Teacher’s notes and answers

Unit 8: El racismo

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| **Dynamic Learning resources:**Theme 3 Scheme of workUnit 8 TranscriptsUnit 8 End of unit test transcriptUnit 8 Vocabulary listsUnit 8 Translation test (easy): Racism in SpainUnit 8 Translation test (medium): Racism in Latin AmericaUnit 8 Translation test (hard): The rise of extremismUnit 8 Video test (a): *Día Internacional de los Pueblos Indígenas*Unit 8 Video test (b): *Alejándose del antisemitismo*Unit 8 End of unit test (with audio) |

8.1 Actitudes racistas y xenófobas en la España de ayer y hoy

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| **Pages:** 166–169**Stage of Learning:** A-level**Objectives:** * Look at the expulsion of Muslims and Jews from Spain and their current situation.
* Use past participles in a variety of different ways.
* Weigh up different opinions and draw conclusions.

**Audio files needed:** **8.1.4 Audio****Dynamic Learning resources:**8.1 Vocabulary test English to Spanish8.1 Vocabulary test Spanish to English (with audio) |

Starter

1

Students match up the names of the different methods of torture to their definitions, and discuss them. Some background into the Spanish Inquisition would be helpful here; students could research it as a preparatory homework. Ask them if they can think of any periods in British history which have any similarities (the trials of the Witchfinder General in the sixteenth century are probably the closest although they cannot compete for sheer scale.)

Answers

**1** C

**2** B

**3** E

**4** A

**5** D

Reading text and exercises

Article describing the expulsion of the Jews and Muslims from Spain in the 15th Century under *Los Reyes Católicos*. It is important for students to understand that for centuries Spain had been divided, with the South under the Islamic control of *Los Moros*, and *Los Reyes Católicos* who were trying to consolidate their control of the whole country.

2a

Exam-style comprehension exercise where students read the article and answer the questions in Spanish.

Possible answers

**1** Para controlar a los judíos conversos al cristianismo.

**2** Para evitar que los conversos tuvieran la tentación de volver a practicar su antigua religión.

**3** Tuvieron que optar por bautizarse.

**4** Anticipó futuras invasiones extranjeras.

**5** Muchos países europeos cuestionaban la cristiandad de España a causa de la permanencia de los musulmanes.

**6** Porque fue el primer reino de donde se expulsó a moriscos.

2b

Students find synonymous expressions for the phrases in the list in the text.

Answers

**1** había que impedir

**2** publicaron el edicto

**3** podrían seguir viviendo

**4** la creciente amenaza

**5** el espectacular aumento demográfico

**6** facilitar futuras invasiones

**7** para llevar a cabo una sublevación

**8** abandonar el país

Grammar box

Past participles (G12)

Refer students to grammar section G12 on past participles. Ask them to explain to a partner how they are used (teaching someone else is a good aid to memory.) Draw their attention to the irregular forms and emphasise the importance of learning these.

Students identify examples in the text.

Answers

**a** han discutido los historiadores (*historians have debated*), no se había atrevido a hacer (*had not dared to do*), habían contactado con el Rey de Francia (*had contacted the French king*)

**b** no fueron considerados suficientes (*were not considered sufficient*), los cristianos fueron alertados (*the Christians were alerted*)

**c** Any two of: estaban obsesionados con la idea (*they were obsessed with the idea*), lo establecido (*what was established*), los primeros moriscos expulsados (*the first Moors to be expelled*)

**d** Agreement is required with passive structures using *ser* and when the past participle is used as an adjective.

Grammar exercise

3

Students complete the sentences using the most appropriate participle.

Answers

**1** dado

**2** intentado

**3** prometido

**4** echados

**5** hecho … conocido

**6** muertos

**7** visto

**8** llevadas

Listening passage and exercises

Three young people discuss the modern day situation in Spain for Jews and Muslims. If you can find a Spanish news item online about the recent changes in legislation allowing the descendants of Jews expelled from Spain centuries ago to gain Spanish citizenship, this would be a good lead into this topic.

**Audio files needed:**

**8.1.4 Audio**

4a

Exam-style comprehension exercise where students listen and decide if each of the phrases is discussed by the relevant speaker in a positive, negative way, or not mentioned at all.

Answers

**1** P

**2** N

**3** P

**4** NM

**5** NM

**6** P

4b

Exam-style comprehension exercise where students listen again and write summaries of the points given. Encourage them to attempt this task purely aurally, and give them copies of the transcript to check their work.

