PAIRS** Compare your charts. Work together to add one more artist or group to each type of music. Name an artist for the other types of music in 1A.

**A:** I have Rihanna in R&B. **B:** Really? I have her in pop.



## 2 GRAMMAR Simple present: Affirmative and negative statements

Affirmative statements			Negative statements					Note: Use contractions in speaking and informal writing. <i>do not = don't</i> <i>does not = doesn't</i>
Subject	Verb		Subject	Do / Does	Not	Verb		
I	like	jazz.	I	do	not	like	rock.	
You								
We								
They								
He	likes		He	does				
She			She					

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>> FOR PRACTICE, GO TO PAGE 116

# UNIT 6, LESSON 1 SIMPLE PRESENT: AFFIRMATIVE AND NEGATIVE STATEMENTS

- A** ▶06-02 Listen to the conversation between Anna and Joe. Read the sentences. Check (✓) *True* or *False*.

	True	False
1. Joe listens to music on his computer.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. Anna doesn't like jazz.	<input type="checkbox"/>	<input type="checkbox"/>
3. Joe's brother doesn't play the guitar.	<input type="checkbox"/>	<input type="checkbox"/>
4. Anna likes classical music.	<input type="checkbox"/>	<input type="checkbox"/>
5. Joe and Anna buy music online.	<input type="checkbox"/>	<input type="checkbox"/>
6. Anna watches music videos.	<input type="checkbox"/>	<input type="checkbox"/>
7. Anna doesn't play an instrument.	<input type="checkbox"/>	<input type="checkbox"/>
8. Joe and Anna don't like pop music.	<input type="checkbox"/>	<input type="checkbox"/>

- B** Look at the music survey. Then complete the sentences. Use the correct form of *love*, *like*, and *not like*. Use contractions when possible.

Music Survey						
	ROCK	POP	JAZZ	HIP-HOP	COUNTRY	R&B
Nina						
Bill						

= like  
 = not like  
 = love

- Nina doesn't like pop.
- Bill \_\_\_\_\_ jazz.
- Nina and Bill \_\_\_\_\_ country.
- Bill and Nina \_\_\_\_\_ hip-hop.
- Bill \_\_\_\_\_ pop.
- Bill \_\_\_\_\_ R&B.
- Nina \_\_\_\_\_ R&B.
- Bill and Nina \_\_\_\_\_ rock.

- C** Rewrite the sentences. Change affirmative sentences to negative, and negative sentences to affirmative. Use contractions when possible.

- Sam likes classical music. Sam doesn't like classical music.
- I listen to a lot of music. \_\_\_\_\_
- He likes country music. \_\_\_\_\_
- They have a dance party every year. \_\_\_\_\_
- Gina doesn't love jazz. \_\_\_\_\_
- Edward sings well. \_\_\_\_\_
- We play music on our computer. \_\_\_\_\_
- You don't need a new phone. \_\_\_\_\_
- She doesn't have a lot of songs on her phone. \_\_\_\_\_

