Teacher’s notes and answers

Unit 9: La convivencia y la integración

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| **Dynamic Learning resources:**  Theme 1 Scheme of work  Unit 9 Transcripts  Unit 9 Vocabulary lists  Unit 9 Translation test (easy): *La ciudad de las tres culturas*  Unit 9 Translation test (medium): *Los gitanos en España*  Unit 9 Translation test (hard): *La integración en los colegios*  Unit 9 Video test (a): *España da la bienvenida a los inmigrantes*  Unit 9 Video test (b): *Una plaza de toros se convierte en mezquita en Barcelona*  Unit 9 End of unit test |

9.1 La convivencia entre culturas en la España medieval

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| **Pages:** 180–183  **Stage of Learning:** A-level  **Objectives:**   * Look at the historical coexistence of Christians, Jews and Muslims. * Use the present subjunctive (2). * Research a single event or series of events.   **Audio files needed:**  **9.1.3 Audio**  **Dynamic Learning resources:**  9.1 Vocabulary test English to Spanish  9.1 Vocabulary test Spanish to English (with audio) |

Starter

1a

Students write a list of at least 8 words beginning in *al*-. You could turn this into a competition – which group can come up with the longest list? Alternatively, these starter activities could be done as preparatory homework as an introduction to the topic, and the answer discussed in class.

Another way in to the topic could be to ask students what they think the influences on the culture of the UK have been historically, and more recently.

Answers

Open ended

1b

Students write definitions in Spanish for the list of words that originate from Arabic.

Possible answers

el aceite: líquido graso que se obtiene de frutos o semillas. En España, el de oliva es muy popular.

el chaleco: prenda de vestir sin mangas, normalmente se lleva encima de una camisa.

la cifra: sinónimo de número o dígito.

hasta: preposición que hace referencia a término o límite.

la naranja: fruta muy dulce, útil para hacer zumo; del mismo color que su propio nombre.

ojalá: expresión de deseo.

el rincón: espacio pequeño, retirado o íntimo.

la taza: vaso pequeño de metal o cerámica, normalmente para bebidas calientes.

1c

Students write definitions in Spanish for the list of words that have Semitic origin. They could also research which languages these came from, and if the original meaning was different to the way they are used today.

Possible answers

amén: se suele decir al final de una oración para que tenga efecto.

el camello: animal típico de Asia central, con dos gibas en el dorso.

edén: paraíso, lugar ideal y maravilloso.

Europa: el segundo continente más pequeño del planeta.

Jesús: figura central de la cristiandad.

Pascua: celebración religiosa después del plenilunio de marzo.

el sábado: sexto día de la semana.

la sidra: bebida alcohólica de zumo de manzana.

Reading text and exercises

Magazine article about Toledo at the height of its cultural importance during the middle ages when Jews, Muslims and Christians coexisted in an atmosphere of culture, education and scientific discovery. Ask students to highlight any new words or phrases, and ask if anyone else in the class can give a definition. Alternatively, they could work in pairs to find out the meanings, and compare what they have found out in class.

2a

Exam-style comprehension exercise where students answer the questions about the text in Spanish.

Possible answers

**1** El último rey visigodo fue derrotado y empezó la dominación musulmana en Iberia.

**2** Los 374 años de convivencia en Toledo de musulmanes, cristianos y judíos.

**3** Los nuevos edificios / las (dos) mezquitas.

**4** Atrajo a sabios de toda Europa a Toledo.

**5** Los intelectuales islámicos.

**6** La producción de paños, la acuñación de moneda, la fabricación de armas y la industria de seda.

**7** Fue el colectivo que contribuyó más al desarrollo económico.

**8** A causa de su legado histórico, arquitectónico y cultural.

Translation

2b

Exam-style comprehension exercise where students translate the sentences into Spanish. Remind them of the translation strategy they first came across in sub-unit 2.3.

