Teacher’s notes and answers

Unit 11: Monarquías y dictaduras

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| **Dynamic Learning resources:**Theme 4 Scheme of workUnit 11 TranscriptsUnit 11 Vocabulary listsUnit 11 Translation test (easy): *La modernización de la monarquía*Unit 11 Translation test (medium): *La dictadura en Chile*Unit 11 Translation test (hard): *El papel de la monarquía*Unit 11 Video test (a): *La abdicación del Rey de España*Unit 11 Video test (b): *Las experiencias de los detenidos de Monte Peloni*Unit 11 End of unit test |

11.1 El franquismo en España

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| **Pages:** 216–219**Stage of Learning:** A-level**Objectives:** * Analyse the Franco dictatorship.
* Use *ser* and *estar*, including in the passive voice.
* Learn other techniques relevant to A-level listening tasks.

**Audio files needed:** **11.1.4 Audio****Dynamic Learning resources:**11.1 Vocabulary test English to Spanish11.1 Vocabulary test Spanish to English (with audio) |

Starter

1

Students discuss the statements and decide which ones best represent a dictatorship. What type of government do the other sentences represent? Translate the statements into English.

Answers

Dictadura: 1, 2, 4, 5, 7, 8

Democracia: 3, 6

Suggested answers:

**1** Frequently, the leader rises to power after a coup d’état.

**2** Decisions do not need to obtain the support of the masses.

**3** Decisions are taken with the direct or indirect participation of the people.

**4** Power is often concentrated in the hands of a single individual.

**5** There is a personality cult surrounding the leader, for example monuments, pictures or even shows that illustrate his superiority.

**6** Members of society consider themselves free and equal in the eyes of the law.

**7** There is systematic use of terror, sometimes via a secret police.

**8** It involves the suppression of individual freedoms.

Reading text and exercises

Article describing the period of Franco’s dictatorship in Spain. Dictatorship is a difficult concept to grasp for people who have never lived under one. You could discuss briefly what it means to live under one. You can draw comparisons with WW2 Germany or the Soviet Union if they are familiar with these eras.

2a

Exam-style comprehension exercise where students choose the correct ending for each of the sentences.

Answers

**1** B

**2** C

**3** B

**4** B

**5** A

**6** C

2b

Exam-style comprehension exercise where students read the text again and write summaries on the given points. Ensure they fully understand the points before beginning on their summaries.

Possible answers

* Después del golpe de estado, empezó una amarga guerra civil y como consecuencia de esta guerra, centenares de miles de personas fallecieron. Al ganar la guerra, el dictador Francisco Franco intentó crear un tipo de estado fascista.
* Muchísimas personas se fueron a Francia y a varios países latinoamericanos, como México, Colombia y Venezuela.
* Mucha gente del pueblo fue ejecutada por su falta de lealtad pública al régimen franquista. Otros fueron mandados a la cárcel o perdieron el empleo.
* Las autoridades reprimieron las lenguas y culturas de varias regiones, por ejemplo en Cataluña, País Vasco y Galicia. Además, aniquilaron los derechos sindicales y laborales de la clase obrera.

Grammar box

Uses of *ser* and *estar* (G22)

Refer students to the relevant grammar section. Before you go through it, ask them to list the different uses of *ser* and *estar* from memory and give some examples, then use the grammar section as a check list.

Answers

**a** la dictadura fue impuesta por la fuerza (*this dictatorship was imposed by force*), fueron fusilados en mitad del campo (*they were shot out in the countryside / fields*), muchos otros fueron encarcelados (*many others were imprisoned*)

**b** fue una larga dictadura (*it was a long dictatorship*) ser + noun (*essential characteristic*); fue la muerte de centenares de miles de personas (*it was the death of hundreds of thousands* *of people*) *ser* + noun; Franco estaba satisfecho con (*Franco was satisfied with*) *estar* + adjective = state of mind; fue la sistemática represión (*it was the systematic repression*) *ser* + noun; estaban colaborando (*were collaborating*) *estar* + gerund = continuous form

Grammar exercise

3

Students complete the sentences with the correct form of either *ser* or *estar*, explaining their choice.

Answers

**1** sido (voz pasiva)

**2** ser (característica esencial) ; fue (característica esencial)

**3** estaba (estado que resulta de una acción)

**4** era (característica esencial)

**5** fue (voz pasiva)

**6** estaban (característica temporal) ; era (característica esencial)

**7** fuera (voz pasiva)

**8** es (característica esencial) ; estar (característica temporal)

Listening passage and exercises

Radio discussion about the Spanish concentration camps under Franco. As a warm up activity, ask them what they know about concentration camps (they will most likely have some familiarity with the history of WW2) and to find out who invented them (not the British, as they may have heard).