# LESSON 2

# TALK ABOUT INTERESTS



ESTER SILVA

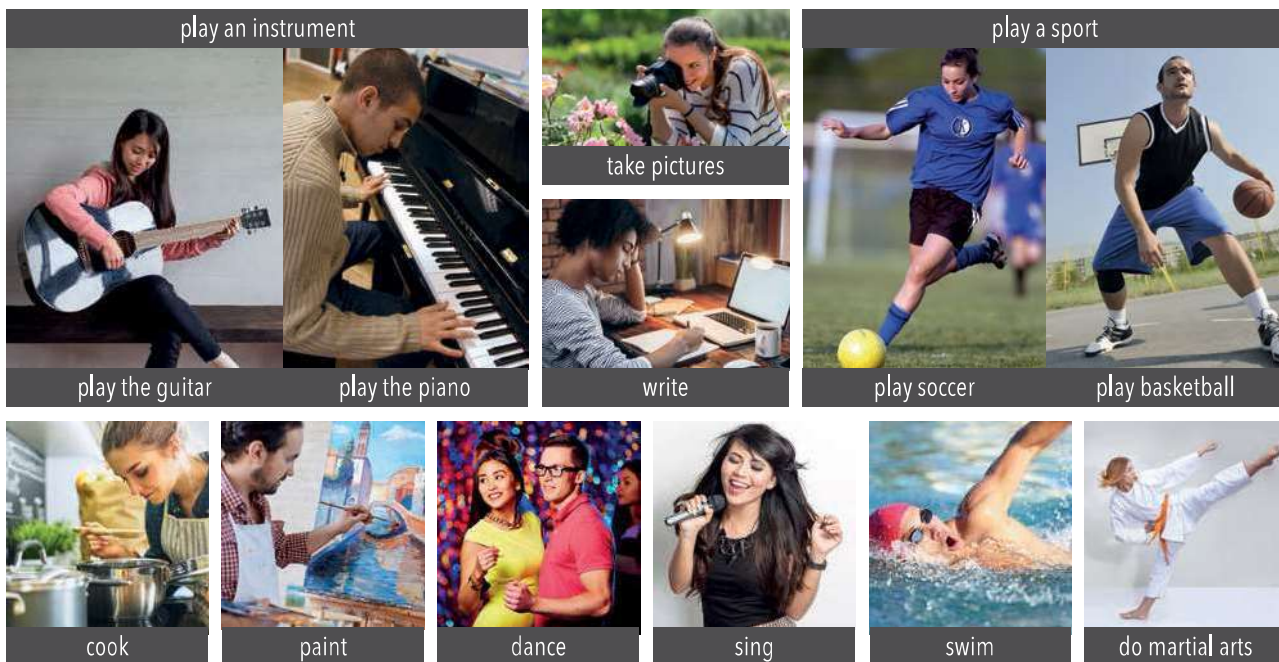
@EsterS

Gaby, my co-worker, sings really well.



## 1 VOCABULARY Interests

**A** ▶ 06-06 Listen. Then listen and repeat.



**B** Look at the words in 1A. Write the interests in the correct place.

play basketball

SPORTS

MUSIC

ARTS

**C** **GROUPS** Student A, act out one of the interests from 1A. Others, guess the interest. Continue.



## 2 GRAMMAR Simple present: Yes/no questions and short answers

Yes/no questions			Short answers					
Do / Does	Subject	Verb	Affirmative			Negative		
Do	you they	cook?	Yes,	I they	do.	No,	I they	don't.
Does	he she			he she	does.		he she	doesn't.

>> FOR PRACTICE, GO TO PAGE 117

# UNIT 6, LESSON 2

# SIMPLE PRESENT: YES/NO QUESTIONS AND SHORT ANSWERS

**A** ▶ 06-07 Listen to an interview with Lily Warren. Check (✓) the activities Lily and her family do.

	Lily	father	mother	sisters	brother
play the guitar	✓				
play the piano					
do martial arts					
swim					

**B** Write a short answer to each question. Use contractions when possible.

- A: Does she play soccer?  
B: Yes, she does.
- A: Do they do martial arts?  
B: No, \_\_\_\_\_.
- A: Do you play an instrument?  
B: No, \_\_\_\_\_.
- A: Does your brother paint?  
B: No, \_\_\_\_\_.
- A: Do you and Amanda cook?  
B: Yes, \_\_\_\_\_.
- A: Do we need our sneakers?  
B: Yes, \_\_\_\_\_.
- A: Does he play guitar?  
B: No, \_\_\_\_\_.
- A: Do they play piano?  
B: Yes, \_\_\_\_\_.

**C** Read the questionnaire. Then write yes/no questions and short answers.

TALENT QUESTIONNAIRE Write your name under the talent or hobby.					
Ben Derek Victor	Andy Kim	Victor Hana Marco Selena	Pablo Karen	Cindy Hana Karen	Sam Tom

- Ben and Derek / play a sport  
A: Do Ben and Derek play a sport?  
B: Yes, they do.
- Hana / dance  
A: \_\_\_\_\_?  
B: \_\_\_\_\_.
- Tom and Marco / play an instrument  
A: \_\_\_\_\_?  
B: \_\_\_\_\_.
- Sam / paint  
A: \_\_\_\_\_?  
B: \_\_\_\_\_.
- Karen / sing and dance  
A: \_\_\_\_\_?  
B: \_\_\_\_\_.
- Pablo / paint  
A: \_\_\_\_\_?  
B: \_\_\_\_\_.
- Andy and Kim / play a sport  
A: \_\_\_\_\_?  
B: \_\_\_\_\_.
- Victor, Marco, and Selena / swim  
A: \_\_\_\_\_?  
B: \_\_\_\_\_.



# LESSON 3

## TALK ABOUT FREE-TIME ACTIVITIES



ESTER SILVA

@EsterS

Making new friends at the birthday party.