Possible answers

* Hablan en contra del uso del velo integral. Afirman que es una amenaza con respecto a la seguridad ciudadana.
* Hay que seguir un proceso oficial y hacer un examen.
* Las estadísticas concluyen que el 5 por ciento de los españoles tiene opiniones radicales en contra del Islam. Además, otro 18 por cierto no se siente cómodo en la presencia de musulmanes o con la existencia de mezquitas.

Translation

5

Students translate the text from Spanish into English. Draw attention to the use of *blanco* = target. Encourage students to note down any topic-specific vocabulary from this text and add it to their notes. Ask them to pay attention to the use of tenses throughout, and how these differ to the way we would use tenses in English in these situations.

Suggested answers

**Sample translation**

**Fear of jihadism opens the door to xenophobia**Numerous far-right groups that have appeared in Europe in recent years are trying to align themselves with xenophobic and racist movements, which is complicating the political situation of a continent that has for years felt itself a target for radical Islamic terrorism.
Cities such as Madrid, London or Paris have suffered some of the worst jihadi attacks and now live in a situation of alert as a result of the serious threats that are periodically launched by Islamic State radicals. Let us hope that people can tell the difference between a terrorist minority and Islam without stirring Islamophobic feelings among some groups in Europe.

Speaking

6

Pair discussion activity. Students read the opinions and decide if they agree with any of them and say why. They make some notes about what they think. As a follow-up they could write a paragraph summarising their ideas and explaining why they are in agreement with any of the statements, and why they disagree with others.

Answers

Open ended

Additional speaking

Mira el gráfico que revela la opinión de los ciudadanos españoles sobre ciertos colectivos. Haz una conversación con tu compañero/a sobre los siguientes puntos. Consulta la Estrategia.

* la opinión de los españoles encuestados sobre los judíos
* la opinión de los españoles encuestados sobre los musulmanes
* la diferencia entre su opinión de los judíos y de los musulmanes
* la diferencia entre su opinión de los judíos y los musulmanes y los otros colectivos
* ¿son racistas los españoles?



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Answers

Open ended

Strategy box

Weighing up opinions and drawing conclusions

Advice on evaluating arguments and drawing conclusions about them. Students could practice this technique on other topics as homework assignments, and compare notes with a partner / the group in class to expand their arguments and language use.

8.2 Las medidas nacionales y locales en contra del racismo en Hispanoamérica

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| **Pages:** 170–173**Stage of Learning:** A-level**Objectives:** * Analyse the measures taken to combat racism in certain Latin-American countries.
* Use radical and orthographic changes of some verbs.
* Learn and use more sophisticated vocabulary.

**Audio files needed:** **8.2.5 Audio****Dynamic Learning resources:**8.2 Vocabulary test English to Spanish8.2 Vocabulary test Spanish to English (with audio) |

Starter

1

Students match the different terms for Latin American ethnicities to their definitions. A good way in to this topic would be some research into the racial diversity of Latin America, in particular its various immigrant communities and how they got there.

Answers

**1** D

**2** F

**3** E

**4** A

**5** B

**6** C

2

Students look at the photos of indigenous Peruvians and discuss the questions with a partner. Make sure they can clearly define *indígena*.

Answers

Open ended

Reading text and exercises

Article about the current issues of racism and ethnic discrimination in Colombia. Ask students who they expect the discrimination to be against (they may not be aware of the sizeable Afro-Colombian population).

3a

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

Answers

**1** V

**2** F

**3** N

**4** V

**5** V

**6** F

**7** V

**8** F

Translation

3b

Exam-style translation exercise where students use the language of the text to help them translate the given passage into Spanish. Encourage them first to analyse the original text for any language they are unfamiliar with, and to note any particularly useful words or phrases they could adapt. Ask them to pay particular attention to how they will translate *becomes* and *after* *analysing*. What tense do they need to use after ‘Until an effective policy…’?

Suggested answer

**Sample translation**

**Los grupos étnicos indígenas en Colombia**Tenemos que buscar oportunidades para ayudar a los grupos étnicos indígenas en Colombia. Un informe reciente incluye varios hechos importantes. Los indígenas y afrocolombianos constituyen más de un 15% de la población. En los colegios, las tasas de absentismo escolar entre los indígenas son muy preocupantes. Además, el problema de desigualdad se hace evidente después de/al analizar el mercado laboral. Como consecuencia del desempleo, muchos han tenido que trabajar por cuenta propia. Hasta que se implemente una política efectiva, el acceso a la educación y al empleo será limitado. A largo plazo, la prioridad es diseñar políticas que reduzcan la discriminación.

