Teacher’s notes and answers

Unit 7: La inmigración

|  |
| --- |
| **Dynamic Learning resources:**  Theme 3 Scheme of work  Unit 7 Transcripts  Unit 7 Vocabulary lists  Unit 7 Translation test (easy): *El cambio en la sociedad española*  Unit 7 Translation test (medium): *Las causas de la inmigración*  Unit 7 Translation test (hard): *Los problemas de la inmigración*  Unit 7 Video test (a): *Los inmigrantes en el ejército*  Unit 7 Video test (b): *Catalogando la Alhambra*  Unit 7 End of unit test |

7.1 La inmigración en España: procedencia, distribución e integración

|  |
| --- |
| **Pages:** 152–155  **Stage of Learning:** AS  **Objectives:**   * Analyse data about immigration in Spain: origin, distribution and integration. * Use the conditional tense. * Adapt a text to your own needs.   **Audio files needed:**  **7.1.3 Audio**  **Dynamic Learning resources:**  7.1 Vocabulary test English to Spanish  7.1 Vocabulary test Spanish to English (with audio) |

Starter

1

Students draw up a list of at least six reasons for why people emigrate. This could be done as preparatory homework, and then the lists could be discussed in class. Another take on the activity could be to find out names of famous people past and present who either themselves, or their families, were immigrants to the country they now call home. If there are immigrant students in the class they could add their own experiences, but be aware this may be a sensitive issue if they emigrated for traumatic reasons.

Answers

Open ended

Reading text and exercises

Article describing where immigrants to Spain typically come from, and what they do when they get there. Before reading the text, students could look at a map of the world and say where they think it is most likely immigrants to Spain come from. Then read the text and find out if their predictions were correct.

2a

Exam-style comprehension exercise where students answer the questions in Spanish. Remind them to read the questions carefully and re-use any language from them that they can in their answers, adapting it carefully.

Suggested answers

**1** Casi 47.000.000.

**2** El idioma y la cultura son muy parecidos.

**3** Para buscar trabajo y vivienda rápidamente/ estas ciudades son zonas más dinámicas laboralmente.

**4** Porque tienen sus propios negocios prósperos.

**5** En el sector financiero.

**6** De América del Sur.

2b

Exam-style comprehension exercise where students write summaries of the points given, using the information and language from the text. Ensure they have noted that this time they are being asked to write in complete sentences. Remind them that the number beside the question indicates how many pieces of information they will have to give to get full marks.

Possible answers

* Hay muchos de Sudamérica, también del norte de África, Rumanía y Europa del Este en general y Europa Occidental.
* Se instalan en las zonas donde hay más trabajo, las grandes ciudades (Madrid y Barcelona) y en la costa este.
* Los marroquíes trabajan más en el campo, en la ganadería y agricultura, mientras que los de Europa del Este ocupan puestos en la construcción.

Translation

2c

Exam-style comprehension exercise where students translate the sentences in to Spanish. Refer them back to the strategy for translating into Spanish in unit 2.3; remind them to think about appropriate vocabulary, verb tenses etc. It is useful for students to compare their answers to see different ways of translating the same sentence, and to discuss the best translations.

Possible answers

**1** Los datos disponibles sugieren que aproximadamente un 11% de la población española es inmigrante.

**2** En la actualidad, la mayoría de los inmigrantes no suelen buscar trabajo en el norte de España.

**3** A causa de la crisis económica, el número de trabajos en el sector financiero y de construcción sigue cayendo rápidamente.

**4** El trabajo que desempeñan muchos marroquíes en España está mal pagado.

**5** Se dice que el número de inmigrantes podría triplicarse en los próximos cinco años.

**6** El gobierno español, ¿debería intentar limitar la inmigración?

Listening passage and exercises

Four young people discuss their experiences of immigration, two are immigrants, two are not. Students could first listen just to identify which each of the speakers is. Ask students to briefly list some positive and negative ideas about immigration to introduce some of the language they may expect to hear.

**Audio files needed:**

**7.1.3 Audio**

3a

Exam-style comprehension exercise where students listen and decide if each speaker expresses a positive or negative idea about the statements given.

Answers

**1** N

**2** P

**3** N

**4** N

**5** P

**6** P

**7** N

**8 P**

3b

Exam-style comprehension exercise where students listen and summarise the points in their own words. Encourage them to write brief notes as they listen. Students discuss what they have heard with a partner, listen again and write out their answers in complete sentences. Access to the transcript after they have drafted their full answers would be useful to help them check on the accuracy of their language and fine tune what they have written.