### 1 VOCABULARY Free-time activities

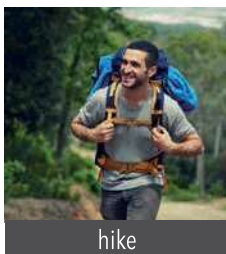
**A** ▶ 06-13 Listen. Then listen and repeat.



play board games



bike



hike



run



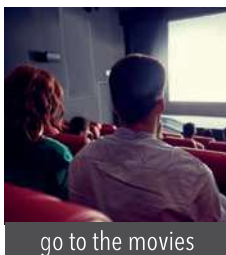
exercise



watch TV



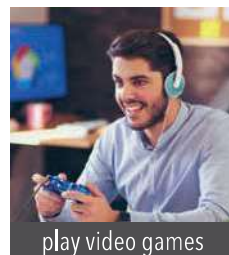
read



go to the movies

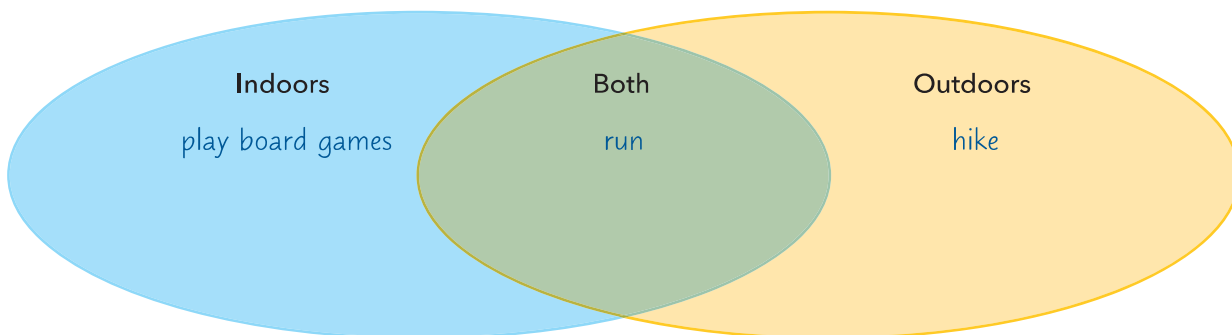


listen to music



play video games

**B** Write words from 1A in the correct place.



**C PAIRS** Imagine you are spending your free time together. Find two indoor activities and two outdoor activities that you both like. Underline the activities in 1B.

A: Do you play board games?

B: No, I don't. I play video games.

A: OK. Let's do that.



### 2 GRAMMAR Simple present: Wh- questions and answers

Questions				Answers
Wh- word	Do / Does	Subject		
What	do	you	do for fun?	I go to the movies.
Where	does	he	swim?	In the city pool.
When	do	they	watch TV?	In the evening.

>> FOR PRACTICE, GO TO PAGE 118

# UNIT 6, LESSON 3 SIMPLE PRESENT: WH- QUESTIONS AND ANSWERS

**A** ▶06-14 Listen to the questions. Circle the correct answer.

- |                             |                     |                      |                   |
|-----------------------------|---------------------|----------------------|-------------------|
| 1. <u>a.</u> in the evening | b. in bed           | 5. a. in school      | b. in the morning |
| 2. a. he bikes              | b. at the beach     | 6. a. in the evening | b. on our balcony |
| 3. a. on the weekend        | b. in the mountains | 7. a. at 7:00 a.m.   | b. in the park    |
| 4. a. music videos          | b. in my room       | 8. a. watch TV       | b. the news       |

**B** Complete the *wh-* questions. Use the words in parentheses.

A: What do you like to do  
1 (What / you like to do)  
for fun?

B: Well, I love music.

A: \_\_\_\_\_  
2 (What music / you like?)

B: Country music.

A: Really? I play country music with my  
sisters and our friend Mateo!

B: \_\_\_\_\_ ?  
3 (What / you play)

A: I play the guitar.

B: \_\_\_\_\_ ?  
4 (What / your sisters do)

A: They sing.

B: \_\_\_\_\_ ?  
5 (What / Mateo play)

A: The drums.

B: \_\_\_\_\_ ?  
6 (Where / you play)

A: We play in parks. We're at Millburn  
Park tonight. Come!

B: I will! \_\_\_\_\_  
7 (When / you start?)

A: At 8:30 p.m.

