Teacher’s notes and answers

Unit 3: La igualdad de los derechos

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| **Dynamic Learning resources:**  Theme 1 Scheme of work  Unit 3 Transcripts  Unit 3 Vocabulary lists  Unit 3 Translation test (easy): *La evolución en la situación de la mujer*  Unit 3 Translation test (medium): *La igualdad entre los géneros*  Unit 3 Translation test (hard): *La discriminación en nuestra sociedad*  Unit 3 Video test (a): *Protesta contra la violencia machista*  Unit 3 Video test (b): *Paraguay: el orgullo gay y la igualdad de derechos*  Unit 3 End of unit test |

3.1 La lucha por la igualdad de las mujeres

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| **Pages:** 46–49  **Stage of Learning:** Transition  **Objectives:**   * Consider a historical perspective on the changes and improvements in women’s rights in Spain. * Use the imperfect tense, contrasting it with the preterite tense. * Summarise and extract key points from text and audio passages.   **Audio files needed:**  **3.1.4 Audio**  **Dynamic Learning resources:**  3.1 Vocabulary test English to Spanish  3.1 Vocabulary test Spanish to English (with audio) |

Starter

1

Students read the comic strip and discuss the questions in class. Make sure they understand *fracasar*. They could do this activity with a partner.

Answers

**1** Porque podría heredar de su madre triunfar o fracasar en la vida.

**2** Su madre es ama de casa. Está muy ocupada con las tareas del hogar - pasar la aspira-dora, recoger la basura, lavar la ropa y más.

**3** Es posible que el padre trabaje fuera de casa, en un empleo típico en una oficina.

Reading text and exercises

Online encyclopaedia article about the history of feminism in Spain. As a starting point, you could ask them how they would define “feminism”. It is worth explaining that with the long dictatorship of Franco, Spain came later to the 20th century attitude to equality of the sexes, and maintained a much more patriarchal and “traditional” style of society long after major changes had begun to take effect in the UK.

Highlight words such as *el derecho* = the right, *igualdad* = equality, *inferioridad genética* = genetic inferiority, *sufragio femenino* = female suffrage.

2a

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

Answers

**1** Porque no adoptó nunca una acción directa violenta [ni un alto grado de militancia]

**2** Se suponía que las mujeres eran inferiores genéticamente

**3** A partir de los años 20

**4** De clase media

**5** El sufragio femenino y un cambio en las leyes relacionadas a la familia, ofreciendo más igualdad y libertad

**6** La dictadura fascista de Francisco Franco

**7** Varios desarrollos igualitarios entre los sexos

**8** Porque la lucha sigue

2b

Students find synonyms for the given words in the last two paragraphs of the text.

Answers

**1** clase media

**2** dirigentes

**3** sufragio

**4** concedieron

**5** mujeres

**6** obligaciones

**7** lucha

**8** sigue

Translation

2c

Remind students that “post war” in a Spanish context means after the Spanish Civil War. Make sure they understand exactly when that was.

Students translate the guidance from the *Sección Femenina* into English. It would be interesting to have a brief discussion on students’ reaction to this article. They could show their translation to the oldest female members of their families and ask them what they would have thought about such advice when they were young. Students could then write up these responses in Spanish and compare them in class.

Suggested answers

**A** Throughout her entire life, the woman’s mission is to serve. When God made the first man, he thought: “It is not good for man to be alone”.

**B** Have a delicious meal prepared for when he returns home from work, especially his favourite dish. Offer to take off his shoes. Speak in a low, relaxed and pleasant tone.

**C** Listen to him, remember that his matters are more important than yours... any problem of yours is an insignificant detail compared to what he has had to deal with.

Grammar box

The imperfect and preterite tenses (G2 and G3)

Direct students to grammar section G2 and G3 to revise the use of the preterite and imperfect tenses. Ask them to summarise the differences in usage. They then find examples in the text and translate them into English. Ask them to explain why the preterite and imperfect have been used in the examples they have found.