**Audio files needed:**

**11.1.4 Audio**

4a

Exam-style comprehension exercise where students choose the five correct statements. As a follow-on they could then listen again and correct the five incorrect statements.

Answers

1, 2, 4, 6, 8

4b

Exam-style comprehension exercise where students match the sentences to the correct numbers. Before they begin, refer them to the strategy box.

Answers

**1** D

**2** F

**4** A

**5** B

**7** E

**8** C

Strategy box

Other techniques relevant to A-level listening tasks

Further advice on how to approach listening exercises. Practicing numbers is particularly useful; get them to write down some numbers at random to include dates and numbers in the hundreds and thousands. With a partner, they could read out the numbers and the other students has to write them down.

Translation

5

Students translate the paragraph on the Historical Memory Law into English. Remind them to ensure that their finished version is in correct English.

Suggested answers

**Sample translation**

**The purpose of the Historical Memory Law**The Historical Memory Law has been in effect since 27 December 2007. It is an initiative that extends the rights of those who suffered persecution or violence during the Civil War and subsequent dictatorship. It includes an improvement in financial compensation and pensions to the victims of the Civil War and of Francoism. Until 2007, several forms of compensation existed that have now been extended to the relatives of those who died in the Civil War, as well as those who were executed for their actions, their political beliefs or their union affiliations.

Research

6a

Students carry out research on one of the aspects of society under Franco given in the list. Remind them to include facts, figures and if possible photos in their research notes.

Answers

Open ended

Speaking

6b

Students ask their partner about the research the other student carried out. It would be a good idea for the questioner to ask for the topic first, then spend a few minutes working out relevant questions to ask about it. Alternatively, the person being questioned could provide the other student with a brief list of bullet points to base their questions on. This is also good practice for making sure their research can be easily summarised and is in a logical order.

Answers

Open ended

Writing

6c

Students use their notes to write a paragraph about that aspect of Spanish society during the Franco era.

Answers

Open ended

11.2 La evolución de la monarquía en España

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| **Pages:** 220–223**Stage of Learning:** A-level**Objectives:** * Learn about the evolution of the Spanish monarchy in the last 100 years.
* Use the subjunctive across a range of tenses and in different ways.
* Translate from English into accurate and authentic Spanish.

**Audio files needed:** **11.2.4 Audio****Dynamic Learning resources:**11.2 Vocabulary test English to Spanish11.2 Vocabulary test Spanish to English (with audio) |

Starter

1

Students decide which of the statements express activities carried out by a constitutional monarch.

Spain is one of the few European monarchies, but the history is very different to ours in the UK. If time allows, some research into both, as a compare and contrast exercise, would be useful background.

Answers

A, C, D, F, G

Reading text and exercises

Article describing the recent history of the monarchy in Spain, interrupted by the period of Franco’s dictatorship.

2a

Exam-style comprehension exercise where students answer the questions in Spanish. Their answers do not have to be in complete sentences, but they must be in correct Spanish.

Possible answers

**1** A causa de la victoria de los socialistas y los republicanos en las elecciones.

**2** El apoyo de Hitler y Mussolini.

**3** Reprimió severamente a los socialistas. Encarceló a mucha gente, y aun mandó asesinatos y exilios.

**4** Quería que los derechos dinásticos se pasaran a Juan Carlos.

**5** El 23 de febrero de 1981 el coronel Antonio Tejero intentó derrocar el gobierno, con un intento de golpe de estado en el Palacio de las Cortes de Madrid.

**6** La muerte de Franco.

**7** No pertenece a la realeza, no tiene sangre real.

**8** Intentará acercarse más al pueblo español y modernizarse con los tiempos.

2b

Students find synonyms for the given phrases in the second part of the text.

Answers

**1** la extraordinaria victoria

**2** vivió en el exilio diez años

**3** en gran parte

**4** era importante que promoviera

**5** el bando vencido

**6** fusilamientos

**7** tras un paréntesis

**8** el asalto

Translation

2c

Students read the text again and translate the paragraph into Spanish. Refer them to the strategy box before they begin. Remind them to pay attention to verb tenses.

Suggested answers

**Sample translation**

**¿Para qué sirve la monarquía española hoy en día?**¿Cómo habría sido España si los fascistas no hubieran ganado? Quizás sería mejor si no hiciéramos esa pregunta. En la España del siglo veinte, hubo épocas de esperanza, de lucha y de tragedia, pero es verdad que cuando murió Franco y Juan Carlos fue proclamado Jefe de Estado, una nueva era ya había empezado. Tras 39 años, Juan Carlos renunció al trono en 2014 y la transición del poder a su hijo Felipe fue mucho más fácil. No obstante, este poder es en gran parte simbólico. ¿Cuál es el papel de la monarquía hoy en día?