**C** Complete the conversations. Notice the underlined word or phrase in the answer.  
Then write the question. Use *What*, *When*, or *Where*.

1. A: \_\_\_\_\_ Where do you hike \_\_\_\_\_ ?  
B: I hike in the mountains.

2. A: \_\_\_\_\_ ?  
B: I exercise on the weekend.

3. A: \_\_\_\_\_ ?  
B: Ken reads books.

4. A: \_\_\_\_\_ ?  
B: We play board games with the kids.

5. A: \_\_\_\_\_ ?  
B: They run in the park.

6. A: \_\_\_\_\_ ?  
B: Tina watches TV in her bedroom.

7. A: \_\_\_\_\_ ?  
B: Mika and Sherri go to the movies on Friday nights.

8. A: \_\_\_\_\_ ?  
B: I listen to rock and pop.

9. A: \_\_\_\_\_ ?  
B: Dan exercises in the morning.

# LESSON 3

## TALK ABOUT DAILY ACTIVITIES



DAN LU

@DanL

Check out this podcast—Carly's Corner—it has some good advice.



### 1 VOCABULARY Daily activities

**A** ▶ 09-16 Listen. Then listen and repeat.



get up



brush your teeth



take a shower



get dressed



eat breakfast



eat lunch



eat dinner



leave the house



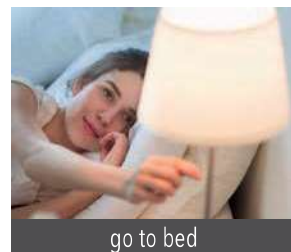
get home



go online



relax



go to bed

**B** ▶ 09-17 Listen. Then write the activity.

1. go online
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**C** **PAIRS** Compare your answers.



### 2 GRAMMAR Adverbs of frequency

100%	<b>always</b>	
	<b>usually</b>	
50%	<b>often</b>	
	<b>sometimes</b>	
0%	<b>rarely</b>	
	<b>never</b>	

#### Notes

- The adverb of frequency goes before the action verb.  
*He **always** gets up at 6:00 A.M.*
- The adverb of frequency goes after the verb *be*.  
*He's **never** late. He's **always** on time.*
- Use *how often* to ask about frequency.  
***How often** do you go online?*

>> FOR PRACTICE, GO TO PAGE 126



## UNIT 9, LESSON 3      ADVERBS OF FREQUENCY

**A** Complete the sentences. Use the prompts.

- I sometimes take a shower at the gym.  
(take a shower / sometimes)
- She \_\_\_\_\_ before midnight.  
(goes to bed / rarely)
- Ed \_\_\_\_\_ after lunch.  
(brushes his teeth / always)
- The students \_\_\_\_\_ on their tablets.  
(read books / often)
- They \_\_\_\_\_ .  
(eat pizza / sometimes)
- \_\_\_\_\_ together.  
(eat dinner / never / you and Katya)
- \_\_\_\_\_ in Arizona.  
(rarely / it / rains)
- \_\_\_\_\_ at 7:40.  
(leave the house / usually / I)
- \_\_\_\_\_ at a bad time!  
(always / you / call me)

**B** Complete the sentences using the adverbs of frequency: *always, often, rarely, or never*.

- Paula works very hard. She only relaxes a few hours on Sundays.  
Paula rarely relaxes.
- Peter eats lunch at a restaurant every Tuesday and Thursday.  
\_\_\_\_\_ eats lunch at a restaurant.
- Marc only runs at the gym. He doesn't like to run in the park.  
\_\_\_\_\_ runs in the park.
- Yuan goes to bed late every night.  
\_\_\_\_\_ goes to bed late.
- Yummi eats breakfast every morning, before she goes to work.  
\_\_\_\_\_ eats breakfast.
- Hana only goes out for dinner on the first Friday of every month.  
\_\_\_\_\_ goes out for dinner.
- Tito never shops in stores. He only shops online.  
\_\_\_\_\_ shops online.

**C**  09-18 Listen to Ben describe his day. Circle the correct word to complete each sentence.

- He never / sometimes wakes up at 8:00 Monday to Friday.
- He *never* / always takes the bus.
- He *never* / rarely eats breakfast.
- He *usually* / sometimes wears a jacket and tie to work.
- He *often* / rarely travels for work.
- He *usually* / never goes out for lunch.
- He *rarely* / usually stays at work late.
- He *always* / sometimes goes to the gym after work.