Possible answers

* Dice que la situación laboral allí es muy difícil. Ya tiene un trabajo en una compañía agrícola y ganadera y no quiere volver porque se siente aceptado y sus hijas nacieron en España.
* Afirma que hay una recesión, y que la tasa de paro en España es demasiado alta. Teme que la inmigración no contribuya a la creación de empleo.
* Sugiere que hay demasiados extranjeros que usan el transporte público y es posible que tenga miedo de ellos porque se siente insegura.
* Al principio encontró mucha hostilidad porque no sabía hablar español. Además sufrió discriminación a manos de la policía.
* Según él, contribuyen a la economía del país. Son buenos trabajadores y quieren formar parte de la sociedad española.

Grammar box

The conditional tense (G5)

Refer students to grammar section G5 on the conditional tense. Ask them to explain in their own words how it is formed and what it is used for. They use the transcript of the listening passage to complete exercises a and b.

Answers

**a** no me gustaría volver (*I wouldn’t like to return*), sería mejor endurecer las leyes (*it would be better to toughen the law*s), no lo cambiaríamos por nada (*we wouldn’t change it for anything*), no sería plato de buen gusto (*it wouldn’t go down well*)

**b** tanta inmigración me pondría nerviosísima (*so much immigration would make me nervous*), ¿No podrían intentar buscar trabajo? (*Couldn’t they try to look for work*?)

Grammar exercise

4

Students complete the sentences with the correct form of the given verb. They don’t all need the conditional tense. As reinforcement they could make up sentences of their own using the conditional verbs in the exercise.

Answers

**1** volvería

**2** darían

**3** viene

**4** fuera ; trabajaría

**5** buscaré

**6** gustaría

**7** Tendrías ; hablaras

**8** pude ; había/hay

Translation

5

Students translate the text about the benefits of immigration from Spanish into English.

Highlight the use of the subjunctive, and encourage students to note down these phrases for future use. Ask them to pay attention to the different verb tenses used and consider why that is so.

Suggested answers

**Sample translation**

**Everybody wins**There are many benefits that a country would never see were it not for immigration. Among them are greater economic gains, an increase in cultural diversity, access to a younger skilled workforce and workers who are qualified in many sectors. A society without immigrants could not survive. Furthermore, where would the planet be heading if people did not have the right to freedom of movement? We all have the right to set up home where we want to, and those who choose not to move should respect and accept those who come from elsewhere.

Strategy box

Adapting a text to your own needs

This strategy leads into exercise 6. Ensure students are clear on the very great difference be-tween using material from a text they have found, and plagiarism. Encourage them to note down useful words and phrases that they can use in their own work.

Research

6a

Students research the subject of immigration, concentrating on opinions in favour and against. Encourage them to note down examples.

Answers

Open ended

Speaking

6b

Pair discussion activity. Students debate with their partner about the pros and cons of immigration. It is useful to practice taking both viewpoints, even if they don’t agree with them. They could prepare a list of bullet points before they begin, and make a note of any vocabulary and phrases they will need to use.

Answers

Open ended

Writing

6c

Students choose one of the titles and write a paragraph supporting it. You could also allocate one title to half the class, and the other to the other half. Students could then write a response, from the other point of view, to someone else’s work.

Answers

Open ended

7.2 La vida y penurias de un ‘sin papeles’

|  |
| --- |
| **Pages:** 156–159  **Stage of Learning:** A-level  **Objectives:**   * Gain an insight into the plight of illegal immigrants in Spain, their life and experiences. * Learn about the use of gerunds. * Plan ongoing tasks to bring language up to A-level standard.   **Audio files needed:**  **7.2.4 Audio**  **Dynamic Learning resources:**  7.2 Vocabulary test English to Spanish  7.2 Vocabulary test Spanish to English (with audio) |

Starter

1

Students look at the graphic showing migrant routes across Africa and discuss what it is like to have to use them. Any pictures or video clips that can be found online to illustrate these journeys would be very useful to bring the issues to life. Ask students to consider why people would be prepared to take the risks involved.

Illegal immigration is an emotive subject that can raise strong feelings on both sides. Remind students that their task in this sub-unit is to acquire knowledge, ask questions and analyse information they read to better understand all aspects of the subject.

Answers

Open ended

Reading text and exercises

Three people describe their life as illegal immigrants. As an introduction ask students to write down a sentence saying what an illegal immigrant is, and what they are likely to experience when they arrive in their country of destination. After they have done the exercise they could look back at their sentence and revise it in the light of anything they have learnt, and / or use the text to improve their language.

2a

Exam-style comprehension exercise where students choose the correct person in answer to each question.

Answers

**1** A

**2** V

**3** H

**4** A

**5** V

**6** H

**7** A

**8** V

2b

Exam-style comprehension exercise where students decide if each of the statements is true (V), false (F) or not mentioned (N).

Answers

**1** V

**2** F

**3** N

**4** F

**5** V

**6** N

**7** V

**8** F

Grammar box

Gerunds (G11 and G13)

Refer students to grammar sections G11 and G13 on the use of gerunds in Spanish. They could write, in their own words, a brief explanation of what a gerund is, how it is formed, and what it is used for. They give this explanation to another student who decides if they are correct.