Strategy box

Translating from English into accurate and authentic Spanish

Advice for translating into Spanish. Remind them that although they are expected to have a well-developed level of language at this stage, it is better to use a simpler construction that they are confident is correct than a complicated one they are uncertain of. Emphasise that practice, and continued noting down and learning of vocabulary, is key to success.

Grammar box

The subjunctive: different tenses (G14)

Refer students to grammar section G14. The subjunctive is an area of grammar that students frequently struggle with, so spend some time going over this section to make sure students are happy with the formation and use, and doing some practice examples. Students identify examples of the subjunctive in the text.

Answers

**a** hizo que el rey Alfonso XIII abandonara el país y viviera en el exilio (*made King Alfonso XIII leave the country and live in exile*), se temía que hubiera mucha inestabilidad política (*it was feared that there would be a lot of political instability*), era importante que promoviera el fascismo (*it was important that he promoted fascism*), el dictador mandó que se realizaran (*the dictator ordered them to carry out*), sería mejor que los derechos dinásticos pasaran a su hijo Juan Carlos (*it would be better if the dynastic rights passed over to his son Juan Carlos*), desea que se convierta en una institución más moderna y cercana (*he wants it to be a more modern and approachable institution*)

**b** The imperfect subjunctive is used all the examples except the last one.

Grammar exercise

3

Students choose the correct form of the given verb.

Answers

**1** tuviera

**2** hubiera ganado

**3** interviniese

**4** ejerció

**5** fuera

**6** haya tenido

**7** sucediera

**8** será

Listening passage and exercises

Radio discussion about two recent scandals in the Spanish royal family. As a starting point, students could briefly discuss royal scandals they remember from this country. What do they think of royals behaving badly – is it scandalous, or should they be allowed to make mistakes like anybody else?

**Audio files needed:**

**11.2.4 Audio**

4a

Exam-style comprehension exercise where students decide if each statement about the extract is true (V), false (F) or not mentioned (N). They could also correct the false statements.

Answers

**1** F

**2** N

**3** V

**4** V

**5** F

**6** V

**7** V

**8** N

4b

Exam-style comprehension exercise where students decide if each sentence refers to the former King, Juan Carlos (JC), his daughter’s husband, Iñaki Urdangarin (IU), or both.

Answers

**1** JC

**2** IU

**3** JC

**4** JC + IU

**5** JC

**6** IU

Research

5a

Students research one of the people from the list, making sure they cover at least three of the bullet points given.

Answers

Open ended

Speaking

5b

Students share their findings with a partner, questioning each other about their researched person.

Answers

Open ended

Writing

5c

Students use their notes to write a paragraph about the person they researched. What influence on the history and the future of the country have they had?

Answers

Open ended

11.3 Dictadores latinoamericanos

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| **Pages:** 224–227**Stage of Learning:** AS**Objectives:** * Examine two Latin American dictatorships: Pinochet in Chile and Castro in Cuba.
* Use the subjunctive in main clauses.
* Add more variety to your language, such as idioms and synonyms.

**Audio files needed:** **11.3.4 Audio****Dynamic Learning resources:**11.3 Vocabulary test English to Spanish11.3 Vocabulary test Spanish to English (with audio) |

Starter

1

Students discuss the questions in pairs or small groups. This could also be a research homework, finding out how many dictatorships there are still around the world today. Ask them if the UK has ever lived under a dictatorship.

Answers

Open ended

Reading text and exercises

Text about the dictatorship of Pinochet in Chile and the repressive measures taken against any opposition. This could be another place to have a brief class discussion on what a dictatorship is; students could then read the text and decide if their previous ideas were accurate or not.

2a

Exam-style comprehension question where students answer the questions in Spanish.

Suggested answers

**1** Hubo elecciones democráticas después de una dictadura de casi diecisiete años.

**2** Pinochet gestó un golpe de estado y se unieron las Fuerzas Armadas, creando una Junta Militar del Ejército, la Marina y la Fuerza Aérea de Chile.

**3** Fueron detenidos, y algunos ejecutados inmediatamente. Otros ya se conocen como los ‘detenidos desaparecidos’.

**4** Debido a la negación de salvoconductos.

**5** Porque el Ejército controlaba las actividades en las universidades y otros centros de enseñanza.

**6** No se podía convocar a huelga y existía la posibilidad de despidos colectivos. La disciplina militar en el trabajo fue introducida.

**7** Impuso medidas para el financiamiento de la deuda externa chilena.

**8** Intentaron esconder los datos escalofriantes sobre la violación a los derechos humanos, por ejemplo los miles de detenciones y asesinatos.