Answers

**a** Any three of:

Estuvo más centrado en demandas sociales (*it was more focused on social demands*), nunca adoptó una acción directa violenta (*it never adopted violent direct action*), fue bastante reducida (*it was quite limited*), el feminismo español comenzó a añadir demandas políticas (*Spanish feminism started to add political demands*), en 1918 se creó la ANME (*in 1918 the ANME was created*), introdujo reformas (*it introduced reforms*), concedieron el sufragio a las mujeres (*they granted suffrage to women*), cambiaron la legislación (*they changed the legislation*), obstaculizó gravemente estos avances (*it seriously blocked these advances*)

These are examples of completed actions in the past.

**b** La subordinación de la mujer se justificaba basándose en (*the subordination of the woman was justified based on*), la función reproductora convertía a la mujer en un ser pasivo (*the reproductive function made the woman a passive being*)

These are examples of actions without reference to an end.

Planteaban ya claramente la demanda (*were laying out clearly the demand*)

This is an example of ongoing action in the past.

Grammar exercise

3

Students complete the sentences with the correct form of the given verb. Again, ask them to explain their choices to reinforce how to use these tenses.

Answers

**1** comenzó ; era

**2** se formó ; reclamaba

**3** estudió ; se licenció

**4** luchó ; Creía ; debía

**5** cambió

**6** trabajaban

**7** leí ; describía ; consiguieron

**8** toleraba ; tenía

Listening passage and exercises

Interview with an elderly Spanish lady who lived under the Franco regime. A useful starting point to this activity would be to do a little research into the Franco era so they understand the context of this passage. Draw their attention to the date of the era *Santiaga* is describing.

They need to watch out for *una fábrica de confección, vigilando, crie a mi hijo* which have the potential to confuse; ensure they check the meanings thoroughly if they are uncertain.

**Audio files needed:**

**3.1.4 Audio**

4a

Exam-style comprehension exercise where students choose the four correct sentences from the list. In addition, they could also re-write the incorrect sentences so they are true according to the passage.

Answers

3, 5, 6, 8

4b

Exam-style comprehension exercise where students write brief summaries of the points given. Before attempting the exercise, direct them to the strategy box. Remind them to write in complete sentences, and check their work thoroughly. Access to the transcript may be helpful here.

Suggested answers

* Tenía veinte años. Se casó. Dio a luz a su primer hijo.
* Trabajaba en una fábrica de confección donde cosía camisas. Tenía un jefe muy estricto que vigilaba a todas las mujeres durante su jornada laboral.
* Se convirtió en madre a tiempo completo y dedicaba todo su tiempo a cuidar a su hijo y más tarde, a sus dos hijas.
* Sus hijas tenían que hacer las tareas domésticas mientras que su hijo podía jugar al fútbol con sus amigos.

Strategy box

Summarising and extracting key points from text and audio passages

A check list to aid students when summarising reading or listening passages. Ask them to explain what they find difficult when finding information in a text, and share any good strategies they use. As additional practice they could also summarise the reading text, using their previous answers to exercise 2a as a foundation.

Speaking

5a

Pair / class discussion on the improvement in women’s rights in Spain over the years. Students use the information on this spread. Ask them to make some notes about “previously” and “now” that they can use in the discussion. Refer them back to the strategy box on summarising key points so they can extract the most salient information from the spread.

Answers

Open ended

Writing

5b

Students write a paragraph summarising what they have learnt about the rights of women in Spain, and how they think this will continue to develop in the future.

Answers

Open ended

Research / Writing

6

Students research one of the Spanish feminist icons from the list given. They use their findings to write a brief profile, and express their opinion of the person. Remind them to use the strategies for extracting important information, and to check carefully their use of past tenses.