Grammar box

Radical and orthographic changes in verbs (G19)

Refer students to grammar section G19 on radical and orthographic changes in verbs. Ask students to take note of the different groups of changes, and encourage them to keep lists of similar verbs in their notes for revision purposes. Point out that some of these verbs are very commonly used (e.g. *poder*) and it is essential to know them by heart. Students find examples of these verbs in the reading text and adapt them as required.

Answers

**a** recoger, conseguir, incluir

**b** recojo, consigo, incluyo

**c** Any three of: buscar, garantizar, conseguir, incluir, proveer

**d** busqué, garanticé, consiguió, incluyó, proveyó

**e** una encuesta muy reciente pudo recoger que... (*a recent survey discovered that*...), puede conseguir acceder al nivel (*can manage to have access to the level*), incluir una recomendación (*to include a recommendation*), buscar opciones para garantizar el acceso (*to seek options to guarantee access*), proveer de acceso equitativo a indígenas (*to provide native peoples with fair access*)

**f** buscar > busqué, garantizar > garanticé and conseguir > consigo make an orthographic change to maintain the sound pattern.

Grammar exercise

4

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

Answers

**1** pidió

**2** Conozco

**3** siguen

**4** busque

**5** llegues

**6** sirve

**7** rio

**8** niega

Listening passage and exercises

Radio discussion about the apology for a racist joke offered by a Guatemalan rapper. As a way in the class could briefly discuss the idea of rap music being seen as racist (whereas in the west, the stereotype is that it is misogynist.)

**Audio files needed:**

**8.2.5 Audio**

5a

Exam-style comprehension exercise where students listen and choose the five statements from the list that are correct according to the passage. Encourage them to read all statements carefully before they begin and predict which ones they think will be true.

Answers

1, 3, 5, 7, 8

5b

Exam-style comprehension exercise where students listen and summarise the passage under the headings given. Remind them to write in full sentences and correct Spanish. They should make notes first, then check their work. Access to the transcript would be useful either during this task or after for checking their work. Encourage them to discuss their answers.

Possible answers

* El miércoles en Guatemala, el rapero Mister Fer se disculpó por haber escrito en Twitter una broma aparentemente racista sobre el genocidio de pueblos indígenas en los años 80. Dijo que fue un gran error y que respetaba a los pueblos indígenas.
* El domingo, Mister Fer escribió el mensaje utilizando la palabra ‘indio’
* El lunes, Mister Fer fue denunciado por la Comisión Presidencial Contra el Racismo y la Discriminación Contra los Pueblos Indígenas.

Research

6a

Students research one of the three anti-racist activists online and make notes about this person’s activities and accomplishments.

Answers

Open ended

Speaking / Strategy

6b

Pair discussion activity. Students compare their notes and ask questions about their partner’s research subject if they have chosen a different person. Refer them to the strategy box before they begin this activity.

Answers

Open ended

Writing / Strategy

6c

Students write up the notes on their chosen activist in a coherent paragraph, applying the strategies they have learnt.

Answers

Open ended

Strategy box

Learning and using more sophisticated vocabulary

Ask students to apply these strategies to the new language they have encountered so far in this unit. They could do this as a homework assignment, or in groups in class. Encourage them to use new language in practice sentences, the sillier the better as humour aids memory.

8.3 Las legislaciones antirracistas en el mundo hispano

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| **Pages:** 174–177**Stage of Learning:** Extension**Objectives:** * Examine the anti-racism laws of Spain and Bolivia.
* Use conditional expressions with probable, improbable and impossible meanings.
* Employ a variety of sophisticated grammatical structures.

**Audio files needed:** **8.3.4 Audio****Dynamic Learning resources:**8.3 Vocabulary test English to Spanish8.3 Vocabulary test Spanish to English (with audio) |

Starter

1

Students discuss what the Bolivian President meant by his comment “*acabar con toda forma de discriminación y frenar las actitudes heredadas desde la invasión española al continente en 1492*”. This would be a good task to use a preparatory homework to the unit so students have the opportunity to apply their research skills to preparing some notes for discussion in class.

Answers

Open ended

Reading text and exercises

Gap-fill text about the new anti-racist measures in Bolivia. As a warm up activity, students could briefly discuss anti-racist laws in this country.

2a

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

Answers

**1** F

**2** J

**3** D

**4** L

**5** A

**6** C

**7** G

**8** I

2b

Exam-style comprehension question where students write summaries on the points given, using the text for language. Remind them to write in full sentences, check their language, and make sure they have covered all the necessary points.