Suggested answers

**1** Es impresionante que las dos antiguas mezquitas todavía se mantengan en pie.

**2** Es importante que la gente entienda la larga historia de convivencia entre culturas diferentes en España.

**3** En el siglo doce, empezó la construcción de la catedral de Toledo.

**4** Bajo el reinado de Alfonso X Toledo se convirtió en la capital europea de la cultura.

**5** A lo largo de la Edad Media la economía se desarrolló rápidamente.

**6** Después de estudiar su fascinante historia, mis amigos quieren que visite Toledo con ellos.

Listening passage and exercises

Descriptions of the *juderías* that still remain in Spain. Ask students to first find out, then define in Spanish, what a *judería* is.

**Audio files needed:**

**9.1.3 Audio**

3a

Exam-style comprehension exercise where students write summaries of the points given. Remind them to write in complete sentences, check their work, and cover all the necessary points.

Possible answer

* Es evidente que la convivencia entre judíos, cristianos y musulmanes aún persiste, a pesar del turismo.
* En Córdoba hay casas blancas con flores. En Segovia hay calles largas, estrechas y muy bien conservadas, además, hay mercados en la parte baja de las casas y tienen balcones anchos. Parece que la judería de Palma de Mallorca no ha cambiado desde la Edad Media porque se conservan casas medievales.
* En Córdoba es posible comprar artesanía judía, por ejemplo cerámica, joyería y tela. En Segovia hay muchas panaderías que hacen pan de cereales. En Palma de Mallorca, se pueden comprar piezas originales.

3b

Exam-style comprehension exercise where students decide which city each statement is referring to. They could also locate these cities on a map, and look them up online to get an idea of what they look like.

Answers

**1** Córdoba

**2** Segovia

**3** Palma

**4** Córdoba

**5** Palma

**6** Segovia

**7** Segovia

**8** Córdoba

Grammar box

The present subjunctive (G14)

Refer students to grammar section G14 on the present subjunctive. Discuss the various uses set out there to make sure students fully understand them. Give students a copy of the transcript and ask them to identify the examples as requested in the grammar box.

Answers

**a** quieren que atraiga a muchos turistas (*they want it to attract many tourists*)

**b** aunque no tengan nada que comprar (*even if they have nothing to buy*)

**c** es posible que sea la que mejor refleja... (*it is possible that it is the one that best reflects*...)

Grammar exercise

4

Students complete the sentences with the correct form of the given verb. Students could then write example sentences of their own to consolidate these uses of the subjunctive. Encourage them to keep a list of useful phrases that they can use and adapt.

Answers

**1** sea

**2** es

**3** veamos

**4** están

**5** acompañes

**6** hay

**7** vengáis

**8** sepan

Speaking

5

Pair speaking activity. Students look at the graphic and discuss with their partner the future of coexistence in Europe. Remind them that personal opinion is important, but that they need to back it up with examples. They could make some notes and share their thoughts with the rest of the class to find out what other people think. Encourage them to also note down useful phrases other people use and add them to their language notes.

Answers

Open ended

Research / Strategy

6a

Refer students to the strategy box before beginning this task. Students choose one of the three events and research it online. This would work well in groups of three as students could then discuss their findings together and cover all three events. Ask them also to consider what relevance these events have today, and the legacy of the older events.

Answers

Open ended

Speaking

6b

Class speaking activity. Using their notes and drawing on their discussions, students prepare a short presentation on their chosen event.

Answers

Open ended

Writing

6c

Students write answers to the questions about the possibility of peaceful coexistence between religions and cultures.

Answers

Open ended

Strategy box

Researching an event or series of events

Tips and advice for researching events online. Highlight the importance of checking the facts from different sources to make sure they have an accurate and unbiased view. If they consider a source biased they should say why. Emphasise the importance of making notes in their own words; this not only avoids the pitfall of plagiarism but will encourage their language development. On the other hand, it is also vital to make note of and use any new words or phrases they encounter.