Answers

Open ended

3.2 La mujer contemporánea: hablan ellas

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| **Pages:** 50–53  **Stage of Learning:** AS  **Objectives:**   * Compare women’s opinions about their status in society today. * Use verbs with *gustar*-type constructions. * Learn how to find and use suitable online material.   **Audio files needed:**  **3.2.4 Audio**  **Dynamic Learning resources:**  3.2 Vocabulary test English to Spanish  3.2 Vocabulary test Spanish to English (with audio) |

Starter

1

Students explain how they think men and women would react differently to the given scenarios. They choose three scenarios to debate in class. They could prepare this as homework beforehand.

Answers

Open ended

Reading text and exercises

Online forum discussion about the situation of women in the work place. You could ask students what type of topics they think are likely to come up in such a discussion. Highlight *la carrera* = degree, *el paro* = unemployment, *quejarse* = to complain, *dar rabia* = to anger, *comportamiento* = behaviour.

2a

Exam-style comprehension exercise where students choose the correct word to fill each gap. There are more words than they need.

Answers

**1** J

**2** I

**3 F**

**4** A

**5** H

**6** D

**7** C

**8** E

2b

Exam-style comprehension exercise where students decide which woman from the forum is being referred to in each sentence. They could also write additional sentences about the women, and swap them with their partners to complete the task again.

Answers

**1** M

**2** V

**3** L

**4** S

**5** S

**6** V

**7** L

**8** M

Grammar box

Verbs like ‘*gustar’* (G23)

Direct students to grammar section G23 to revise verbs which behave like *gustar*. They find such verbs in the text.

Answers

**a** me encanta, te encanta, le encanta, nos encanta, os encanta, les encanta; me importa, te importa, le importa, nos importa, os importa, les importa; me da, te da, le da, nos da, os da, les da; me chifla, te chifla, le chifla, nos chifla, os chifla, les chifla

**b** Esta situación me encanta (*I love this situation*), a mi marido y mis tres hijos no les importa (*my husband and three children don’t care*), me da mucha rabia (*I get furious*), me chifla mi trabajo (*I really love my work*)

**c** In this type of ‘back to front’ construction the subject of the verb in English becomes the indirect object in Spanish and the object of the verb in English becomes the subject of the verb: *me chifla mi trabajo* means literally ‘My work is pleasing to me’.

Grammar exercise

3

Students complete the sentences with the correct pronoun and form of the verb.

Answers

**1** le molesta

**2** Me gusta ; le fascinan

**3** Te fastidia

**4** les hace falta

**5** Me encanta

**6** nos conviene

**7** Le cuesta

**8** os gustaría

Listening passage and exercises

Interview with Spanish presenter and journalist Ana Pastor about women’s rights and her experiences in the work place. Students could discuss and / or write a response to the piece about if they think her experience is typical or not.

**Audio files needed:**

**3.2.4 Audio**

4a

Exam-style comprehension exercise where students listen and choose the correct answer to complete each sentence.

Answers

**1** C

**2** C

**3** A

**4** B

**5** A

**6** B

4b

Exam-style comprehension exercise where students listen and answer the questions in Spanish. Access to the transcript may be useful here, but the answers to 4a will also help.

Suggested answers

**1** Cree que ha habido un avance.

**2** De los derechos de la mujer.

**3** Un programa de televisión matinal.

**4** Porque acababa de tener a su hijo y era un horario malísimo, muchas veces llegaba con pocas horas de sueño.

**5** Porque podía contar con su marido y su jefe.

**6** Le dio la enhorabuena.

**7** Le dijo que era lo que le faltaba para que su vida estuviera completa.

**8** Quiere animarles a que tengan hijos.

Translation

5

Students translate the opinion piece about professional basketball player Marta Xargay. Refer them back to the previous strategy box on translating to refresh their memory. Students could respond to this piece in speaking or writing to expand the subject of equality in sport.