Then they find examples of gerunds in the text and explain their use.

Answers

**a** Four of the following:

están haciendo los trámites (*they are following the procedures*), ahora estoy viviendo en un piso (*now I am living in a flat*), estoy vendiendo pulseras (*I am selling bracelets*), estaba trabajando ocho horas (*I was working eight hours*), mi vida está cambiando también (*my life is changing too*)

**b** Después de llegar a la costa (*after arriving at the coast*), recuerdo trabajar diez horas diarias en la construcción (*I remember working ten hours a day in construction*)

**c** The continuous form of the verb (*estar* + gerund) is similar to the English ‘to be + -ing’. The infinitive is usually used after prepositions, not the gerund as is often the case in English.

Grammar exercise

3

Students complete the sentences by choosing one of three options of the given verb.

Answers

**1** trabajando

**2** viajar

**3** hablando

**4** caminando

**5** ver ... creer

**6** saber

**7** esperando

**8** corriente

Listening passage and exercises

News report about immigrants from Africa and their perilous journey. Before they listen, ask students to discuss briefly what they know about the journey of immigrants from Africa. This will help introduce some of the language they will hear.

**Audio files needed:**

**7.2.4 Audio**

4a

Exam-style comprehension exercise where students complete each statements with a figure from the report.

Answers

**1** 8.867

**2** 26,5

**3** 114

**4** 3.357

**5** 1.500

**6** 1.750

4b

Exam-style comprehension exercise where students complete each statement with the correct ending. As extension, you could give them the transcript and ask them to note down any words or phrases that are new to them. They could use this new language to write a brief summary of the text, one sentence for each paragraph.

Answers

**1** B

**2** C

**3** C

**4** A

**5** C

**6** B

Research

5a

Students research the life of an illegal immigrant, and adopt the role. They make notes on the points given.

Answers

Open ended

Speaking

5b

Pair work speaking activity. Students role play two immigrants to Spain, questioning each other about their experiences. Alternatively, they could play the role of a reporter asking an immigrant about their experiences.

Answers

Open ended

Writing

5c

Students write about “their” experiences as an immigrant.

Answers

Open ended

Strategy box

Organising your notes for the AS/A-Level course

A list of advice for improving students’ understanding and use of Spanish. Ask students which pieces of advice they find most helpful, and which they find most unrealistic for them. Encourage them to share experiences and discuss any other ways they have found of improving their language skills that work well for them. Encourage them to at least try out all the different strategies.

7.3 La inmigración mexicana en EE.UU.

|  |
| --- |
| **Pages:** 160–163  **Stage of Learning:** AS-level  **Objectives:**   * Focus on Mexican immigration to the United States and its consequences. * Use relative pronouns (2). * Research a prominent figure from the Spanish-speaking world.   **Audio files needed:**  **7.3.4 Audio**  **Dynamic Learning resources:**  7.3 Vocabulary test English to Spanish  7.3 Vocabulary test Spanish to English (with audio) |

Starter

1a

Students translate the American place names into English. Encourage them to find these places on a map to see the extent of Latin American influence on the USA. A brief introduction to the history of the part of the USA that used to be under Hispanic control would give students some useful background.

Answers

**1** Saint Francis

**2** The Meadows

**3** The Angels

**4** literally Full of flowers (a reference to Pascua Florida = Easter)

**5** Red

**6** Mountain

**7** Snowy

**8** The Pass

**9** Tall Stick (i.e. Tree)

**10** Holy Faith

1b

Students list any other Hispanic influences on the USA they can think of. This would be a good preparatory homework for the unit.

Answers

Open ended

Reading text and exercises

Article about Mexican immigration into the USA. Before you begin it would be interesting to ask students what they know about this subject; it is a current and contentious topic in the USA. Encourage students to find out more.

2a

Exam-style comprehension question where students complete the text choosing the correct words from the box. There are more than they need.

Answers

**1** G

**2** D

**3** B

**4** H

**5** K

**6** J

**7** F

**8** E

2b

Students find synonyms for the words given in the text.

Answers

**1** alcanzaron

**2** divulgado

**3** drásticamente

**4** en la actualidad

**5** crecimiento

**6** conforman

**7** alrededor de

**8** abra una vía (para)

2c

Exam-style comprehension exercise where students summarise the points in their own words.

Suggested answers

* La población mexicana de EE.UU. creció rápidamente durante 40 años.
* Esta migración masiva, una de las más grandes en la historia moderna, sigue creciendo.
* Antes de los años 80,el crecimiento de la población mexicana fue debido a los que nacieron en Estados Unidos; entre 1980 y 2000 el aumento en la población se atribuyó a la inmigración desde México.
* Es posible que los inmigrantes indocumentados sean legalizados por el Congreso Federal.