# LESSON 3

# TALK ABOUT SKILLS AND ABILITIES



YUKI OGAWA

@YukIO

I love music! New music, old music ... I love it all 😊

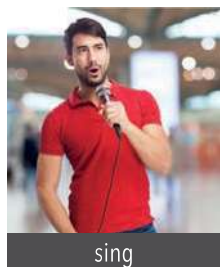
## 1 VOCABULARY Skills and abilities



**A** 02-13 Listen. Then listen and repeat.



play the piano



sing



dance



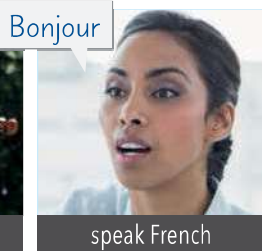
draw



paint



play the violin



speak French



ride a horse

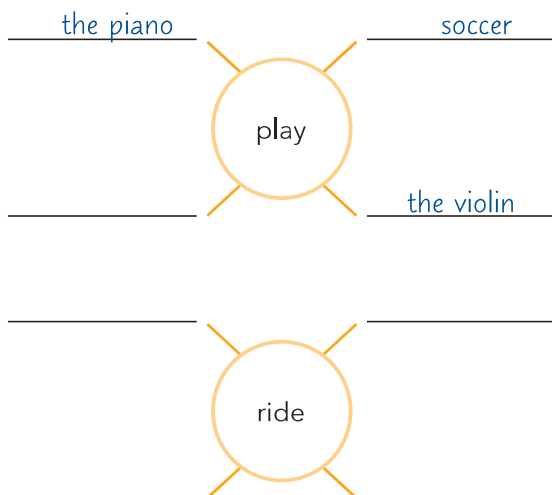


ride a motorcycle



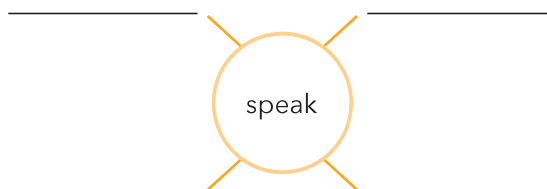
play the guitar

**B** What words go with these words? For each word, write as many phrases as you can. You have two minutes.



### More languages

Arabic      Portuguese  
Chinese      Russian  
Hindi      Spanish  
Japanese



## 2 GRAMMAR Can for ability

Statements			Yes / no questions			Short answers		
Subject	Can / can't	Base form of verb	Can	Subject	Base form of verb	Yes / no	Subject	Can / can't
I	can	sing.	Can	you	draw?	Yes,	I	can.
She	can't	dance.		he	paint?	No,	he	can't.
We		they				they		

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## UNIT 2, LESSON 3 CAN FOR ABILITY

**A** ▶02-14 Listen to the sentences about Amy. Check the things she can do.

- ☒ 1. sing
- ☐ 2. speak Spanish
- ☐ 3. play the guitar
- ☐ 4. play the violin
- ☐ 5. swim
- ☐ 6. dance
- ☐ 7. draw



**B** Complete the conversations. Use *can*, *can't*, and words in the box. You can use the verbs more than once.

play ride speak

1. Jack: Can you speak Chinese?  
Hannah: No, I can't, but I \_\_\_\_\_ Japanese.
2. Hannah: Who's that in the photo—the girl on the horse?  
Jack: That's my sister, Jane. She \_\_\_\_\_ a horse very well.  
Hannah: Can you?  
Jack: No, I \_\_\_\_\_, but I \_\_\_\_\_ a bicycle!
3. Jack: \_\_\_\_\_ you \_\_\_\_\_ the violin?  
Hannah: Yes, I \_\_\_\_\_. I \_\_\_\_\_ the piano, too.

**C** Complete the conversations. Use *can* or *can't* and the words in parentheses. Use a pronoun when necessary.

1. Alice: Can you draw (draw) ?  
Brian: No, I can't.
2. Alice: \_\_\_\_\_ the guitar? (play)  
Brian: No, I \_\_\_\_\_, but I can sing (sing).
3. Olive: \_\_\_\_\_ Chinese? (Daniel / speak)  
Alex: Yes, \_\_\_\_\_, but he \_\_\_\_\_ it. (write)
4. Diana: \_\_\_\_\_ ? (your parents / dance)  
Michael: Yes, they \_\_\_\_\_. They love to salsa.  
Diana: Oh, nice!