9.2 Convivencia e integración en los centros escolares

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| **Pages:** 184–187  **Stage of Learning:** A-level  **Objectives:**   * Understand different opinions and points of view about the integration of immigrants or other social groups in educational establishments. * Use indirect and direct object pronouns (2). * Extract and summarise information from longer passages.   **Audio files needed:**  **9.2.4 Audio**  **Dynamic Learning resources:**  9.2 Vocabulary test English to Spanish  9.2 Vocabulary test Spanish to English (with audio) |

Starter

1

Students examine the points raised by teachers and students and write a few lines for each one saying what they would do in that situation. Many students in multi-cultural areas and schools will be able to draw on their own or their classmates’ experiences here. Students in less diverse areas should be encouraged to think outside the box and consider other people’s viewpoints.

Answers

Open ended

Reading text and exercises

Gap-fill article with three people expressing different points of view about integration in schools. This can be a very complex subject and students should be encouraged to be respectful of each other’s sensitivities even if they do not agree with them; it is always worthwhile debating ideas and discussing differences of opinion.

2a

Exam-style comprehension exercise where students fill in the gaps with the correct word from the box. There are more words than necessary.

Answers

**1** J

**2** I

**3** C

**4** G

**5** F

**6** A

**7** D

**8** K

2b

Exam-style comprehension exercise where students write brief summaries of the given points, referring to the text for their answers. Refer students to the strategy box before beginning this exercise.

Suggested answers

* Dice que un niño gitano robó el dinero y el bocadillo de su hijo y como consecuencia se pelearon. Se supone que la mujer atribuye este comportamiento a todos los gitanos.
* Afirma que los marroquíes no hablan español, tienen otra religión y diferentes costumbres. A pesar de esto se adaptan fácilmente.
* Sugiere que las chicas argelinas se relajan más fuera del colegio. En casa están más abiertas y receptivas a otras culturas. No obstante, en clase se comportan de manera diferente, no frecuentan a otras personas. También hablan árabe entre ellas.

Translation

2c

Exam-style comprehension exercise where students translate the first paragraph of the text from Spanish into English.

Suggested answers

**Sample translation**

Mónica Garrido  
My son of seven years of age has to share a classroom and play with children from other cultures and of other nationalities. I don’t see this as a practical problem; the problem as I see it is the way in which other families educate their children. For example, my son came home the day before yesterday crying because a gypsy boy had stolen his money and his sandwich. My son stood up for himself and the two of them had a fight. I don’t think it’s fair for my little boy to be punished the same as the other boy. I don’t trust the gypsies.

Strategy box

Extracting and summarising information from longer passages of text

Advice for extracting information and summarising it. Remind students that this advice works just as well for any research they carry out in English and there is nothing novel about it. Emphasise the importance of research as part of the A-level course and that this advice is very useful to them. Ask them if they have any other strategies they commonly employ when carrying out research to ensure they get the information they need.

Grammar box

Direct and indirect object pronouns (F2)

Refer students to grammar section F2 on object pronouns. Ensure students are properly clear on what these are and how they work; this can be a tricky grammar point to absorb.

Answers

**a** Any three of: donde lo veo es en la educación (*where I see it is in education*), en el futuro les hace más competitivos (*in the future it makes them more competitive*), me invitaron a té (*they invited me to tea*), cuando las veo (*when I see them*), no lo entienden (*they don’t understand it*)

**b** le había robado su dinero (*he had stolen his money from him*), esto nos da mucha alegría (*this gives us a lot of happiness*)

**c** Se lo digo (*I say it to them*)

**d** Where a direct and indirect object depend on the same verb and are both in the third person, the indirect object pronoun becomes *se* in the singular and the plural.

Grammar exercise

3

Students complete the sentences by choosing one of three options of the given pronoun. It is always worthwhile providing extra practice on this point. Students could write sentences for their partner to alter by replacing the object with the correct pronoun e.g. *Voy a leer el libro hoy* >*Voy a leerlo hoy*.