Suggested answer

**Sample translation**

**The opinion of a professional sportsperson**

According to Marta Xargay, the Spanish Basketball Federation is trying to be fair, but with limited success. “There have been many advances, but there are still differences between men and women who do the same job or who occupy positions of power. In sport, it is true that the public attends male basketball games more often, although when they watch us they love it.” Marta reveals that “this year we had to decide whether to let two boys train with us. And we did. In the end, we are not so different”.

Research

6a

Students work with a partner to research two of the jobs given from a Spanish perspective, with emphasis on women’s situation in that job. Direct them to the strategy box before beginning this task.

Answers

Open ended

Speaking

6b

Students discuss with a partner how discrimination could be present in these jobs, how it could manifest, and what any possible solutions could be. Refer them back to the strategies on conversing fluently in sub-unit 1.4.

Answers

Open ended

Writing

6c

Based on their research and discussion in 6b, students write a paragraph about the discrimination women can still encounter in the workplace. Remind them to include their own opinions.

Answers

Open ended

Strategy box

Finding and using suitable material online

Advice for finding good quality sources online. Remind students that they will need to use this advice on a regular basis so it is worth honing their research skills. Ask them to keep a note of any websites they visit that are particularly useful, and to share that information with the class. Encourage students to share their expertise in using the internet, as they will doubtlessly have lots of tips and ideas from their own experience.

3.3 Los derechos del colectivo LGBT

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| **Pages:** 54–57  **Stage of Learning:** AS  **Objectives:**   * Contrast the opinions and experiences of LGBT communities in different Latin American countries. * Use the perfect tense. * Learn different strategies to take the initiative in conversation.   **Audio files needed:**  **3.3.4 Audio**  **Dynamic Learning resources:**  3.3 Vocabulary test English to Spanish  3.3 Vocabulary test Spanish to English (with audio) |

Starter

1a

Students discuss what the acronym LGBT means.

Explain that the influence of the Catholic Church, especially in Latin America, has a big impact on these issues, which is why they are a very topical area of study when looking at society in the Hispanic world.

Answers

LGBT: lesbiana, gay, bisexual y transexual

1b

Students match up the words with their definitions. This could be done with a partner or as a preparatory homework.

Answers

**1** E

**2** G

**3** D

**4** H

**5** C

**6** B

**7** A

**8** F

Reading text and exercises

Online forum discussing LGBT rights in Latin America. Highlight *herencia* = inheritance, *aberrante* = aberrant, *colectivo* = group. Students could also discuss what they might expect LGBT rights to be like in Latin America. This will open the way also for the discussion in exercise 3.

2a

Exam-style comprehension question where students decide which person from the forum is best represented by each sentence.

Answers

**1** G

**2** C

**3** G

**4** L

**5** D

**6** L

**7** D

**8** C

2b

Exam-style comprehension question where students translate the sentences into Spanish adapting the language of the text to help them. Refer them back to the previous strategy box on translating into Spanish.