Suggested answers

* Marianela Paco es consciente de los bares que toman medidas para prohibir la entrada de gente indígenas. Cree que sus dueños son a la vez despectivos y racistas.
* Hay multas, o reclusiones por seis años. En casos extremos, la reclusión puede ser de nueve años.
* Hemos visto desarrollos importantes en la educación, la administración pública y en la comunicación, sobre todo para los indígenas y los mestizos.
* Llamar a los indígenas y mestizos ‘indios’, y a los blancos “*qharas*” se considera racista en Bolivia. El uso de ambos términos en los medios de comunicación es castigado en el país.

Grammar box

Conditional sentences with probable, improbable and impossible meanings (G16)

Refer students to grammar section G16. It is important students build up a bank of useful “if” phrases to draw on in their written and spoken work. Students find examples in the text and analyse them.

Answers

**a** si eres moreno [...] entonces no puedes entrar (*if you are dark-skinned* [...] *then you cannot enter*); Si hay clientes que molestan al resto, se tendrán que marchar, (*if there are customers that bother others, they will have to leave*); si hubiera agravantes, la pena podría subir hasta nueve años (*if there were aggravating circumstances, the sentence could rise to up to nine years*); si hubiesen mostrado comportamientos pro-racistas, habrían ido a la cárcel (*if they had displayed pro-racist behaviour, they would have gone to prison*)

**b** probable meaning: si eres moreno [...] entonces no puedes entrar (si *with present tense followed by present tense*), si hay clientes que molestan al resto, se tendrán que marchar (si *with present tense followed by future tense*)
improbable meaning: si hubiera agravantes, la pena podría subir hasta nueve años (si *with imperfect subjunctive followed by conditional tense*)
impossible meaning: si hubiesen mostrado comportamientos pro-racistas, habrían ido a la cárcel’ (si *with pluperfect subjunctive followed by conditional perfect tense*)

Listening passage and exercises

A discussion piece on a radio programme about antiracism laws in Spain. As preparation they could look up online “*los enfrentamientos de agosto del 2011 en un barrio de Palma de Mallorca entre gitanos y nigerianos”* or *“SOS Racismo*”.

**Audio files needed:**

**8.3.4 Audio**

4a

Exam-style comprehension exercise where students listen and choose the correct ending for each sentence. They could predict which endings they think are the correct ones before they begin; this helps them examine the language and clarify anything they do not understand.

Answers

**1** A

**2** C

**3** A

**4** B

**5** B

**6** A

4b

Students listen and translate the phrases into Spanish. Access to the transcript may be helpful here. Encourage them to make up sentences of their own using these phrases.

Answers

**1** están en el punto de mira

**2** no reciben ninguna penalización

**3** ha denunciado en su informe anual

**4** el racismo social va en aumento

**5** ya ha tachado esta sugerencia

**6** casualmente se centra en

Translation

5

Students translate the text into English.

Suggested answers

**Sample translation**

Following the tragedy in Tarajal (Ceuta), where 15 people of Sub-Saharan origin died, and the controversy after the firing of rubber bullets at sea, Mariano Rajoy’s government now wants to focus the debate on another reform of the immigration laws that allows the immediate deportation of immigrants. It would be the eighth amendment of the current law, in place since 2000, and surrounded by controversy. Juan José Imbroda, president of Melilla, sees it clearly. The current immigration laws, according to him, are too inefficient to fight the arrival of illegal immigrants at borders like the ones in his city.

Research

6a

Students choose a Latin American country and research its anti-racism laws. They make notes of key dates and events, including protests or racist incidents that have affected the making of the laws.

Answers

Open ended

Speaking

6b

Class speaking activity. Students debate racism in the Hispanic world, and the necessity or otherwise of anti-racism laws in the modern world. Remind them they will need to justify and back up their opinion with examples.

Answers

Open ended

Writing

6c

Students use the debate and their research to write a paragraph about racism in the Spanish world. Refer them to the strategy box before they begin.

Answers

Open ended

Research

7a

Students research the life and work of *Bartolomé De Las Casas*, a Dominican friar who recorded the atrocities of the conquistadors against the indigenous population.

Answers

Open ended

Speaking

7b

Group discussion activity. Students discuss what they found out about *Bartolomé De Las Casas* in class and compare notes. Ask them also to consider – what has changed in the modern world?

Answers

Open ended

Writing / Strategy

7c

Students read the quote, and respond to it in writing, answering the two questions given. Refer them to the strategy before they begin.

Answers

Open ended

Strategy box

Employing a variety of sophisticated grammatical structures

Advice on how to build up and use sophisticated language. Ensure students can give examples of all the points raised, and then ensure they apply the strategies in their written work.