Answers

**1** La

**2** te lo

**3** le

**4 -**selos

**5** lo

**6 -**las

**7** Se la

**8** nos ; los

Listening passage and exercises

Three students discuss their experience of integrating into school on arrival in Spain from another country. If appropriate, any immigrant students in the class could explain how they felt when they first arrived and if it was easy to settle in. Or students could be asked to imagine themselves in that position; what issues do they think they would have?

**Audio files needed:**

**9.2.4 Audio**

4a

Exam-style comprehension exercise where students complete each sentence with an appropriate correct word according to what they hear. Advise them they will have to adapt the language they hear slightly.

Answers

**1** polacos

**2** feliz, contento

**3** hija

**4** merienda

**5** Rumanía

**6** apoyó, ayudó

4b

Exam-style comprehension exercise where students answer the questions in Spanish. Remind them that for this style of exercise the answers must be correct in language but do not have to be full sentences. Supply them with a copy of the transcript afterwards so they can check their work.

Answers

**1** Porque hay muchos otros estudiantes latinoamericanos.

**2** Está muy agradecido.

**3** Porque su hija parece muy integrada en su colegio.

**4** Carne y frijoles/arepas.

**5** Porque todo el mundo compartió la comida de su país de origen.

**6** Muy acogedora.

**7** Tradujeron sus deberes.

**8** Cuatro años.

Research

5a

Students study the graphic, choose an area of Spain, and research the situation as regards immigrant students there.

Answers

Open ended

Speaking

5b

Pair speaking activity. Students discuss the points with a partner, using what they have found out in their research. Refer them back to the speaking strategies they covered in sub-units 1.4, 3.3, 5.1 and 6.2.

Answers

Open ended

Writing

5c

Students write a paragraph expressing their opinions on this subject. Remind them to back up their opinions with evidence.

Answers

Open ended

9.3 La convivencia en la España moderna

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| --- |
| **Pages:** 188–191  **Stage of Learning:** Extension  **Objectives:**   * Learn more about the integration and co-existence of social groups and immigrants in Spain today. * Use active and passive voice, including further use of *se* (2). * Learn how to draft and redraft written work to increase accuracy and avoid errors.   **Audio files needed:**  **9.3.4 Audio**  **Dynamic Learning resources:**  9.3 Vocabulary test English to Spanish  9.3 Vocabulary test Spanish to English (with audio) |

Starter

1

Students look at the photo and discuss the questions with a partner. How would they answer those questions if talking about the UK?

Answers

Open ended

Reading text and exercises

Article discussing the situation for the Spanish gypsy community. A good way into this sub-unit would be for students to do some research into the gypsy community in Spain, because it is important to understand the very specific issues they face, and the outline of their history with the rest of society. It is possible to draw parallels with the traveller community in this country, but there are significant differences that students need to be aware of.

2a

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

Answers

**1** V

**2** F

**3** V

**4** N

**5** N

**6** F

**7** V

**8** V

2b

Exam-style comprehension question where students write summaries on the points given. Direct them to the strategy box before beginning this exercise.

Suggested answers

* Hoy en día hay leyes que protegen el derecho a la educación de la gente gitana. Cada vez más jóvenes gitanos asisten a centros educativos, e incluso los gitanos adultos están intentando aumentar su tasa de alfabetización.
* La separación de las zonas donde viven muchos gitanos restringe la posibilidad de conseguir trabajo. Además, estas zonas carecen de instalaciones adecuadas.
* La hostilidad hacia los gitanos les niega la oportunidad de ejercer sus derechos ciudadanos.

Translation

2c

Exam-style comprehension exercise where students translate the paragraph about education into English.

Suggested answers

**Sample translation**

30 years ago it could be difficult for gypsy children to go to school, but nowadays this right is guaranteed in Spanish law and education is provided for many gypsies in schools, which turns them into ideal places for the sharing of cultures. As well as that, many adult gypsies, especially women, are making an effort to improve their reading and writing. Nevertheless, we are still far from achieving normality in the education of gypsy students in Spain. It should be pointed out that of all the gypsy children that begin secondary education only 20% complete it.