Answers

**1** Siempre he creído firmemente que la igualdad es lo más importante.

**2** No cabe duda de que la tolerancia del Papa Francisco es algo positivo.

**3** Me encantó el desfile del orgullo gay en Buenos Aires; debemos aumentar la visibilidad.

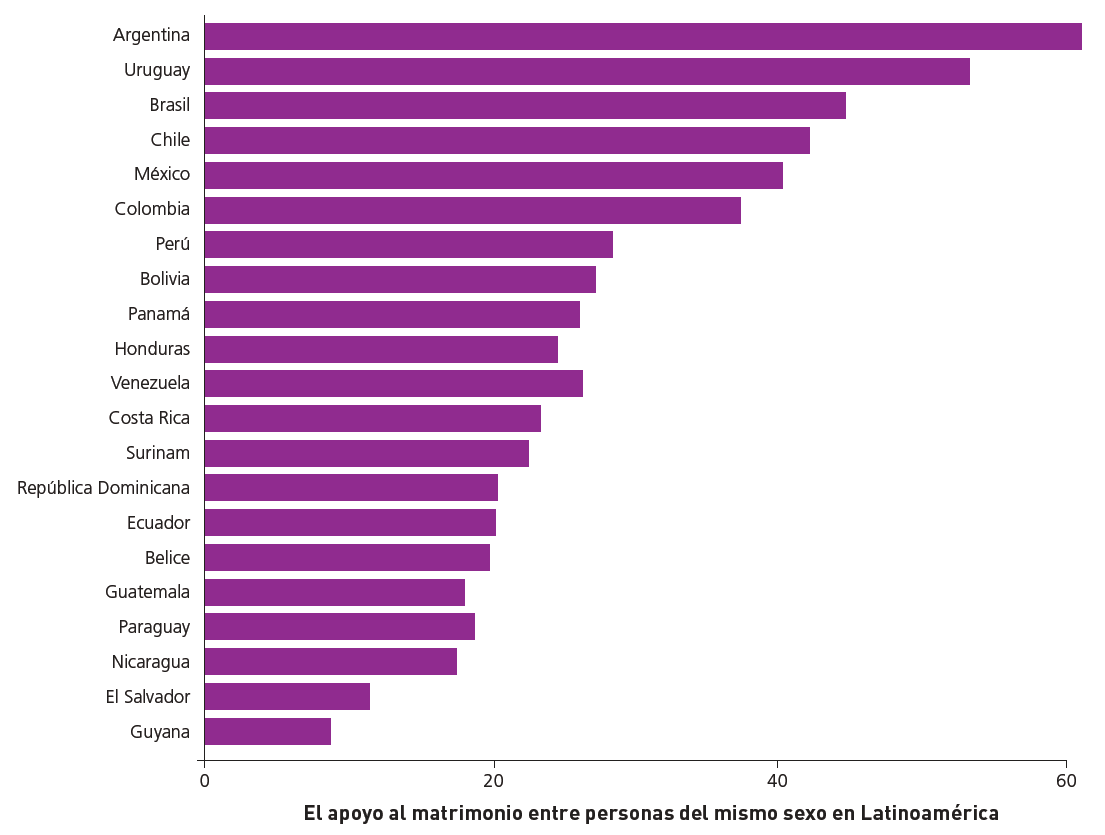
**4** Varios países latinoamericanos todavía no tiene ninguna ley de igualdad.

**5** Recientemente, muchos políticos han decidido apoyar los derechos gay.

**6** La iglesia católica ha continuado a condenar/continua condenando el matrimonio homosexual.

Additional speaking

Students study the graphic and discuss the questions about gay marriage with a partner. Remind them to use the language they have explored on this spread.



The AmericasBarometer by the Latin American Public Opinion Project (LAPOP), [www.LapopSurveys.org](http://www.LapopSurveys.org). "We thank the Latin American Public Opinion Project (LAPOP) and its major supporters (the United States Agency for International Development, the Inter-American Development Bank, and Vanderbilt University) for making the data available."

Mira el gráfico sobre el apoyo al matrimonio del mismo sexo en Latinoamérica y contesta las siguientes preguntas con tu compañero/a.

**1** ¿Cuáles son los países latinoamericanos que son más y menos avanzados con respecto al matrimonio gay?

**2** ¿Hasta qué punto se puede considerar Latinoamérica un continente progresista?

**3** ¿Por qué crees que algunos países siguen oponiéndose al matrimonio de personas del mismo sexo? Justifica tu opinión.

Answers

Open ended

Grammar box

The perfect tense (G6)

Direct students to Grammar Section G6 to revise the formation and use of the perfect tense. They identify examples of the perfect tense in the reading text and answer the questions in the grammar box.