Translation

2b

Exam-style comprehension question where students translate the paragraph into Spanish. Encourage them to look carefully at the text for language they can use and adapt. Refer them back to the strategies in previous units for translating into Spanish.

Suggested answers

**Sample translation**

**La importancia del 11 de septiembre para Chile**Para muchos chilenos, el 11 de septiembre tiene otro sentido. En esta fecha en 1973, las Fuerzas Armadas, con el apoyo de Estados Unidos y la CIA, derrocaron al presidente socialista y el gobierno constitucional. Durante las semanas después del golpe de estado, el nuevo régimen militar, dirigido por el General Augusto Pinochet, convirtió el estadio nacional de Chile en una enorme cárcel con más de 40.000 detenidos. Parece extraordinario que en décadas recientes, Michael Jackson, Shakira, Lady Gaga y One Direction hayan actuado en este mismo estadio. Chile se ha desarrollado mucho desde la dictadura, pero por fácil que sea, no olvidemos la tragedia que ocurrió en este país en aquel entonces.

2c

Students translate the last paragraph of the text into English. Remind them to do a native speaker check on their work.

Suggested answers

**Sample translation**

Let’s not forget that during this period various human rights violations were committed that we wish had never occurred. However skilled those closest to the regime became in their efforts to massage these figures, more than 28,000 people lost their lives as political prisoners, there were more than 2,200 executed and until now, as far as we know, 1,209 missing people.

Grammar box

The subjunctive in main clauses (G14.5)

Refer students to grammar section G14.5. As with sub-unit 11.1, spend some time going over the uses of the subjunctive set out here to make sure students fully understand how to use it. They find examples and translate them.

Answers

**a** consideremos (*let us consider*), analicemos (*let us analyse*), quizás se puedan indicar las siguientes (*perhaps the following can be identified*), no olvidemos que (*let us not forget that*), ojalá no hubiera ocurrido jamás (*we wish they had never occurred*), que se sepa (*as far as we know*)

**b** The ‘we’ form of the present subjunctive translates as ‘let us…’

Grammar exercise

3

Students complete the sentences by choosing the most appropriate form of the word.

Answers

**1** Vas ; tengas

**2** Diga

**3** resulte

**4** olvidemos

**5** Hay

**6** Hablemos

**7** hubiera

**8** Viva

Listening passage and exercises

A discussion piece on a radio programme between two young Cubans who express differing opinions about the Castro regime. A good discussion point could be to get students to look up pictures of Cuba online. What impression do they get? How does that change after listening to the discussion?

**Audio files needed:**

**11.3.4 Audio**

4a

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

Answers

**1** V

**2** V

**3** N

**4** F

**5** V

**6** F

**7** V

**8** V

4b

Exam-style comprehension exercise where students write short summaries of the points given. Refer them back to previous strategies for listening such as sub-units 4.1, 5.4 and 6.4.

Possible answers

* Es un sistema público de muy alta calidad y pionero en el continente. La tasa de mortalidad infantil es la más baja de América. Con respecto a la educación, el analfabetismo casi no existe en la isla a causa de un programa nacional muy eficaz.
* Hay más de un millón y medio de exiliados que viven fuera de la isla. No quieren volver porque tienen opiniones políticas opuestas. Si volvieran a Cuba, podrían ser juzgados o encarcelados.
* Cuba ha sufrido un bloqueo económico, comercial y financiero impuesto por los Estados Unidos por motivos ideológicos. Ha durado muchas décadas y es muy cruel.
* El hermano de Fidel ya es presidente y tiene la oportunidad de abrir el país más al mundo. Además, se están mejorando las relaciones con Estados Unidos, algo que podría traer muchos beneficios económicos.

Research

5a

Students research the Castro regime in Cuba, making careful notes on the bullet points given.

Answers

Open ended

Speaking / Strategy

5b

Students discuss their findings with a partner. Refer to the strategy box before they begin. After listening to the discussion again, one adopts the role of someone in favour of the regime, and the other takes the opposite stance, like the two speakers in the passage. Access to the transcript would be useful before taking on the debating roles.

Answers

Open ended

Writing

5c

Students write a paragraph from the point of view of a Cuban citizen, making sure they answer the questions given.

Answers

Open ended

Strategy box

Adding more variety to your language, such as idioms and synonyms

Advice on further extending students’ language use, and differentiating between spoken and written language. Encourage students to look back through the transcripts for any idiomatic language to add to their notes for revision and further use.

Research

6

Students look up the meaning of the following expressions and write a definition in Spanish.

Answers

to be like chalk and cheese

over and over again

to kid, tease

to put one’s foot in it

to get everything wrong

to be clueless

to overstep the mark