Grammar box

The active and passive voice (G17)

Refer students to grammar section G17. Ask them to explain in their own words what the passive voice is. They identify examples in the text and translate them.

Answers

**a** Any two of: los logros que fueron conseguidos (*the successes that were achieved*), hay situaciones que no son atendidas debidamente (*there are situations that are not dealt with properly*), hoy hay chabolas que son habitadas por gitanos (*today there are shacks that are inhabited by gypsies*), creencias y prejuicios que son derivados de... (*beliefs and prejudices that are derived from*...)

**b** Any two of: los elementos culturales que se han encontrado (*the cultural elements that have been found*), se ha llenado de sus aportaciones (*has been filled with their contributions*), los significativos avances que se han conseguido (*the significant advances that have been gained*)

**c** Se debe señalar que... (*it must be noted that*...), hoy en día se sabe que... (*nowadays it is known that.*..)

**d** Both passive ‘*se’* and impersonal ‘*se’* are followed by an active verb in Spanish, but are translated into English by a passive with ‘to be’ and the past participle.

Grammar exercise

3a

Students change the sentences from passive to active voice.

Answers

**1** Los españoles acogieron bien a los gitanos al principio de su llegada a la Península Ibérica.

**2** Los campesinos no les rechazaban, sino que les miraban con simpatía.

**3** La ignorancia de gente corriente ha creado una mala imagen de los gitanos.

**4** Un gitano que quiere describir la situación de los gitanos hoy en día, ha escrito estas páginas.

3b

Students change the sentences using the passive reflexive with ‘*se’*.

Answers

**1** Ayer se aprobó la Ley de Extranjería.

**2** No siempre se obedecen las leyes.

**3** Se venderá el piso en noviembre.

**4** Los centros educativos se han convertido en lugares idóneos para compartir culturas.

Listening passage and exercises

Four speakers discuss modern multicultural Spain. Ask them to pay particular attention to the figures quoted. How does that compare to immigration statistics in the UK?

**Audio files needed:**

**9.3.4 Audio**

4a

Exam-style comprehension exercise where students match up the beginnings and endings of the sentences.

Answers

**1** E

**2** C

**3** A

**4** F

**5** B

**6** D

4b

Exam-style comprehension exercise where students choose the correct ending to each statement.

Answers

**1** B

**2** B

**3** C

**4** A

**5** B

**6** B

Translation / Strategy

5

Students translate the paragraph about the footballer James Rodriguez into Spanish. Refer them to the strategy box before they begin.

Suggested answers

**Sample translation**

**Un futbolista que es ejemplo para los inmigrantes**John Londoño, un sociólogo de una universidad colombiana, afirma que para muchos latinoamericanos, el futbolista James Rodríguez representa la cultura del sacrificio y el trabajo duro. Londoño también nos asegura que como jugador del Real Madrid, James es ahora un modelo a seguir para los inmigrantes colombianos en España. ‘No sé si a los 12 años soñaba con ir a Madrid, pero lo que sí sabemos es que hoy es una estrella, entre los mejores del fútbol mundial. Admirémosle y su influencia positiva en la sociedad hispánica. No hay nadie que pueda poner en duda el alcance de su éxito.’

Research

6a

Students research information about immigration in one of the areas of Spain to cover the points given.

Answers

Open ended

Speaking

6b

Pair speaking activity. Students discuss what they have found out and compare it with the information found out by their partner on their area of choice.

Answers

Open ended

Strategy box

Drafting and redrafting written work to increase accuracy and avoid errors

Advice for improving the quality of written work. Encourage students also to give each other advice on redrafting work as looking out for errors in the work of others, makes it easier to spot them in your own. Suggest also that sometimes it is worth putting a draft to one side and doing something else for a while, as it is easier to sport problems and mistakes when you come back to it fresh.