Answers

**a** Any four of:

Siempre he pensado que es necesario (*I have always thought it is necessary*), la religión ha continuado condenando (*religion has continued to condemn*), nunca me han gustado los desfiles (*I have never liked parades*), he visto una gala (*I have seen a gala*), ha luchado públicamente (*she has publicly fought*), me ha entristecido ver (*it has saddened me to see*)

**b** *he visto* has an irregular past participle.

**c** The examples all imply that the actions begun in the past and continue into the present or have a relevance to the present situation of the speaker. Actions in the preterite tense are always completed in the past.

Grammar exercise

3

Students complete the sentences by choosing the most appropriate verb.

Answers

**1** leí

**2** he creído

**3** aprobaron

**4** Estuviste

**5** ha seguido

**6** han luchado

**7** han venido

**8** he oído ; se declaró

Listening passage and exercises

News report about the price to pay when coming out in Latin America. Before listening, students could discuss briefly if they think there is still a “cost” of coming out in the UK, and what that might be. This will help introduce some of the language they will encounter.

**Audio files needed:**

**3.3.4 Audio**

4a

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

Answers

**1** Decidieron que ser homosexual no debería ser un delito.

**2** Legalizaron el matrimonio entre personas del mismo sexo.

**3** Regularizaron las adopciones por parte de parejas homosexuales.

**4** Porque la homofobia costó la vida a 400 personas entre 1995 y 2005.

**5** 186 personas murieron.

**6** Porque es difícil determinar precisamente el número de episodios violentos o de discriminación basados en prejuicios sexuales.

Translation

4b

Students listen and write down the Spanish for each of the phrases. Access to the transcript may be helpful here.

Answers

**1** ya no es un delito

**2** los últimos en dar este paso

**3** a pesar de todas estas leyes

**4** aún parecen correr peligro

**5** es difícil determinar con precisión

**6** asesor en derechos LGBT

**7** han aprobado las leyes

**8** aún no logran que se cumplan

Research

5a

Students choose a Latin American country and research recent developments or events with respect to LGBT equality there. Remind them about the research strategies they looked at in the previous sub-unit.

Answers

Open ended

Speaking

5b

With a partner, students prepare a discussion where one speaks for LGBT rights and the other supports more traditional values. Direct them to the strategy box before they begin for tips on how to take the initiative in conversation.

Answers

Open ended

Writing

5c

Students write about advances made in Latin America by the LGBT community, using what they have learnt on this spread and found out in their research. They should mention what still remains to be done to gain equality and how this could be achieved.

Strategy box

Taking the initiative in conversation

Tips and advice to increase students’ ability to take charge of a conversation and guide it in the direction they want. Remind them that this strategy will be very useful in the speaking exam. Encourage them to keep a section of their notes for comments, questions and opinions specifically designed for speaking activities.

3.4 Mejorando la situación de la mujer: ¿un trabajo aún inacabado?

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| **Pages:** 58–61  **Stage of Learning:** A-level  **Objectives:**   * Discuss the improvements in the situation of women in the Hispanic world. * Use expressions of time. * Organise notes effectively for A-level revision.   **Audio files needed:**  **3.4.4 Audio**  **Dynamic Learning resources:**  3.4 Vocabulary test English to Spanish  3.4 Vocabulary test Spanish to English (with audio) |

Starter

1

Students choose two topics from the list and write lists explaining how the situation used to be for women in these areas and how it is now. This could be used as a research homework before beginning the sub-unit.

Answers

Open ended

Reading text and exercises

Newspaper article discussing the current situation of women in the world of work. You could introduce the subject by asking them how equal they think men and women really are in today’s world of work.

2a

Exam-style comprehension question where students write a summary of each of the points, referring to the text. Refer them back to the strategy for extracting and summarising information in sub-unit 3.1.

Suggested answers

* El Día Internacional de la Mujer fue inaugurado hace más de un siglo, y se celebra el 8 de marzo. Tiene la intención de conmemorar los esfuerzos de las mujeres que luchan por la igualdad, la justicia, la paz y el desarrollo.
* Las estadísticas de Eurostat revelan que en los matrimonios con hijos, es la mujer que tiene más tendencia a tener que trabajar a tiempo parcial.
* Estos países europeos tienen menos disparidad de género en los puestos directivos de las empresas; Letonia (45%), Hungría (41%) y Francia (40%).