**Antes de leer**


A. ¿Qué son las *fake news*? ¿Cómo pensás que se puede llegar a detectar una *fake news*?

B. ¿Qué *fake news* recordás haber leído? ¿Crees que antes había *fake news*?

**Lectura**

A. Leer la noticia y responder: ¿Cómo se le dice al método que plantea omitir información a la sociedad y prohíbe la libertad de expresión? ¿Qué oración en la noticia refleja tu respuesta? Subrayar.

### Fake News and the 1918 Flu



03-02-2021 15:00

It is the year 1918. The world is at war. It is World War I. There is another problem. A **flu** hits many countries in the world.

The US wants to win the war. It is not a good idea to give people information about the flu. Men and boys must fight. They must think only about the war.

The US government makes a special law. The law has an **impact** on journalist. If journalists write bad things about the US government, they can go to prison. Journalists do not want to go to prison. They write about the war. They do not write about the flu.

The flu is **deadly**. People can die quickly. People do not have information about the flu. Many people become ill. Around 675,000 Americans die from the flu.

**Después de leer**

A. Unir las palabras en negrita con sus definiciones.

- |                      |            |
|----------------------|------------|
| 1 <b>flu</b> ____    | a) impacto |
| 2 <b>impact</b> ____ | b) gripe   |
| 3 <b>deadly</b> ____ | c) mortal  |

B. Resaltar en el texto todos los verbos.

C. ¿En qué tiempo se está hablando? **Present / Pasado**

D. Ubicar los sujetos y verbos en la columna correspondiente y responder: ¿Por qué algunos verbos llevan “s” y otros no? Identificar si el sujeto es singular (S) o plural (P).

Subject	Verb	Subject	Verb
_____ S / P	_____	_____ S / P	_____
_____ S / P	_____	_____ S / P	_____
_____ S / P	_____	_____ S / P	_____
_____ S / P	_____	_____ S / P	_____
_____ S / P	_____	_____ S / P	_____

**Antes de leer**

- A. ¿Qué son las *deepfakes*? ¿Crees que el uso de estas es positivo o negativo?
- B. Buscá ejemplos de *deepfakes* en internet. ¿Podes notar diferencias entre videos reales y los distorsionados?

**Lectura**

A. Leer la noticia y responder:

- ¿Para qué la gente usa la tecnología según la noticia?
- ¿Qué piensan los lideres Norteamericanos sobre los *deepfakes*?
- ¿Es fácil o difícil parar *deepfakes*? ¿Por qué?
- ¿De qué manera los *deepfakes* afectan la vida de las personas? ¿Cuáles son los pensamientos negativos y positivos sobre *deepfakes*?

### Deepfakes and Politics



21-06-2019 07:00

People use technology to change videos or audio. Sometimes other people cannot tell that the new videos or audio are not real. These new things are called 'deepfakes'.

Deepfakes worry American leaders. They think that people can use them to **disrupt** the **election process** in 2020.

It is very hard to stop deepfakes. They are on social media. Social media are everywhere. Also, information moves quickly on the Internet.

Deepfakes can hurt a person's **reputation**. Some people think that businesses should take deepfakes down. Other people say that people can say what they want.

**Después de leer**

- A. Buscar el significado de las palabras **en negrita**: *disrupt - election process - reputation*
- B. Buscar dos instancias del verbo *can* (negativo y positivo) en la noticia.
- C. Identificar las siguientes frases: *They think...*, *Some people think...*, *Other people say...* Las oraciones seguidas de estas frases son **opiniones / hechos**.

**Punto de reflexión** (no hay respuestas correctas)

¿Hay *deepfakes* de candidatos en época de elecciones? ¿Qué formas de difamaciones son comunes en Argentina?

¿De qué manera podes determinar una *fake news* o *deepfake*?

Buscá el significado de *digital citizenship* o *ciudadanía digital*. ¿Cuáles son sus 9 elementos? ¿Con qué elemento podes relacionar la noticia?

¿Crees qué es necesario enseñar la ciudadanía digital en las escuelas? ¿Por qué? ¿Cuál es el sector de la sociedad más inalcanzable a esta ciudadanía?



Antes de leer

**Contexto:** Trabajan para una película. ¿Qué apariencia le darían a los siguientes personajes?

- Un joven que vive en un barrio carenciado
- Una ama de casa de 50 años.
- Un hombre en sus 30 años que trabaja en un banco.

¿Cómo fue basada la creación de las apariencias?