Grammar box

Relative pronouns 2 (C15 and F5)

Refer students to grammar sections C15 and F5 on relative pronouns. They find examples in the text and translate them. As follow up they could write some additional example sentences showing use of the pronouns.

Answers

**a** cuyo flujo no parece terminar (*whose flow seems to have no end*), los chinos, cuya cifra total de dos millones (*the Chinese, whose figure of two million*)

**b** Five of the following:   
Los mexicanos, que ya conforman (*the Mexicans, who now make up*), el estudio, que se apoya en datos (*the study, which is supported by data*), los 11.4 millones que han emigrado de México (*the 11.4 million who have emigrated from Mexico*), los 22.3 millones que nacieron (*the 22.3 million who were born*), cifras que sumadas representan el 11% de la población (*figures which, when added together, make up 11% of the population*), los mexicanos que nacieron en este país (*the Mexicans who were born in this country*), 55% de la población indocumentada en Estados Unidos, que se calcula en (*55% of the undocumented population in the United States, which is calculated at*), unos momentos en que el Congreso Federal estudia una reforma (*a time when the Federal Congress is studying a reform*), una reforma migratoria integral que abra una vía (*a comprehensive migratory reform which opens a route*)

**c** quienes conforman el principal grupo (*who make up the main group*) , lo cual es de gran interés (*which is of great interest*)

**d** *cuyo* has to agree with the following noun in gender and number.

Grammar exercise

3

Students match up the beginning and endings of the sentences.

Answers

**1** G

**2** A

**3** D

**4** E

**5** F

**6** B

**7** H

**8** C

Listening passage and exercises

Three Mexican immigrants discuss their experiences in the USA.

**Audio files needed:**

**7.3.4 Audio**

4a

Exam-style comprehension exercise where students listen and write brief summaries of the three points given. Remind them to write in complete sentences, check their work, and make sure they have noted down all the required information.

Suggested answers

* Cruzó con trece chicos. Tuvo que pagar a un grupo mafioso que lo organizó todo. Viajó en camioneta y casi se desmayó debido a las altas temperaturas.
* Trabaja con una familia que le trata muy bien. Además, es consciente de que hay gente mexicana que tiene trabajos importantes en Estados Unidos, como consecuencia, piensa que ya es posible ser parte activa de la sociedad norteamericana.
* Las mafias te extorsionan y ya en Estados Unidos siguen pidiéndote dinero. Si no pagas, es posible que te maten brutalmente.

4b

Exam-style comprehension exercise where students listen and decide if each of the statements is true (V), false (F) or not mentioned (N).

Answers

**1** F

**2** V

**3** F

**4** V

**5** N

**6** V

**7** V

**8** F

**9** V

Translation

5

Students translate the passage into English.

Suggested answers

**Sample translation**

**Mario López’s parents and drug-trafficking**The famous actor and presenter of Mexican origin, Mario López, recently confessed in an interview that his parents, Mexican immigrants, used to traffic across the border. “I was born in Chula Vista, on the border near Tijuana, and my parents used to make many trips to the other side when I was a boy. When they came home, I would often see people getting out of the boot of the car and I used to think that they were playing hide and seek. Now I understand that my father was helping his countrymen”, declares Mario, whose popularity is increasing day by day. He is very proud of his Latino heritage and always defends his origins, which mean everything to him.

Research

6a

Students research Mexican immigration to the USA and make notes on the bullet points given.

Answers

Open ended

Speaking

6b

Group speaking activity. Students discuss what they think the US government should do about the immigration laws.

Answers

Open ended

Writing

6c

Use the notes and ideas from their discussion to write a piece about Mexican immigration to the USA.

Answers

Open ended

Strategy box

Researching a prominent figure from the Spanish-speaking world

Advice on how to begin researching a prominent person. Ask students what else they would include.

Research

7

Students choose a famous Latino person from the list and research their lives online, following the advice from the strategy box.

* Mark Sánchez
* Eva Longoria
* Robert Menéndez
* Jennifer López
* Ellen Ochoa
* Carlos Santana
* Gael García Bernal
* Guillermo del Toro
* Óscar de la Renta
* Alfonso Cuarón
* Sammy Sosa
* Óscar de la Hoya

Answers

Open ended

Writing

8

Students work with a partner to produce and write up an interview between a Spanish speaking journalist and an immigrant who has just crossed the US / Mexican border. They should be aware that many immigrants run great risks when attempting to cross this infamous frontier. They should look for information online and mention the following points:

* how the immigrant prepared themselves for the border crossing.
* what the dangers and risks were during the crossing.
* what their future will be like in the USA as an undocumented immigrant.

Answers

Open ended