2b

Exam-style comprehension question where students decide if the statements are true (V), false (F) or not mentioned (N). They could correct the false statements for further practice.

Answers

**1** F

**2** V

**3** V

**4** N

**5** N

**6** F

Grammar box

Time expressions (N)

Direct students to Grammar Section N to revise the use of *hace* and *desde hace*. They identify examples of these and other expressions of time in the reading text. Ensure they are completely clear about the difference between *hace* and *desde* *hace*.

Answers

**a** celebrado el 8 de marzo desde hace más de cien años (*celebrated on 8 March for more than a hundred years*)

**b** los datos que se recopilaron hace cuatro años (*the data that was compiled four years ago*)

**c** durante quince años (*for fifteen years*) **or** a lo largo de los años (*over the years*)

Grammar exercise

3

Students complete the sentences by choosing the most appropriate word from the box.

Answers

**1** Hace

**2** Durante

**3** Desde

**4** lleva

**5** por

**6** hace

**7** por

**8** desde

Listening passage and exercises

Radio interview about gender violence in Spain. You could introduce this by asking students how they would define *violencia de género*. Do they consider it the same as *violencia* *doméstica*, or different?

**Audio files needed:**

**3.4.4 Audio**

4a

Exam-style comprehension exercise where students listen and choose the five sentences that are correct according to what they hear. You could ask them to explain why the other sentences are false. Remind them about reformulation, and, with access to the transcript, encourage them to update their list of reformulations.

Answers

1, 2, 5, 6, 7

4b

Exam-style comprehension exercise where students listen and choose the correct word from the list to complete each of the sentences. There are more words than they need.

Answers

**1** K

**2** G

**3** B

**4** F

**5** D

**6** H

Translation

5

Students translate the article about the demonstration in Peru into English. Ask them to identify the expression of time. Also ask them to explain the use of *expresamente*, a potential false friend to add to their list as it has nothing to do with speed.

Suggested answers

**Sample translation**

**Lesbian associations manifest in Peru**

Two months ago, there was an event organised by the Peruvian Lesbian Network in the ‘Park of Love’ in Lima, in which, via kissing competitions, homosexual girls showed their disapproval of the ban on same-sex weddings in their country.

This year the motto is ‘Love doesn’t discriminate, the constitution does’, because the Peruvian constitution expressly prohibits homosexual marriage.

The reality is that these women do not have access to the same rights as heterosexual couples who are married or live together.

Research

6a

Students carry out online research on how the situation for women has improved in Spain since the 1980s socially, at work and at home. Refer them back to the strategy for research in sub-unit 3.2.

Answers

Open ended

Speaking

6b

Students discuss as a class the questions about gender and politics. They use their research to help prepare notes for the debate. Remind them of the strategies for conversation in sub-units 1.4 and 3.3.

Answers

Open ended

Speaking / Writing / Research

6c

Students discuss with a partner and write a short diary piece about a day in the life of a female victim of gender violence. They do some online research into gender violence in a hispanic country. This is a very emotive subject; teachers must be aware that there may well be victims of violence in their class. To add a bit of distance you could suggest they write it in the third person, as if reporting what they had been told.

Answers

Open ended

Strategy box

Organising effective notes for A-level revision

Tips and advice for refining how students file their notes. Encourage them to share any other ideas they have with each other.

Strategy task

Students file their notes for this sub-unit in accordance with the suggestions in the strategy box. Remind them of the importance of using the language they encounter as much as possible to increase familiarity and aid memory. They could use the vocabulary lists to choose at least six words and write a paragraph on one of the aspects of the topics covered on this page. Encourage them to include opinions and justifications.