Lectura

Leer la noticia sobre la nariz de Bradley Cooper y responder las siguientes oraciones:

- ¿Quién es Leonard Bernstein?
- ¿Cuál es la nacionalidad de los padres de Bernstein?
- ¿Quién es Kazu Hiro? ¿Qué es lo que quería para la apariencia de Bradley?
- ¿Cómo fue la reacción del público sobre la apariencia de Cooper en la película?
- ¿Cuándo estará disponible la película en Netflix?

### Bradley Cooper's nose



08-09-2023 15:00

Bradley Cooper makes a film about Leonard Bernstein. Bernstein is a famous American musician. He writes classical music and musicals, for example, 'West Side Story'.

Bernstein's parents are Jewish. They immigrate to the United States. Bradley Cooper plays Bernstein in the film. Kazu Hiro is the **makeup artist** of the film. He makes a fake nose for Cooper. He wants to make Bernstein look realistic.

The **trailer** comes out. But some people do not like the nose. They have bad feelings about it. They say that the nose supports **stereotypes** about Jewish people. Hiro says that he is sorry that some people feel bad. The film about Bernstein's life will be on Netflix on Dec. 20.

Después de leer

Buscar el significado de las palabras **en negrita**: *makeup artist - trailer - stereotypes*

Identificar los verbos en las oraciones.

Buscar el significado de las palabras que desconozcas. **Recordar que no es necesario saber el significado de todas las palabras para entender un texto.**

Punto de reflexión (no hay respuestas correctas)

¿Crees que las películas refuerzan ciertos estereotipos? ¿Por qué crees que sucedo esto?

Aquí encontrarás datos de una encuesta realizada en Estados Unidos en 2017 por el programa 'Good Morning America'. La encuesta es sobre cómo los estereotipos en los shows de televisión and películas pueden desarrollar el desarrollo de los jóvenes:

- 64% is concerned about children seeing sexualization of girls and women.
- 56% is concerned about children seeing **hyperviolent** or **aggressive** boys or men.
- 68% is concerned about children seeing **violence** against girls or women.
- 75% say that media impacts the way girls should look.
- More than ½ say there is a lack of non-white role models.

¿Coincidis con estos datos? ¿Qué tan cercanos estos datos están a la realidad argentina?

Buscar el significado de las palabras subrayadas.

**Antes de leer**

¿Dónde sueles ver anuncios? ¿Con qué frecuencia te encuentras te topas con anuncios?

¿Cómo te das cuenta que los anuncios son verdaderos? ¿Y cómo cuando son falsos?

¿Con que frecuencia te topas con anuncios políticos? ¿Cómo te das cuenta que son reales?

**Lectura**

Leer la noticia sobre los anuncios políticos en Facebook y responder:

- ¿Qué **deben** hacer los anunciantes políticos para publicar anuncios en Facebook?
- ¿Por qué Facebook pide estos requisitos? ¿Cómo se llaman aquellos anuncios que son reales? Ya que los anuncios son reales, ¿qué puede hacer la gente?

### Facebook Political Ads



18-09-2019 07:00

People can **advertise** on Facebook. Some advertisements are political. The political **advertisers** must tell Facebook who they are. They also must say where they are. However, some advertisers give fake information.

This year, the advertisers must give Facebook more information. Facebook is doing this to make sure that the advertisers are real. If everything is fine, Facebook calls them a "**Confirmed** Organization." This way, people know that the political organization is real. People can ask the advertisers questions, too.

**Después de leer**

Buscar el significado de las palabras **en negrita**: *advertise - advertisers - confirmed*

Buscar instancias de *can* y *must*. ¿En qué se diferencian en significado?

Encontrar en la noticia el adverbio *however*. ¿Qué función cumple?

Analizar la segunda oración del segundo párrafo: *Facebook **is doing** this to make sure...* ¿Se está hablando del presente o del pasado? ¿Esa acción está sucediendo ahora o sucede regularmente?

**Punto de reflexión** (no hay respuestas correctas)

Facebook le pide a los anunciantes de dar información específica y esencial a la hora de visibilizar un anuncio en la plataforma. ¿Qué tan de acuerdo estás con esta acción?

¿Ocurre lo mismo cuando uno quiere dejar un anuncio en la calle?

¿Crees que los anuncios tendrían que estar regulados por el gobierno?

¿Crees que los anuncios reflejan estereotipos de nuestra sociedad? ¿Cuáles?